



2015 Annual Outcomes Report

Rowan College at Gloucester County

Institutional Effectiveness Committee

July 1, 2016

RCGC 2015 Outcomes Report

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I. Preface

Institutional Effectiveness Committee Charge

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

Committee Objectives:

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

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

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

Contributing Committee Members

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II. Dashboard and Executive Summary

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

Met Minimally Met Insufficient Data
 Met With Not Met
 Recommendations

*Data are compared to previous values in the Annual Outcomes Report. For 2015, some categories have been combined or changed. Changes are discussed within the analyses of the indicators.

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Institutional Effectiveness Committee's Executive Summary

- RCGC's fall-to-fall retention rates of 65.9 percent of full-time students and 46.0 percent of part-time students are above (full-time) or at (part-time) the New Jersey Community College (NJCC) median retention rates and above the national retention rates.
- Results of the IDEA survey regarding ratings of progress on learning outcomes have been consistent over the last few years and above the IDEA database (baseline) values.
- Students have consistently rated teaching effectiveness above the IDEA baseline values.
- Of incoming freshman in fall 2014, 51.6 percent were enrolled in one or more developmental courses. The highest remedial enrollment was in writing (34.9 percent). Overall, over 24.0 percent of the student body was enrolled in one or more developmental course.
- Customized training registrations are the highest among NJCC peers and surpass the NJCC average.
- RCGC ranks 6th among New Jersey community colleges in non-credit enrollments.
- The number of degrees and certificates awarded in 2015 represents a decrease of 2.8 percent since 2014. The 930 awards conferred do not meet the target goal and are below the NJCC median of 1,043 awards.
- Enrollment at RCGC has increased 7.9 percent over the five years examined in this report.
- Tuition and fee rates are below the New Jersey Community College median and more than competitive with Rowan University.
- Online enrollments rates have increased steadily. Comparison to the NJCC sector places RCGC in 5th 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.
- RCGC's employee retention rate for AY 14-15 exceeds the NCCBP peer median.
- Development/Training Expenditures per FTE employee were above national community college peers.
- Core revenues and expenditures are consistent with the prior year and with the New Jersey Community College median.

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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 is 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 results.
- 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 those data for the current 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.

Changes Since the 2014 Report

The Institutional Effectiveness Committee works to improve continuously the Annual Outcomes Report. Changes this year include:

- At the request of the Executive Cabinet, a reduction in the number of outcomes listed under each Key Performance Indicator.
- Incorporation of the Performance Data Report into the Annual Outcomes Report.

Alignment with the Strategic Plan

The Institutional Effectiveness Plan includes a commitment to assessment and alignment to the Strategic Plan. Embedded in the Institutional Effectiveness Plan is a timeline of assessment activities and links to the core College's core values, key performance indicators (KPIs), Strategic Plan and institutional assessments. The table below links the KPIs to the 2014-2019 Strategic Plan priorities.

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

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

Alignment with Middle States Standards

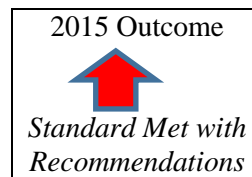
In the Spring of 2015 RCGC began its work toward the 2017 Middle States Self-Study. The Steering Committee, composed of faculty, staff, and administrators, including the chairs of the Working Groups, unanimously adopted a comprehensive self-study model. This model allows the College to assess its effectiveness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

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

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

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IV. 2015 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 in 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:

Student success rates place RCGC sixth among the New Jersey Community College sector. With 16.1 percent of the 2011 (1,654 students) cohort still enrolled after three years, it makes sense to look at some of the other variables affecting student success.

3-Year Success Rates: First-Time, Full-Time Students Fall Cohorts 2011-2014 with Peer Comparison						
	RCGC				2014 NJCC Median	2014 RCGC Ranking
	2008- 2011 Cohort	2009- 2012 Cohort	2010- 2013 Cohort	2011- 2014 Cohort		
Graduated	28.1%	25.3%	22.0%	22.0%	18.0%	6th
Transferred Out	19.8%	18.7%	20.2%	22.0%	18.0%	16th
Still Enrolled	16.0%	14.4%	15.7%	16.1%	Not Available	
Total Success Rate	63.0%	58.4%	57.9%	60.1%		
Not Retained	34.0%	41.6%	42.1%	39.9%		

Table 3: Student Success Rates Source: IPEDS Data N = 1,654 students in 2011 cohort

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Reporting Year	Cohort Start Term (Fall)	Cohort (N)	3-Year Outcomes						Combined 3-Yr Success Rate	
			Graduated		Transferred		Still Enrolled		n	%
			n	%	n	%	n	%		
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%	<i>Not reported</i>		701	44.9%

Table 4: Five-Year Trend in Success Rates Source: IPEDS Data

Of all students who successfully completed RCGC's developmental sequence(s), the comparisons to the national median are found below:

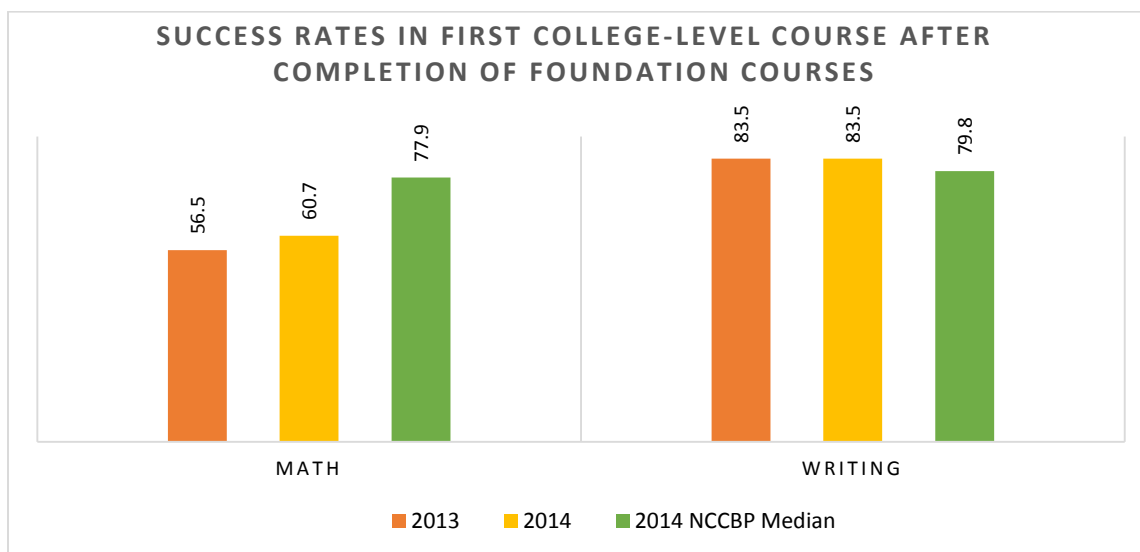


Figure 1: Student Success Rates in Subsequent Courses. Source: 2014 NCCBP Report

Foundation students are defined as those who enroll in a foundations course their first fall semester attending RCGC. This designation does not account for students who are placed in foundations 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. 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-102. Figure 1 shows that RCGC does well in preparing students for ENG101, but that students coming out of developmental math courses struggle. The recent changes to the developmental sequence in English, and the changes in reading prerequisites for some courses may affect future data.

Many RCGC students start in developmental classes. For the 2011 cohort, 63.1 percent of them tested into one or more developmental classes:

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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%

Table 5: Remedial Needs of Entering Cohorts

Source: 2012-2015 Institutional Profiles

Reviewing the developmental placement for subsequent cohorts shows a decrease in the percentage of incoming freshman who test into developmental courses:

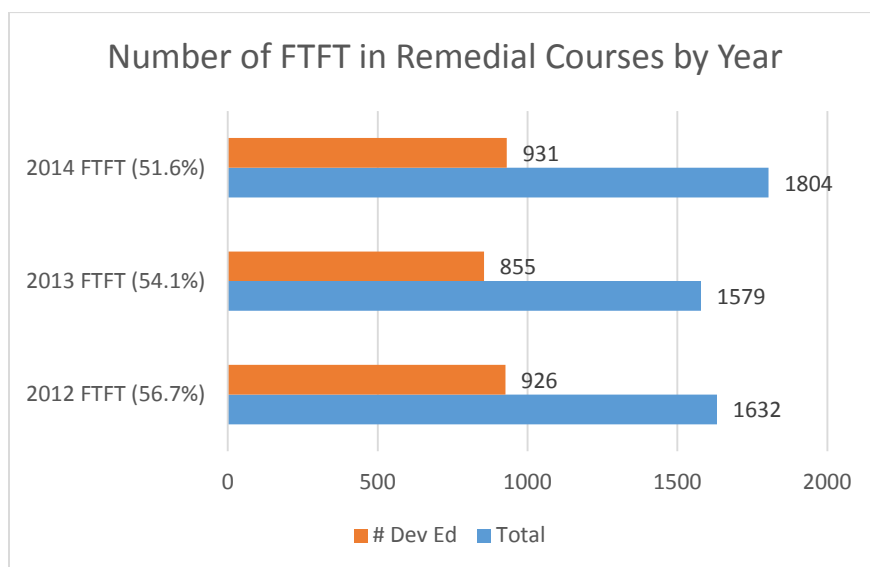


Figure 2: Number and Percent of FTFT Students in Remediation
Source 2013-2015 Institutional Profiles

The need for foundation 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. These educational foundation courses will be accompanied by a series of "Student Success" workshops to provide students with additional college readiness skills. 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.

This standard has been met with reservations.

Recommendations:

Since 43.8 percent of RCGC students were part-time (fall 2014 enrollment), extending outreach to this group of students is important. Examining the results of the last Community College Survey of Student Engagement for effective educational practices showed that full-time students feel more connected to the college.

The developmental courses are under review, and changes to the English sequence took effect in the fall 2015 semester. Students in this group will be tracked to determine if the change is effective.

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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 as well as developing mapping models that will promote their success.

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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.

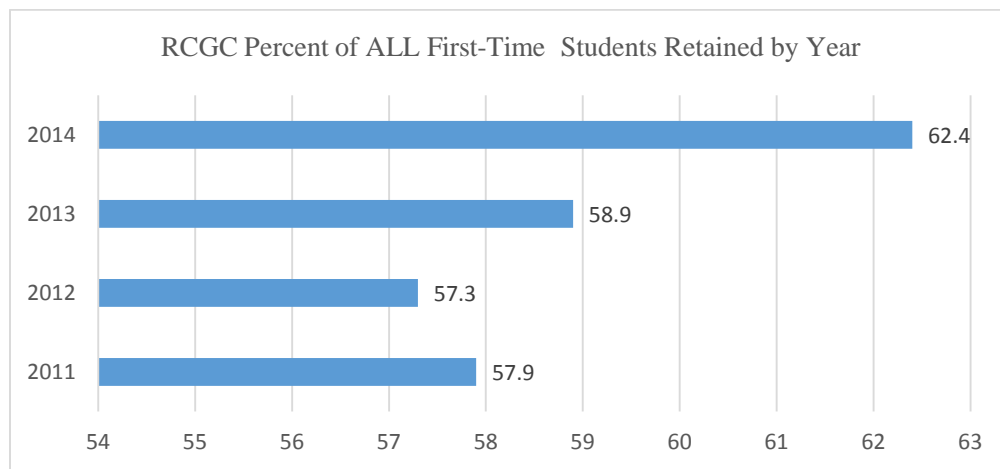


Figure 3: Retention Rates 2011-2014 Source: IPEDS Enrollment Survey and 2015 Institutional Profile

Retention By Enrollment Status:										
	2011	2012	2013	2014	2012 NJCC Median	2012 RCGC Ranking	2013 NJCC Median	2013 RCGC Ranking	2014 NJCC Median	2014 RCGC Ranking
Full-Time	62%	62%	64%	65%	63%	12th	63%	8th	61%	Tied for 8th
Part-Time	40%	41%	42%	46%	44%	11th	42%	10th (tied with 2 others)	46%	7th

Table 6: RCGC Retention Rates Sources: IPEDS Enrollment Survey and 2015 Institutional Profile

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Peer Comparison Data			
Fall-to-Fall Retention Rates (All Students)			
	RCGC Retention Rate	National Retention Rate ¹	NCCBP Retention Rate ²
2013	58.6%	54.9%	54.3%
2014	62.4%	54.7%	53.4%

Table 7: RCGC Retention Rates

Sources: 2015 Institutional Profile, NCCBP 2015 Report², and ACT Retention Report, *The Condition of Education*¹

Retention of students by division was examined for full-time and part-time students:

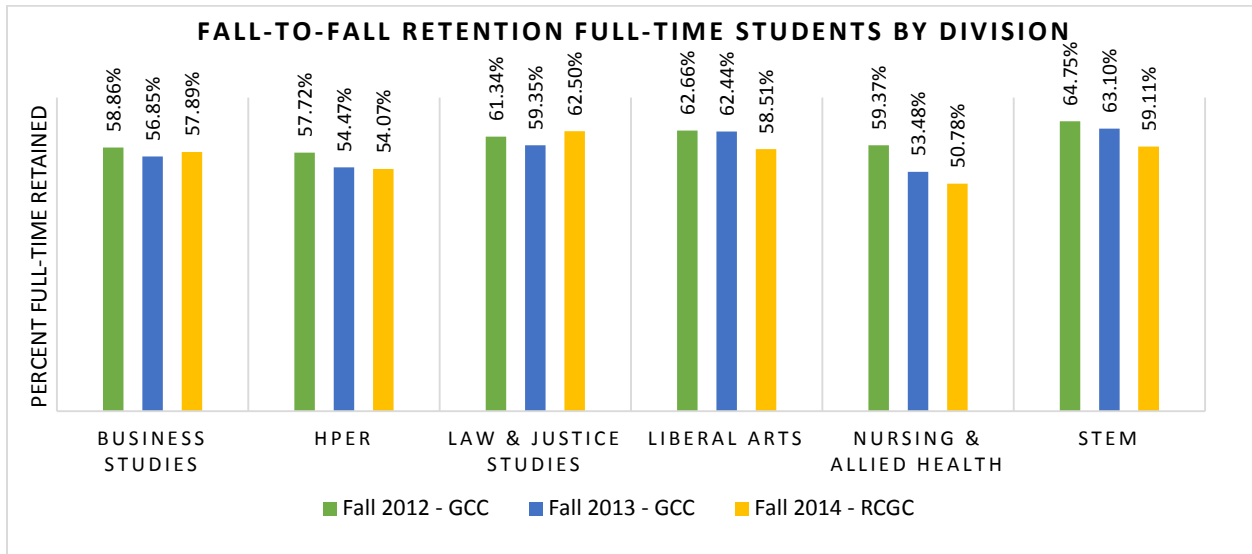


Figure 4: Full-Time Student Retention by Division

Source: Pyramid Analytics

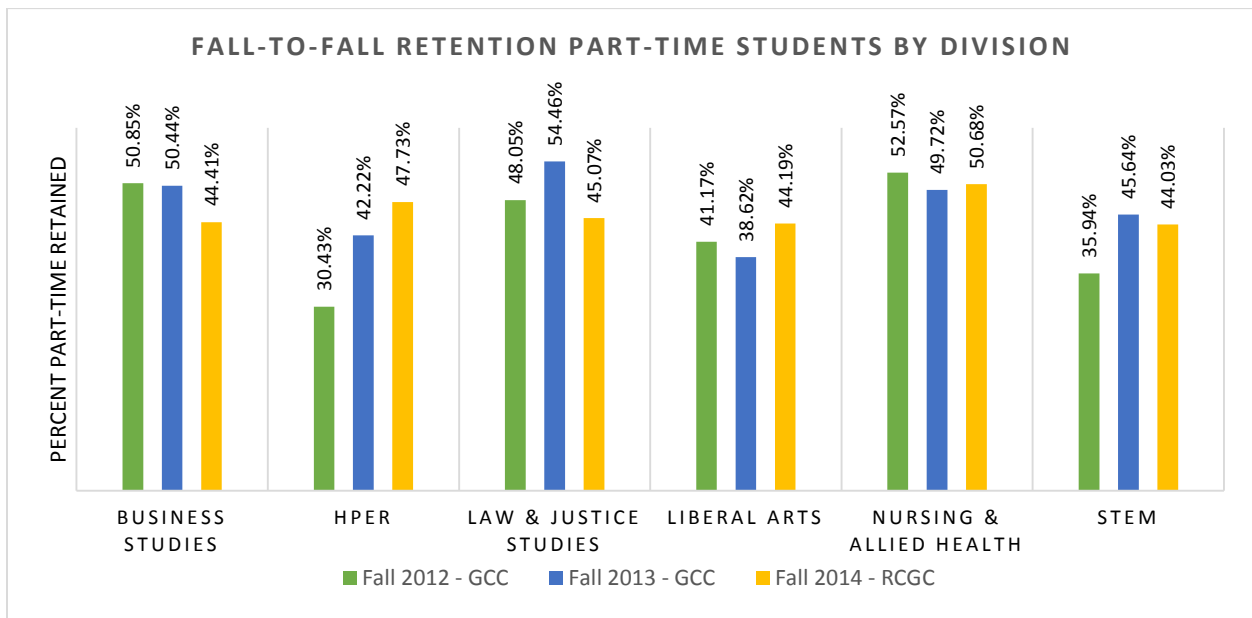


Figure 5: Part-Time Student Retention by Division

Source: Pyramid Analytics

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

This standard has been met.

Recommendations:

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

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2015 Outcome



*Standard
Minimally Met*

1-C Student Engagement Levels

Measure: Self-reported involvement in effective educational practices

Assessment Tools:

1. Community College Survey of Student Engagement (CCSSE)
2. Community College Survey of Faculty Engagement (CCSFE)
3. Survey of Entering Student Engagement (SENSE)

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

Analysis and Interpretation:

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

Table 8: CCSSE Student Engagement Levels NJCC 2014 Cohort includes Bergen, Essex, Mercer, Middlesex, Ocean, Raritan Valley, Salem, Union, and Warren

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

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

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This standard has been minimally met.

Recommendations:

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

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

The 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 Strategic Plan objectives relating to student attainment of their educational goals.

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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:

Student Self-Reported Progress on Relevant Course Learning Objectives (Raw Average)				
	RCGC		RCGC AVERAGES (last 5 years)	IDEA BASELINE
	Fall 2014	Spring 2015		
Gaining factual knowledge (terminology, classifications, methods, trends)	4.4	4.4	4.4	4.0
Learning fundamental principles, generalizations, or theories	4.3	4.3	4.3	3.9
Learning to apply course material (to improve thinking, problem solving, and decisions)	4.3	4.3	4.3	4.0
Developing specific skills, competencies and points of view	4.4	4.3	4.4	4.0
Acquiring skills in working with others as a member of the team	4.2	4.0	4.2	3.9
Develop creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	4.3	4.0	4.2	3.9
Gaining a broader understanding and appreciation of intellectual/cultural activity	4.3	4.2	4.2	3.7
Developing skill in oral and written communication	4.1	4.1	4.1	3.8
Learning how to find and use resources for answering questions or solving problems	4.2	4.2	4.2	3.7
Developing a clear understanding of, and commitment to, personal values	4.3	4.1	4.1	3.8
Learning to analyze and critically evaluate ideas, arguments and points of view	4.2	4.2	4.2	3.8
Acquiring an interest in learning more by asking my own questions and seeking answers	4.2	4.2	4.2	3.8

Table 9: 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). 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

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baseline values in all objectives. When compared with the last five years of RCGC results, the results are almost unchanged.

This standard has been met.

Recommendations:

Results in this section should help determine if special attention should be given to improving learning on one or more objective(s). The results can be of special value to accrediting agencies and assessment programs, and in support of all objectives of the Strategic Plan. By comparing the current results with those for the IDEA and RCGC average values, inferences about the rigor of the standards that have been established may be made and changes discussed with the appropriate groups.

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2-B Teaching Effectiveness Rating

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

Assessment Tool: IDEA Student Ratings of Instruction

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

Analysis and Interpretation:

Student Self-Reported Progress on Relevant Course Learning Objectives (Raw Average)						
	Academic Year 2013-14				RCGC AVERAGES (last 5 years)	IDEA BASELINE
	Summer 2014	Fall 2014	Winter 2015	Spring 2015		
Progress on Relevant Objectives	4.4	4.3	4.6	4.3	4.3	3.8
Excellence of Teacher	4.5	4.4	4.7	4.4	4.4	4.2
Excellence of Course	4.3	4.2	4.6	4.3	4.3	3.9
Summative (Composite) Score	4.5	4.3	4.7	4.4	4.4	3.9
# Eligible Sections	240	841	63	917		
# Sections Surveyed	131	593	22	453		
Participation Rate	54.6%	70.5%	34.9%	49.4%		
Average Response Rate	75.0%	64.0%	65.0%	38.0%		
Sections w/Response Rate < 65%	22.9% (n=30)	44.1% (n=262)	50.0% (n=11)	64.4% (n=292)		

Table 10: IDEA Student Ratings of Instruction

Source: IDEA Reports

The RCGC averages in the table refers to the institution’s raw average results from the IDEA based on the previous five years’ results. 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).

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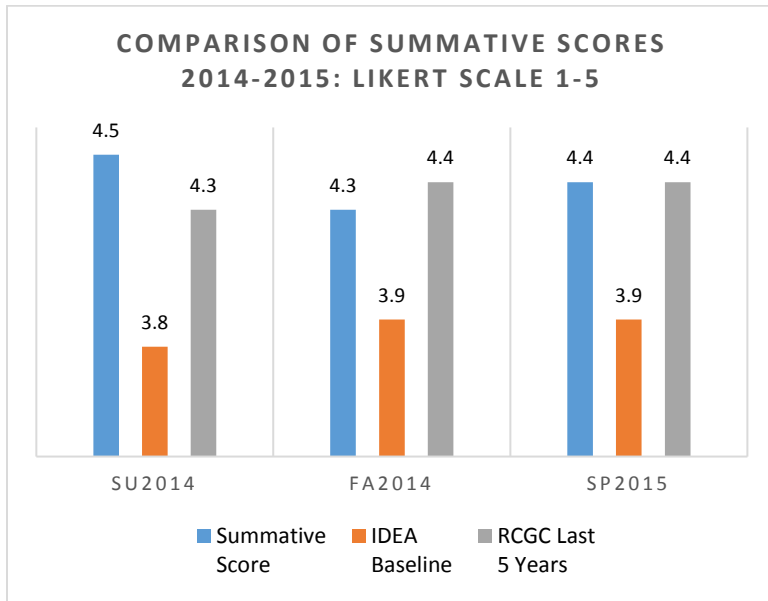


Figure 6: IDEA Summative Scores Source: IDEA Reports 2014-2015

For 2014-2015, 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.

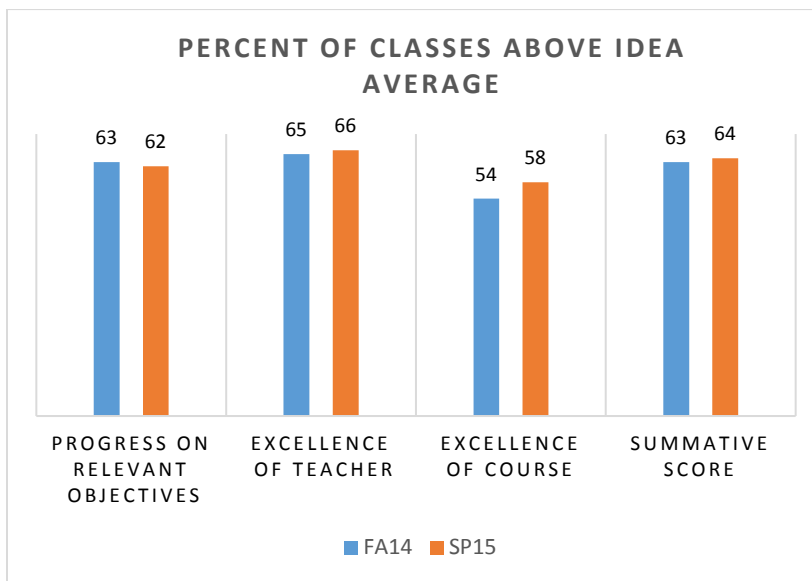


Figure 7: IDEA Class Ratings by Category Source: IDEA Reports 2014-2015

The percentage of RCGC classes above the IDEA baseline in each category is given in Figure 7. When this percentage exceeds 60 percent, the inference is that the overall instructional effectiveness in that area is good.

This standard has been met.

Recommendations:

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

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2-C Student Services Engagement

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

Assessment Tool: Student Satisfaction Inventory

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

Analysis and Interpretation:

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

Table 11: Student Satisfaction Survey Results. Source: 2012 Student Satisfaction Survey
The Student Satisfaction Survey uses a Likert scale ranging from 1-7, with 7 being the highest.

The Student Satisfaction Survey is next scheduled for 2018. There are twelve thematic areas measured in the Student Satisfaction Inventory, half of which were chosen for this year's Outcomes Report. Since there are no new survey data to compare, a look at community colleges nationally (NCCBP data) gives an indication of how satisfied students nationally are with the areas examined above. Figure 8, below, shows that in 2012 RCGC scores were ahead of where those community colleges participating in the National Community College Benchmark Project are today except in one area.

- **Registration Effectiveness:** RCGC students commented that scheduling classes and reducing conflicts were areas for improvement. The class scheduling process has been tightened up, reducing the number of parts-of-term so that fewer conflicts may occur in student scheduling.
- **Concern for the Individual:** RCGC students assessed groups with whom they dealt frequently. Overall, all groups (advising, counseling, faculty, and staff) had high performance gaps (close to or greater than 1), indicating room for improvement. Recently, advising has started working with a new model. CCSSEE results also indicated a need for improvement in faculty-student interactions.
- **Campus Support Services:** RCGC students indicated a high degree of satisfaction in 2012. A suggested area of improvement was in career services. The College has implemented Career Coach as an additional resource for students. This service was used 2,365 times during the academic year.
- **Admissions and Financial Aid:** RCGC students gave higher satisfaction ratings to admissions than to financial aid, with availability of financial aid having the largest performance gap.

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- Academic Advising & Counseling: RCGC students gave high ratings to advising and counseling, yet the performance gap indicates room for improvement. As mentioned previously, the advising group is trying a new model.
- Student Centeredness: RCGC students indicated that the College has done a reasonable job of meeting student expectations in making them feel welcome at the College.

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

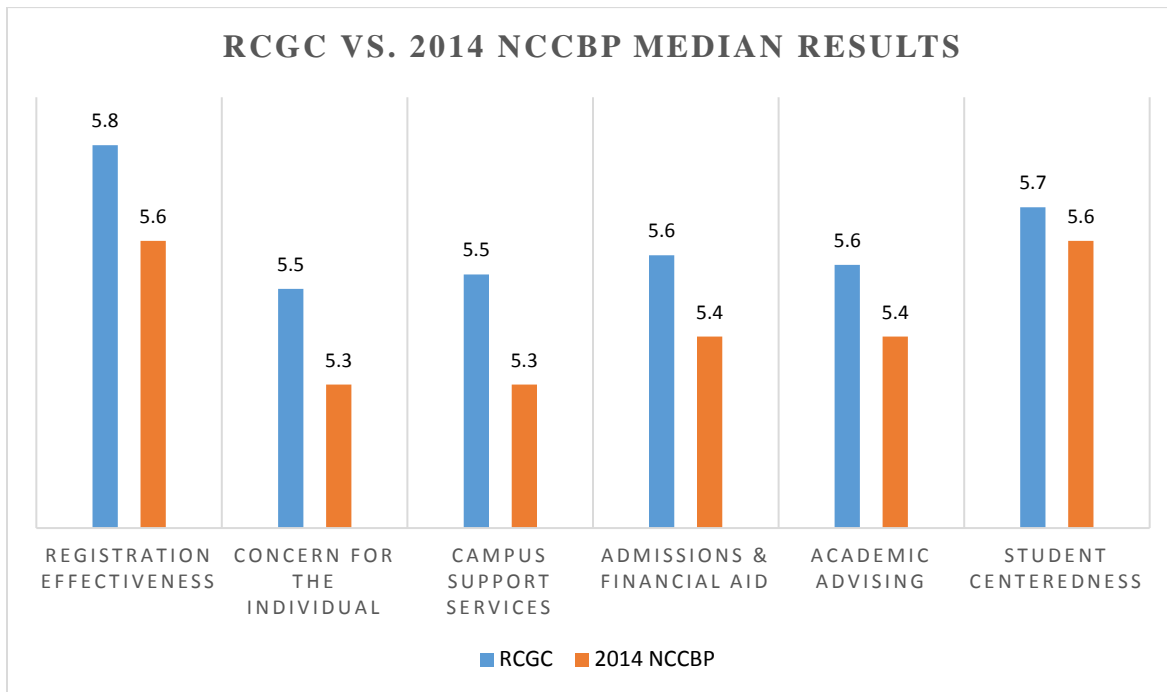


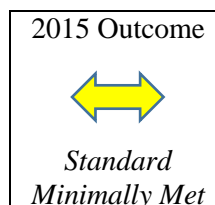
Figure 8: RCGC scores compared to NCCBP median scores
Sources: Student Satisfaction Survey and 2014 NCCBP Report

This standard has been met.

Recommendations:

Offices across the College will be contacted throughout the next academic year to ask for data in these areas and in the other survey areas to be addressed in the 2016 Outcomes Report. A system of collecting data to support surveys that are not administered every year should be discussed and, where possible, implemented. These data will also help determine if the Strategic Plan objectives related to the goals of academics, assessment, and student services are being met.

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3-A High School Capture Rates

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

Assessment Tool: Data from Institutional Research

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

Analysis and Interpretation:

Gloucester County High School	Fall 2014 Capture Rate (%)	Fall 2015 Capture Rate (%)	Percent Change
Clayton	40.3	18.4	-21.9
Clearview Regional	28.7	30.1	1.4
Delsea Regional	30.6	30.9	0.3
Deptford Township	33.1	35.3	2.2
Gateway Regional	31.7	29.1	-2.6
Glassboro	32.5	28.6	-3.9
GCIT	28.3	22.3	-6.0
Kingsway Regional	31.5	23.9	-7.6
Paulsboro	26.4	20.2	-6.2
Pitman	44.9	27.8	-17.1
Washington Township	29.3	26.6	-2.7
West Deptford	28.6	32.4	3.8
Williamstown	26.2	32.3	6.1
Woodbury	28.6	32.1	3.5
Total Gloucester County Public Schools	30.2	28.3	
NCCBP RCGC Reported	30.3	30.8	
NCCBP Median	21.9	22.7	

Table 12: Gloucester County High School Capture Rates Source: Institutional Research Office

RCGC was at the 84th percentile in high school capture rates for those community colleges participating in the NCCBP in 2014. Despite the decrease in RCGC's capture rate for fall 2015, the institution is at the 86th percentile nationally of those NCCBP participating community colleges. The decreases may be attributable, in part, to better financial packages being offered to incoming students from the regional four-year institutions and the decrease in the high-school graduation population. The difference in the 2015 reported value versus the NCCBP value may be due to the time at which the figures were reported. More students may have accepted admission by the time the NCCBP data were submitted. Changes in enrollment patterns are statewide, as evidenced by the slides below. Figures 9-11 give the enrollment patterns in all New Jersey Community College sectors.

An effort to obtain data from other New Jersey community colleges on high school capture rates yielded results from six of the colleges: Atlantic Cape, Brookdale, Cumberland, Middlesex, Raritan Valley and Salem. The average high school capture rate among them was 20.9 percent. RCGC is above that average and above the NCCBP median. This standard has been minimally met.

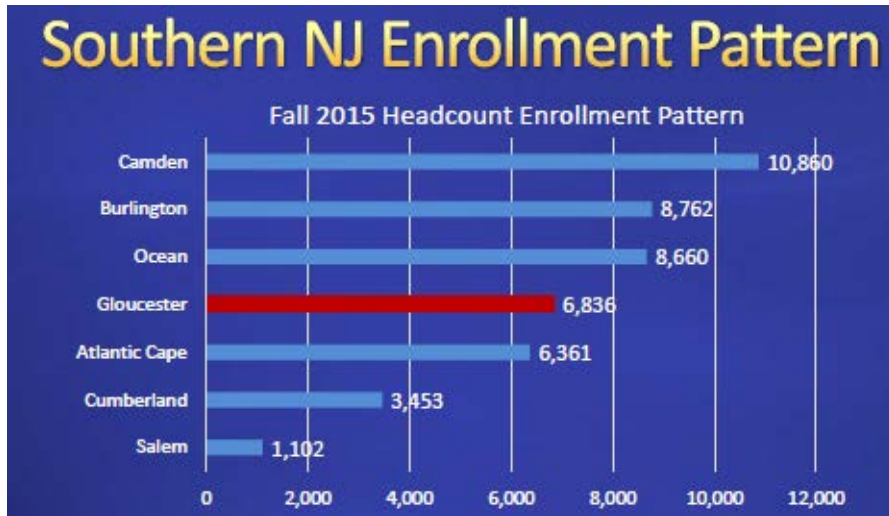


Figure 9: Fall 2015 Enrollment Southern NJ

Source: IR Office

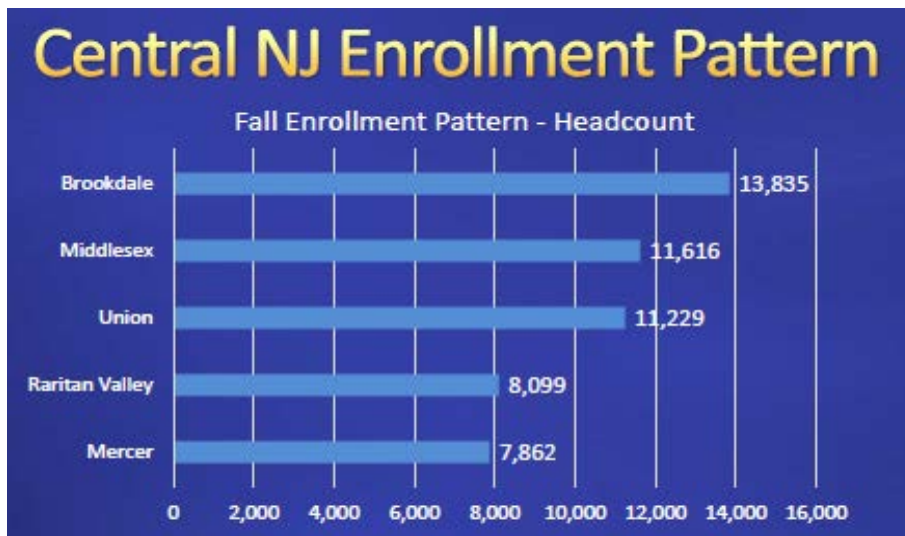


Figure 10: Fall 2015 Enrollment Central NJ

Source: IR Office

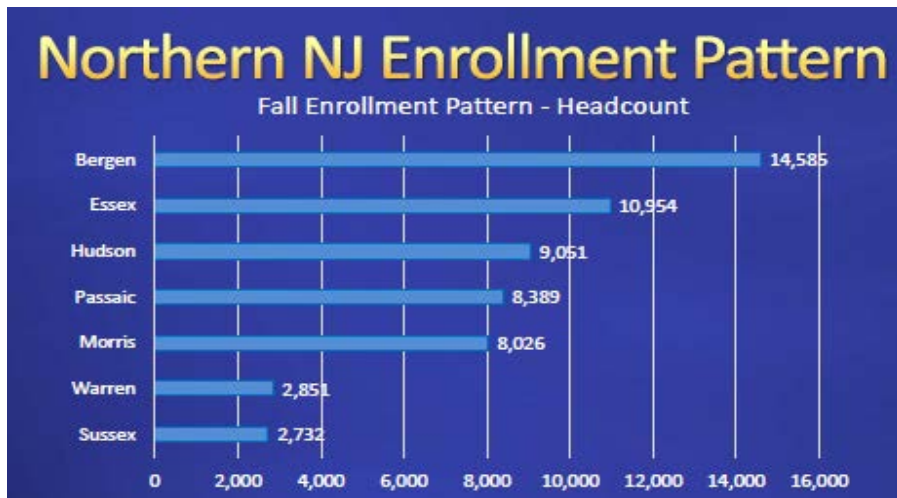


Figure 11: Fall 2015 Enrollment Northern NJ

Source: IR Office

Recommendations:

An examination of 2015 data from the New Jersey Secretary of Higher Education website revealed that for all New Jersey Community Colleges, the admissions rate of first-time full-time students based on applications at the colleges averages 55.9 percent. For RCGC, that figure was 61.5 percent for 2015. This indicates that a review of where our students are coming from is in order. While outreach and recruitment will continue at the high-school level, especially with the work of the College and Career Readiness Center, efforts should be made to look at other demographics of our students. One of the Strategic Plan objectives is to enroll 20.0 percent of students participating in College and Career Readiness programming into RCGC. Additional efforts will support this objective.

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3-B Responsiveness to Community Needs

Measures:

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

Assessment Tools:

1. Customized Training Enrollment Report
2. Noncredit 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 noncredit (catalog) programs will be consistent with or higher than prior year levels and the New Jersey Community College peer average.

Analysis and Interpretation:

Noncredit Enrollment FY11-FY14 with Comparisons to New Jersey Community College FY14 Average					
	RCGC				NJCC FY14 Average
	FY11	FY12	FY13	FY14	
Total Registrations	9,646	7,511	7,400	8,211	7,626
% Sector Share	6.1%	4.7%	4.7%	5.7%	--
Unduplicated Headcount	7,403	3,813	6,570	6,029	4,479
Total Clock Hours	560,781	240,793	225,811	352,217	236,782
Total FTE	1,246	535	502	783	526

Table 13: Noncredit Enrollment Source: 2015 Institutional Profile, page 5;
SURE Noncredit Open Enrollment File, Table II-B.3

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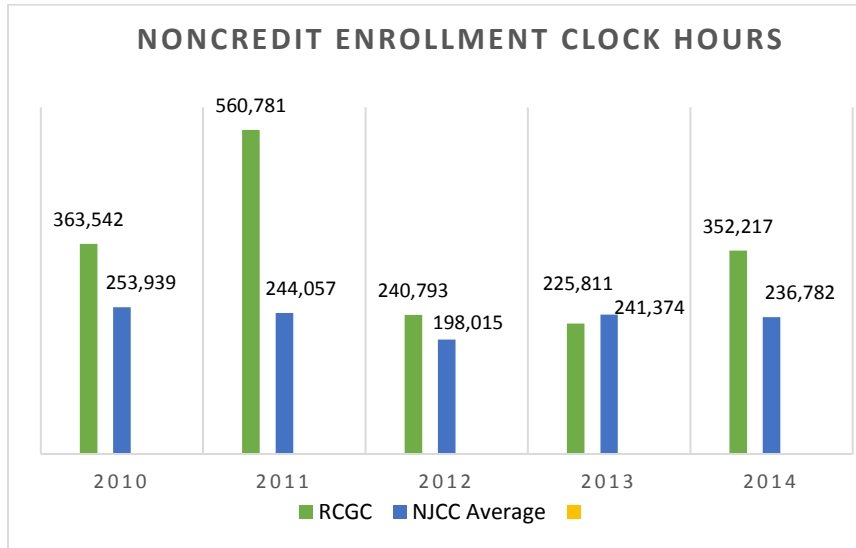


Figure 12: Noncredit Clock Hours Source: SURE Noncredit Open Enrollment File

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

RCGC's rank for noncredit clock hours among the New Jersey Community College (NJCC) sector.

Customized Training Enrollment FY11-FY14 with Comparisons to NJ Community College FY14 Average					
	RCGC				NJCC Average FY14
	FY11	FY12	FY13	FY14	
Registrations	13,285	8,419	10,049	7,104	2,485
% Sector Share	26.5%	16.3%	18.5%	14.3%	--
Clock Hours	43,535	25,887	36,731	35,961	18,889
FTEs	97	58	82	80	42
# Course Sections Delivered	730	593	768	434	172
Registrations per Course Section	18	14	13	16	14
Business Clients Served	27	14	13	17	86
FTEs per Client	4	4	6	5	0

Table 14: Customized Training Enrollment Source: 2015 Institutional Profile, page 6; NJ IPEDS Form #31, Customized Training

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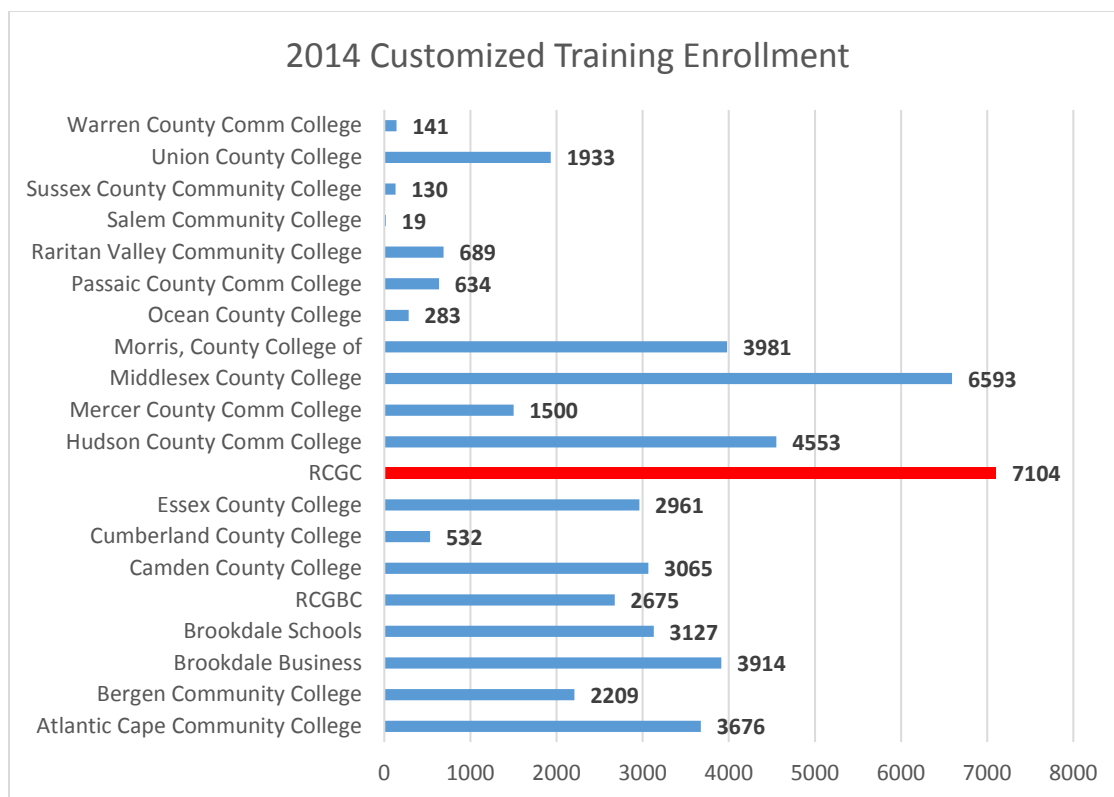


Figure 13: NJCC Customized Training Enrollment 2014 Source: NJ IPEDS Form #31

RCGC ranks 6th in noncredit enrollment hours among the New Jersey Community College (NJCC) sector. It is first among the New Jersey Community Colleges in customized training enrollments. The trend in declining enrollments for noncredit courses has been reversed and the standard for this measure has been met. Even though RCGC ranks first in the state in training enrollments, due to a cut in grants and decline in referrals for workforce training, the number of registrations has decreased. The fact that this still puts RCGC first among the community colleges reinforces that this is a statewide trend.

This standard has been minimally met.

Recommendations:

To support the Strategic Plan objectives for the goal of student services and partnerships, the Continuing Education Division 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 Paulsboro Refinery partnership and other opportunities that can tie students to workforce opportunities.

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3-C Degrees and Certificates Awarded

Measure: Number of degrees and certificates conferred per year

Assessment Tools: IPEDS Completions Survey / NJ SURE Completions File

Criteria for Success:

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

Analysis and Interpretation:

Fiscal Year	Level of Award			Total Awards (All Levels)
	Associate Degree	Certificate	Professional Development Certificate	
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 15: Degrees and Certificates Awarded Source: 2015 Institutional Profile, pages 24-25

Target	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Target Goal
	707	742	779	817	857	900	944	991	1,039	1,091	1,144	1,201	11,212
Total Awards	746	729	834	884	864	957	930						5,944
Prof. Dev. Certificates	0	0	0	3	9	6	49						67
Certificates	16	14	15	18	12	9	10						94
Associate Degrees	730	715	819	863	843	942	871						5,783
Difference(Actual-Target)	39	-13	55	67	7	42	-14						-5429
% Above/Below Goal	5.50%	-1.80%	7.10%	8.20%	0.80%	4.70%	-1.50%						-48.42%
% Total Goal Met	6.70%	13.20%	20.60%	28.50%	36.20%	44.70%	53.01%						53.01%

Table 16: New Jersey Presidents' Council 2020 Completion Agenda.

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The goal of the Completion Agenda is to increase the proportion of students 25- to 34-years old who hold an associate degree or higher to 55% 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% per year increase in the number of degrees and certificates awarded. The 930 awards conferred in 2015 represent a 1.5% decrease from the target goal. There is also an almost three percent drop in the number of awards from 2014. RCGC is also below the New Jersey Community College median.

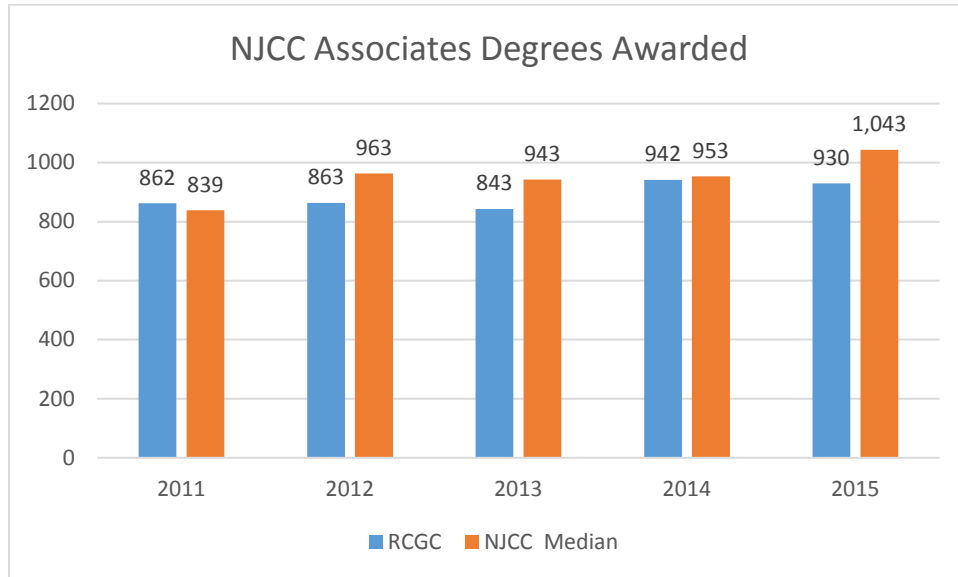


Figure 14: RCGC and NJCC Median Associate Degrees Awarded Source: FY15 IPEDS Completions Survey

This standard has been minimally met.

Recommendations:

The College is instituting a reverse transfer policy that may help the number of degrees awarded. Several new programs, including Process technology, have a business partnership associated them and may increase completion rates. The Division Deans will be asked for a program viability review this coming academic year.

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4-A Credit Enrollment Levels

Measures:

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



Assessment Tools:

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

Criteria for Success:

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

Analysis and Interpretation:

Fall Term: Five-Year Enrollment Trends						
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
One-Year % Change	-0.52%	16.02%	6.10%	-0.91%	14.17%	2.77%
5 YR % Change	0.50%	19.27%	7.88%	0.10%	25.23%	5.86%

Table 17: Five-Year Enrollment Trends-Fall
Source: 2015 Institutional Profile, p. 4 and Pyramid Analytics

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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
One-Year % Change	-1.78%	20.05%	7.68%	-1.39%	17.05%	4.50%
5 YR % Change	-4.02%	15.24%	4.45%	-3.99%	22.12%	2.92%

Table 18: Five Year Enrollment Trends Spring Source: Pyramid Analytics

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

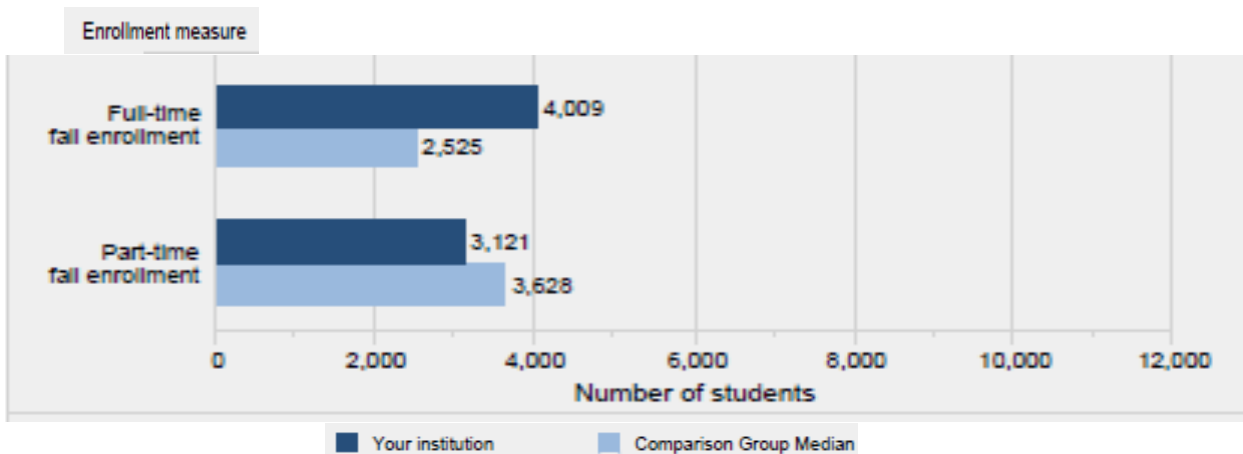


Figure 15: RCGC Enrollment Compared to NJCC Median Enrollment Source: IPEDS 2015 Feedback Data Report, page 3

Online enrollment has grown over the last five years:

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Online Credit Enrollment 2010-2014			
	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%
One-Year % Change	8.25%	7.41%	
5 YR % Change	48.49%	63.07%	
NJCC 5-YR % Change	26.40%	36.70%	

Table 19: Online Credit Enrollment Source: NJCCC Fact Book pages 19-20

*Online credits as a percent of credits generated.

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

Average number of online credits in NJCC	7,327
RCGC 2014 online credits	6,989
Average number of NJCC online credits per student	4.5%
RCGC average number of online credits per student	4.6%
NJCC average of NJCC online credits as a percent of total credits generated	8.5%
RCGC average of online credits as a percent of total credits generated	9.4%

Table 20: Comparison of 2014 RCGC Online Credits to 2014 NJCC Source: NJCCC Fact Book 2015

The method of instruction in course offerings has changed over the last three years, with online courses making up approximately 10.0 percent of the classes offered:

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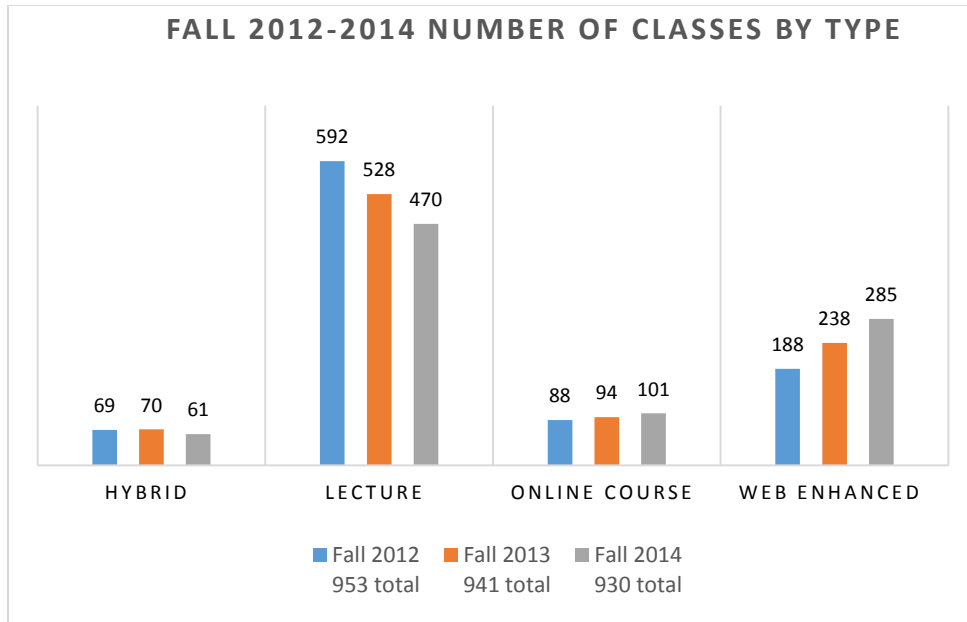


Figure 16: Fall Classes by Method of Instruction

Source: Pyramid Analytics

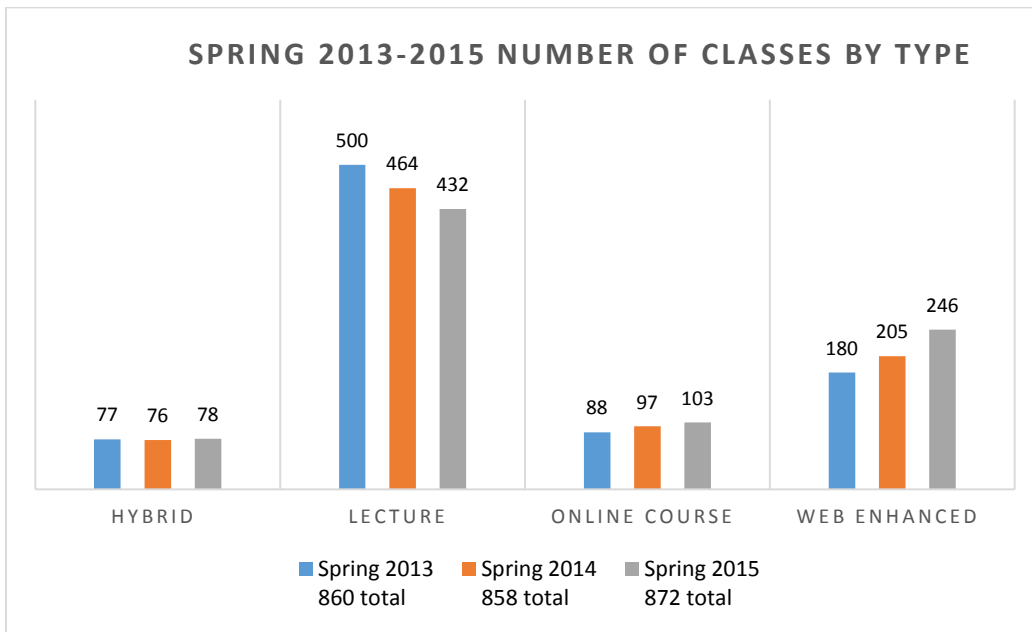


Figure 17: Spring Classes by Method of Instruction

Source: Pyramid Analytics

Compared to other New Jersey community colleges, RCGC is growing and ranks 5th in the state in online enrollment. Warren has a small enrollment overall (2,573 in fall 2014 <http://www.state.nj.us/highereducation/documents/pdf/statistics/fallbylevel/Enr2014.pdf>), so that the additional 150 students enrolled in online courses over the last year caused a big change in the percentage.

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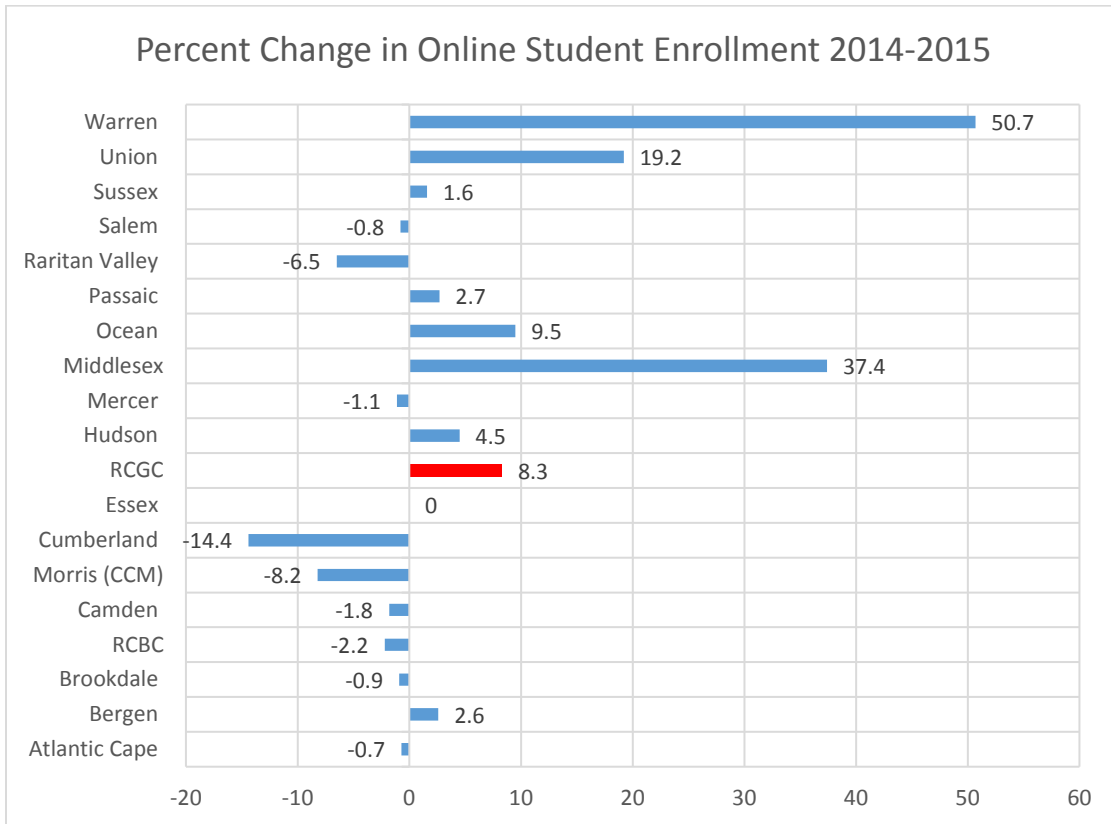


Figure 18: NJCC Online Enrollment Change 2014-2015

Source: NJCCC Fact Book 2015

This standard has been minimally met.

Recommendations:

RCGC should continue outreach efforts with the Center for College and Career Readiness and with the Rowan Choice initiative to recruit students. These efforts support the Strategic Plan objective to enroll 20 percent of the students participating in these programs. The College now has several fully online programs and will monitor progress in completion of these programs.

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4-B Tuition and Fee Rates

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

Assessment Tool: NJIPEDS Tuition and Fees Report

Criteria for Success:

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

Tuition and Fee Rates Academic Years 2012-13 to 2014-2015 with Comparisons to 2014-15 NJ Community College Peers and Rowan University					
	RCGC			NJCC Average AY14-15	Rowan University AY14-15
	AY12-13	AY13-14	AY14-15		
In District per Credit Hour Rate	\$90.00	\$93.00	\$95.00	\$115.73	\$348.00
Fee per Credit Hour	\$29.00	\$33.50	\$36.50	\$31.95	\$118.00
Annual Tuition and Fees for Full-Time Student	\$3,570.00	\$3,795.00	\$3,945.00	\$4,390	\$12,616.00

Table 21: Tuition and Fees Source: IPEDS Form #14 (Tuition and Required Fees) and NJ Secretary of Higher Education Statistical tables

Analysis and Interpretation:

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

RCGC’s tuition and fees increased over the last year, yet in comparison to both the NJCC average tuition and fee cost (\$4,390) and the median cost (\$4,290), it remains the second lowest in the state in comparison with other New Jersey community colleges, as seen in figure 19, below. RCGC’s premier partnership with Rowan University will enable students to complete a four-year degree with several cost-saving options, so that the tuition/fee cost for an undergraduate degree will be a selling point for the College.

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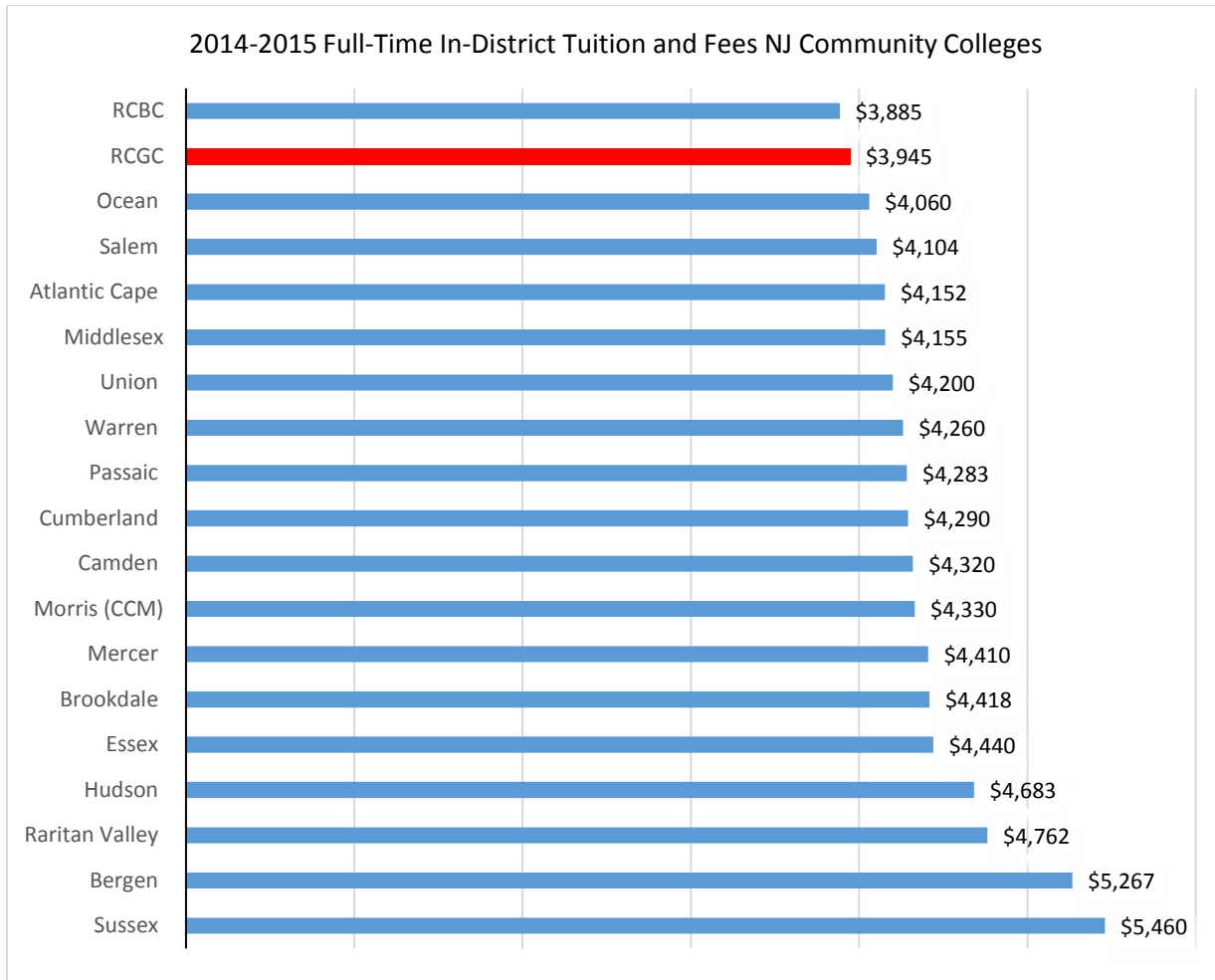


Figure 19: Comparison of Tuition and Fees at New Jersey Community Colleges, 2014-2015

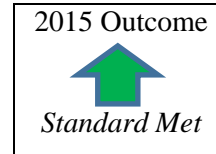
Source: New Jersey Secretary of Higher Education website

This standard has been met.

Recommendations:

The comparison between RCGC's costs and Rowan University's cost has been used in marketing over the last year in support of the Strategic Plan's objective of enhancing the branding and recruitment strategies of the College. With the expected initiation of a 3+1 initiative to increase affordability of the baccalaureate degree for students, marketing of the cost difference should continue.

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4-C Campus Diversity Levels

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

Assessment Tools:

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

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

Analysis and Interpretation:

Distribution of Student Population by Race/Ethnicity Fall Semester: 2011-2014 with Comparisons to 2012 Gloucester County Population						
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Gloucester County 2014
Students	Total Minority	22.4%	24.0%	26.3%	30.7%	20.6%
	- White	77.6%	76.0%	73.7%	69.3%	79.4%
	- African American	12.6%	13.3%	14.4%	12.7%	10.8%
	- American Indian	0.2%	0.2%	0.4%	0.4%	0.2%
	- Asian	2.1%	2.2%	2.4%	2.3%	3.0%
	- Native Hawaiian	0.2%	0.2%	0.2%	0.3%	0.1%
	- Hispanic/Latino	5.4%	3.1%	6.2%	6.4%	5.7%
	- Two or More Races	2.0%	4.9%	2.7%	3.1%	2.0%
	-Other/Unknown				5.4%	--
Employees	Total Minority	15.7%	17.7%	17.0%	20.1%	20.6%
	- White	84.3%	82.3%	83.0%	79.9%	79.4%
	- African American	10.4%	10.7%	11.8%	13.8%	10.8%
	- American Indian	0.4%	1.3%	0.7%	1.4%	0.2%
	- Asian	2.0%	1.8%	1.9%	1.4%	3.0%
	- Native Hawaiian	1.6%	1.7%	1.7%	0.4%	0.1%
	- Hispanic/Latino	3.6%	2.1%	0.9%	1.8%	5.7%
	- Two or More Race	-	-	-	0.4%	2.0%
	-Other/Unknown	-	-	-	1.1%	--

Table 22: Distribution of Student and Employee Population by Race/Ethnicity with Comparison to Gloucester County
Sources: IPEDS Fall Enrollment Survey, NJCCC Fact Book, Gloucester County Data from www.census.gov/quickfacts/table/PST045215/34015

Student ethnicity data differ from federal IPEDS Ethnicity as IPEDS limits reporting to students with US Citizenship (i.e. resident and non-resident alien are excluded). The distributions in Table 22 represent all students. Data sources include the IPEDS Fall Enrollment Survey (students), NJCCC Fact Book, IPEDS

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

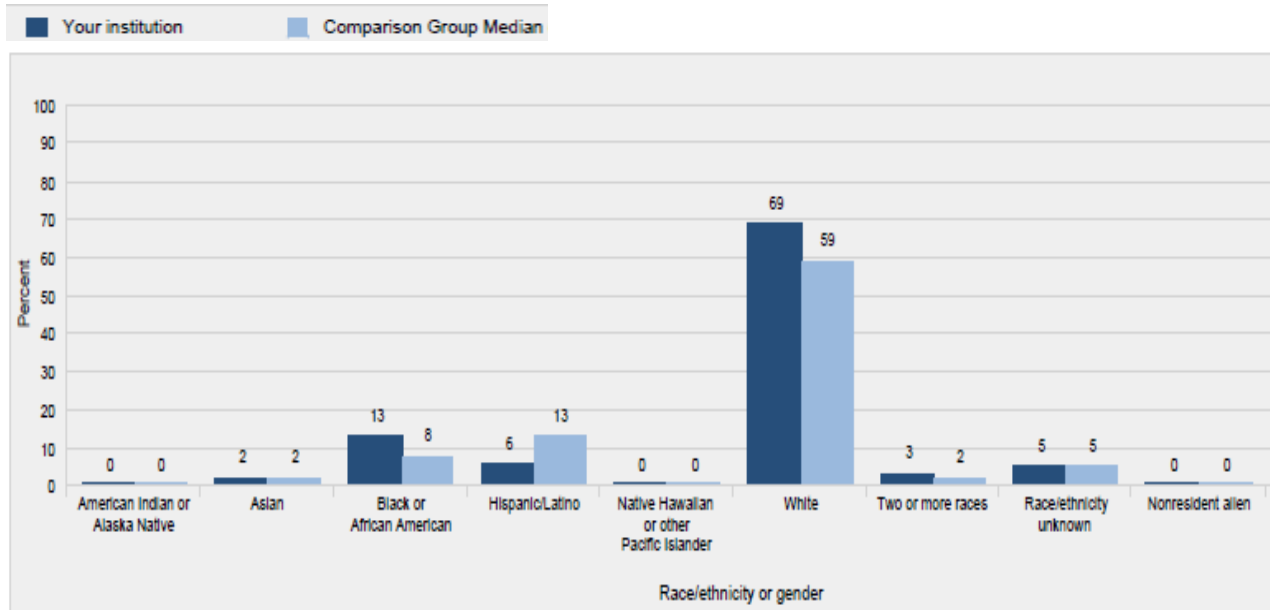


Figure 20: RCGC Enrollment by Race/Ethnicity Compared with New Jersey Community Colleges.
Source: IPEDS Feedback Report

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

This standard has been met.

Recommendations:

Discuss recruitment strategies to enhance diversity with the College and Career Readiness Office. This will help support the Strategic Plan objective of enrolling 20 percent of students enrolled in College and Career Readiness programs into the College. The Office of Human Resources now uses NEOGOV as a tool toward better and more diverse hiring practices.

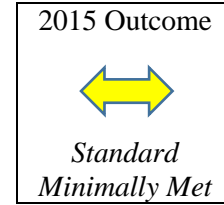
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5-A Employee Satisfaction Ratings

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

Assessment Tool: Campus Quality Survey

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



Analysis and Interpretation:

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

Table 23: Employee Satisfaction Ratings Source: Campus Quality Survey 2013

The Campus Quality Survey is given every five years, with the next scheduled administration in 2018. The survey results from 2013 indicated the highest satisfaction percentage in the last three survey administrations. The combined percentages of “somewhat dissatisfied” and “not satisfied at all” decreased from 10 percent to 4 percent representing the lowest combined percentage in the last three surveys. The recommendation in the 2014 Outcomes Report was to review the comments and suggestions from the 2013 survey report to see if any changes were made as a result of input from the college community. The Institutional Effectiveness Committee has reviewed some of the suggestions made when the survey was given and has listed some of the corrective actions taken:

Comment	Action
Please hurry the process of making the new entrance.	There is a new back entrance to the College.
Have systems in place to make it easy to collaborate outside GCC (now RCGC)	Since the survey, the use of SharePoint has expanded; access to the College portal is easier; and the College has invested in <i>Collaborate</i> , a software package allowing for face-to-face interaction when not on campus.
The Library needs to replace most of the books with update (sic) publication.	The Library was renovated in 2013-2014. During its Program Review, an outside consultant reviewed the workings of the Library. Many of those he interviewed stated that the Library was more inviting and that the renovations have had a positive impact. The consultant also stated that the Library was “much better than the conditions in many larger academic research libraries”.

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Allow time for and support for division meetings that are specific to their needs.	A common meeting time will be implemented in Fall 2016.
Create a brochure detailing reasons to start your college career at GCC (now RCGC)	Division webpages have been expanded to include information on courses, programs, resources, and employment opportunities. RCGC is looking at new branding and marketing strategies, especially in light of the partnership with Rowan University.
Improve adjunct pay and possibly benefits.	The adjunct pay scale may be reviewed, but the Affordable Care Act (ACA) has limited the number of credits an adjunct may teach, so benefits are not part of the package.
The lack of communication regarding the Rowan partnership is problematic.	When this survey was given in 2013, talk of the partnership was just beginning. The College did not formally change its name until July 2014. As details were ironed out, the President made every effort to meet with various constituents to provide updates on the partnership particulars. A monthly newsletter now includes information on the partnership happenings.
Faculty/staff area outside and inside now that it has been made into a conference room.	The faculty/staff lounge is used for meetings but may still be used for lunch or other gatherings when the room is available. There is a small private dining room for use by faculty and staff. Perhaps this item can be revisited.

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

This standard has been minimally met.

Recommendations:

Continue with the review of comments from the 2013 Campus Quality Survey. Contact units across campus regarding short surveys that may be given throughout next year to determine current levels of employee satisfaction. Employee satisfaction data help to support the Strategic Plan objectives of long-term planning and budget development and of improving processes that include measurable performance goals.

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5-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
RCGC Total Employees Retention Rate	95.0%
NCCBP Peer Median	91.2%

Table 24: RCGC Retention Rates Compared to National Median Sources: NCCBP, HR Office

Historically, RCGC employee retention rates have been slightly above the peer median values reported on the NCCBP survey. Employee retention rates for RCGC were not reported in the 2015 NCCBP survey, but were provided by the Office of Human Resources. The Office of Human Resources serves 283 full-time employees and 429 part-time employees, as per the Secretary of Higher Education’s website, <http://www.state.nj.us/highereducation/documents/pdf/statistics/emp/EMPL2014.pdf>.

To determine progress on employee retention, the 2014 Outcomes Report suggested reviewing the comments and suggestions made in the last Campus Quality Survey (CQS) relating to employee retention. In that report, the category identified Employee Training and Recognition as the area needing the greatest attention. While the level of employee satisfaction has risen across all campus groups (see KPI 5-A), Performance Horizons, the group reporting to the College on the survey results, recommended the following:

- Review professional development and recognition programs for faculty, staff, and administration.
 - Response: Both bodies of the governance system have a Professional Development Committee so that the needs of faculty and all other areas of the college may be addressed on Professional Development Day, held twice a year at RCGC.
 - Response: The College has initiated a Distinguished Teacher Award for both full-time and adjunct faculty members.
- Survey personnel at all levels to determine their perceived professional development needs
 - Response: The Professional Development Committees do this to determine the program for each semester.
- Analyze data obtained, and design an action plan.
 - Response: Since the last Campus Quality Survey, the Institutional Effectiveness Committee has helped to facilitate a non-academic program review schedule. The Office of Human Resources is scheduled to complete its self-review this academic year, and the action plan will be reviewed.

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To address employee retention rates, a roundtable discussion was held in 2014 to discuss all the aspects and areas that need to be considered to ensure that new hires in all areas feel welcomed, valued and prepared for their new position here at the College. In addition to a detailed review of employee benefits, general policies and procedures, a successful employee orientation and integration process encompasses such areas as computer systems, tools and technologies needed on the job, familiarity with the campus and where resources are located, an understanding of processes and procedures specific to one's position/department, understanding of the campus culture, etc. The template developed from this meeting, the Onboarding Checklist for Hiring Template, will provide valuable information on ways that RCGC can make a new employee's introduction and integration into the College a meaningful transition toward a satisfied and productive worker.

This standard has been met.

Recommendation:

The revamped onboarding process and inclusion of an orientation for part-time staff should be continued. Activities during professional development days, based on input, should be continued. The Employee of the Month program has been revamped and will be reintroduced. The Office of Human Resources is looking into other ways to recognize employees. The focus is on good recruitment that will lead to increased retention. Employee retention data help to support the Strategic Plan objectives of long-term planning and budget development and of improving processes that include measurable performance goals.

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5-C Expenditure/Revenue Distributions

Measures:

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

Assessment Tool(s):

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

Criteria for Success:

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

Analysis and Interpretation:

Development/Training Expenditures per FTE Employee with Comparisons to National Community College Peer Median					
RCGC Fiscal Year	FY12	FY13	FY14	FY15	NCCBP Peer Median FY15
Total Expenditures	\$319,129.45	\$281,858.86	\$237,518.95	\$225,676.59	
<i>*Travel</i>	\$196,208.11	\$171,195.21	\$128,039.86	\$69,672.71	
<i>*Dues & Memberships</i>	\$63,284.17	\$58,229.73	\$63,701.99	\$102,300.51	
<i>*Conference & Seminar Registrations</i>	\$59,637.17	\$52,433.92	\$45,777.10	\$44,677.19	
FTE Staff	416	417	426	426	
Expenditures per FTE Staff	\$767.00	\$676.00	\$557.56	\$529.76	\$319.00

Table 25: Expenditures per FTE Employee Sources: NCCBP, IPEDS, NJCCC Fact Book

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

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

Since 2012, there has been a 31.0 percent decrease in the development/training expenditures. This may be reflective of the budget situations in New Jersey. The corresponding decrease in expenditures per FTE staff still puts RCGC well above the NCCBP peer median. It is important to note that peer colleges may classify and calculate professional development expenditures differently, so comparisons should be interpreted with caution. The increase in the number of staff and decrease in expenditures over the last four years is an indication that we are better stewards of the funds we do use.

Core Expenses		RCGC				FY14 IPEDS	NJCC Median FY14
		FY11	FY12	FY13	FY14		
Distributions by Function	Instruction	48%	50%	48%	48%	\$22,725,059	51%
	Research	0%	0%	0%	0%	0	0%
	Public Service	2%	2%	2%	2%	\$742,143	<1%
	Academic Support	10%	8%	8%	8%	\$4,031,820	12%
	Institutional Support	13%	12%	14%	14%	\$6,896,472	17%
	Student Services	16%	16%	17%	17%	\$8,293,118	10%
	Other	11%	12%	11%	11%	\$5,138,691	10%
	Total Core Expenses	100%	100%	100%	100%	\$47,827,303	\$48,778,000

Table 26: RCGC Core Expenses Source: IPEDS Finance Survey

Core Revenues		RCGC				FY14 IPEDS	NJCC Median FY14
		FY11	FY12	FY13	FY14		
Distributions by Source	Tuition and Fees	36%	38%	36%	36%	\$17,900,505	28%
	Government Appropriations	28%	27%	25%	26%	\$12,996,746	27%
	(State)	--	(11%)	--	(11%)	5,341,802	--
	(Local)	--	(16%)	--	(16%)	7,654,944	--
	Govt. Grants and Contracts	27%	25%	26%	28%	\$14,049,668	27%
	Private Gifts, Grants, Contracts	0%	0%	0%	0%	0	0%
	Investment Income	0%	0%	0%	0%	0	0%
	Other Core Revenues	9%	10%	13%	10%	\$4,784,447	4%
	Total Core Revenues	100%	100%	100%	100%	\$49,731,366	\$50,136,000

Table 27: RCGC Core Revenues Source: IPEDS Finance Survey

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.

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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
FY11	Core Revenues	\$8,741		FY13	Core Revenues	\$9,296
	Core Expenses	\$8,546			Core Expenses	\$8,476
FY12	Core Revenues	\$9,056		FY14	Core Revenues	\$9,517
	Core Expenses	\$8,503			Core Expenses	\$9,048

Table 28: 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 26 and 27, above, show that 36.0 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.

This standard has been met.

Recommendations:

Encouraging faculty and staff to review grant opportunities will contribute to the Strategic Plan objective to pursue alternative funding streams, and will help to balance static government funding. For the last fiscal year, all budget items have been tied to Strategic Plan objectives. A report detailing how funds were allocated and spent will be requested and reviewed for next year's Outcomes Report and will help to determine trends in budget and planning.

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6-A Student Satisfaction Ratings

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



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

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

Analysis and Interpretation:

The Noel-Levitz Student Satisfaction Inventory is scheduled to be given in 2018. The 2014 Outcomes Report recommended examining item level data within each thematic area to identify areas in need of improvement. There are twelve thematic areas in the SSI. The committee will review four areas each year to determine what RCGC has done to address any areas in need of improvement, and to see if the College's efforts have made a difference when the survey is administered again in 2018.

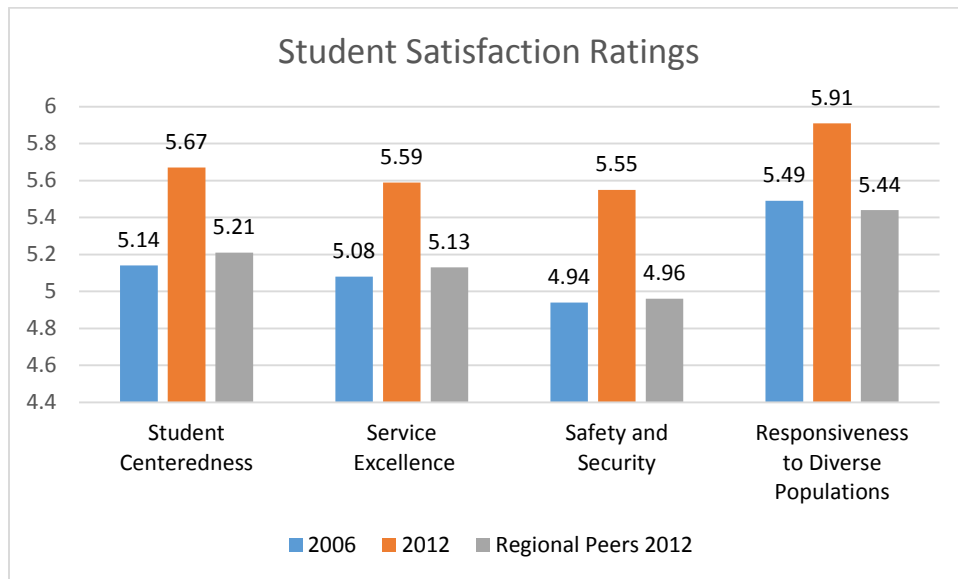


Figure 21: Student Satisfaction Ratings
Source: 2012 Noel-Levitz Student Satisfaction Survey.
A 7-point Likert scale is used.

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

	Student Centeredness	Service Excellence	Safety and Security	Responsiveness to Diverse Populations
RCGC 2012	5.67	5.59	5.55	5.91
NCCBP 2015	5.60	5.50	5.40	5.70

Table 29: RCGC 2012 Results Compared to 2015 NCCBP Median Scores

Sources: 2012 Student Satisfaction Survey and 2015 NCCBP Report

Student Centeredness: This area assesses RCGC’s efforts to convey to students that they are important to the College. Based on the survey results, RCGC is doing a reasonable job of meeting student expectations. The average score of the satisfaction items in this area was 5.67 on a scale of 1-7. The highest score was to the item “Students are made to feel welcome on this campus”. That same score today would place RCGC at the national median. At the time of the survey, RCGC was above the national median and this area was identified as a strength for the College.

Service Excellence: This area assesses the perceived attitude of staff towards students. All of the items in this area were scored higher than the national and regional community college averages at the time the survey was administered. The average score for the items in this area was 5.59 on a scale of 1-7. That same score today would place RCGC at the national median.

Safety and Security: This area assesses responsiveness to students’ personal safety and security on campus and the effectiveness of security personnel and campus facilities. This is an area of concern for students that has risen in importance between the 2006 and 2012 administrations of the survey. The College devoted the October 2015 Professional Development Day to safety measures and initiatives on campus.

Of all individual items, students were most dissatisfied with the campus parking situation. Since the survey was administered, campus construction projects on the campus have resulted in additional parking space. The average score for the items in this area was 5.55 on a scale of 1-7. That same score today would place RCGC above the national median. This area was identified as a strength for the College.

Responsiveness to Diverse Populations: This area assesses commitment to specific groups of students enrolled at the College, specifically under-represented populations, students with disabilities, commuters, part-time students and older learners. The highest ranking item was commitment to students with disabilities. RCGC’s commitment to evening students scored the lowest satisfaction score for this grouping of items. The average score for the items in this area was 5.91 on a scale of 1-7. That same score today would place RCGC above the national median.

The student satisfaction ratings would support the conclusion that the objectives of the Strategic Plan are being met. In particular, the four areas reviewed above demonstrate that RCGC is making progress in the following Strategic Plan objectives:

- Enhance the branding, marketing and recruitment strategies of the College. Positive ratings can be used in marketing materials.
- Enroll 20.0 percent 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. Student comments and ratings can be used by the College and Career Readiness Office for recruiting high school students.

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- Update existing infrastructure to comply with current standards. The safety and security measures that the College has employed and advertises, new buildings on campus, and reports given at the Board of Trustees meetings all speak to the work supporting this Strategic Plan objective.

Recommendations:

Until the survey is administered again, continue to examine the remaining thematic areas of the survey. Contact units across campus regarding short surveys that may be given throughout next year to determine current levels of student satisfaction. As suggested earlier in this report, increase outreach to part-time students. With the expected arrival of a cohort of international students, planning for outreach to this group should be on RCGC's agenda. A review of services for ESL students is in order. With the Tutoring Center expansion, these additional services may be able to be scheduled. Examine the retention rates of students of color and determine what additional supports might be needed. All of these recommendations help to support the Strategic Plan objectives related to the goals of academics, assessment, and student services.

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6-B Campus Quality Levels

Measure: Faculty staff impressions of campus management systems

Assessment Tool: Campus Quality Survey

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

Analysis and Interpretation:

Categories of Quality Management Systems

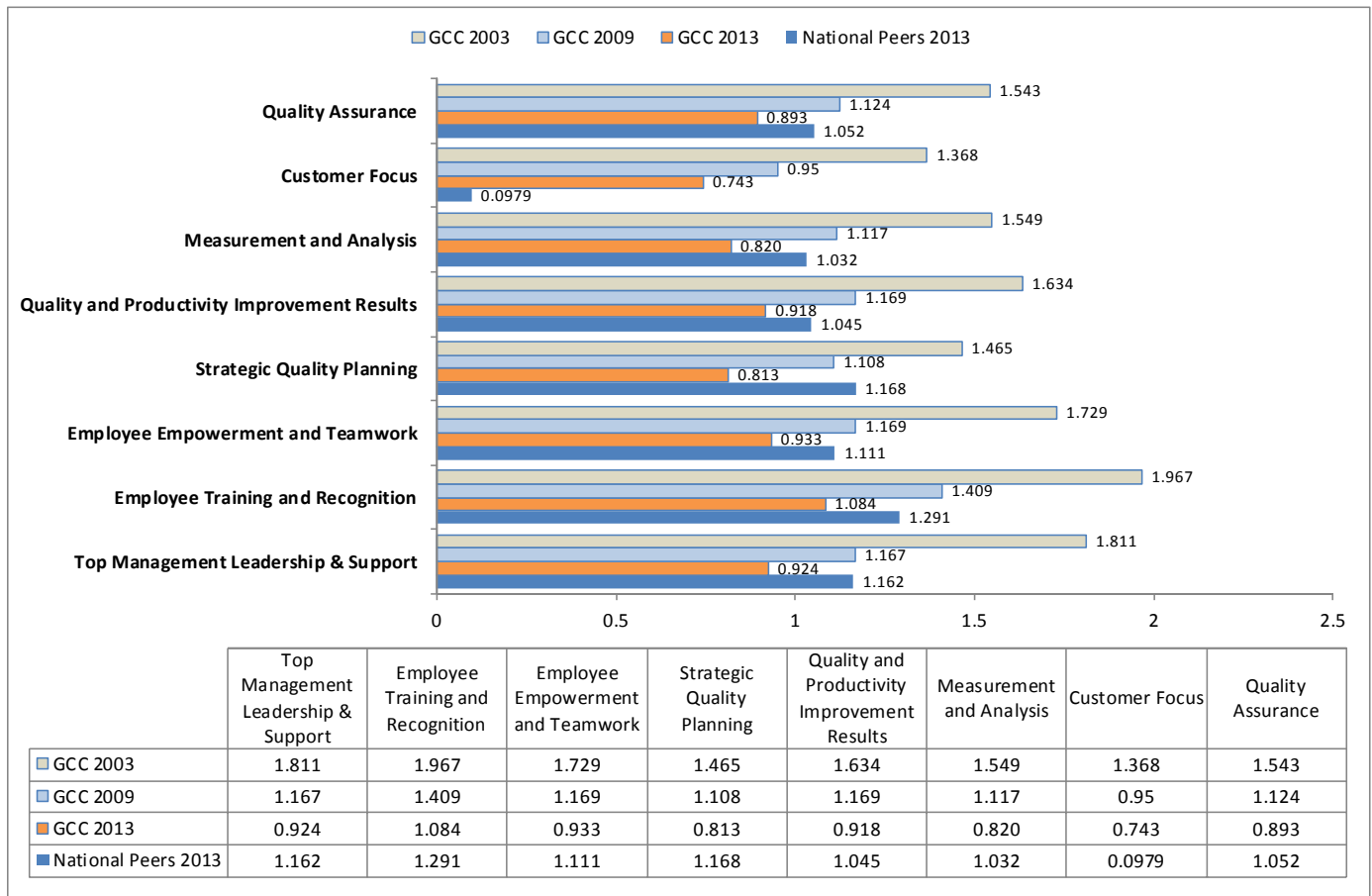


Figure 22: RCGC Results of 2012 Campus Quality Survey

Performance gaps represent the difference of employee importance ratings (how things should be) and impression ratings (how things are now). A performance gap close to zero (0) indicates a high level of agreement between importance and satisfaction. A positive value indicates satisfaction ratings are below expectation.

The 2014 Outcomes Report recommended that RCGC focus on employee orientation, training, and recognition. These items were addressed in particular in KPI 5-B. The other recommendations included:

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1. Work to improve communication and transparency
2. Develop a vehicle for tracking progress in years that the survey is not administered
3. Incorporate findings of program reviews

Work to Improve Communication and Transparency

Survey items that address communication across the survey categories include:

Survey Item	Performance Gap-All	Performance Gap-Support/Classified Staff	Performance Gap-Faculty/Instructors	Performance Gap-Administrative/Professional
It is easy to get information at this institution	1.143	0.756	1.178	0.886
Administrators share information regularly with faculty and staff	1.131	1.119	0.907	1.044
There are effective lines of communication between departments	1.244	1.659	1.477	1.867

Table 30: Performance Gaps in Communication Survey Items Source: Student Satisfaction Survey 2012

These areas were identified as needing the greatest improvement in the communication category. It is interesting to note that support staff registered the smallest performance gap in getting information and that administrators' scoring on effective lines of communication between departments was the largest. In fact, this was the number one challenge across the nation of all institutions that participated in the survey. For the two-year colleges that participated, the performance gap was 1.534.

Communication events through 2015-2016 included:

- Safety and Emergency Procedures Meeting, October 12, 2015
- Campus Safety Day, October 28, 2015
- Professional Development Day Survey, November 4, 2015
- College Assembly, November 16, 2015
- Campus Safety Plans, Cabinet Meeting, November 19, 2015
- President's Update, Professional Development Day, January 21, 2016
- Middle States Update, Professional Development Day, January 21, 2016
- President's Budget Presentation, March 1, 2016, NAH1001
- President's Budget Update, March 8, 2016, NAH1001
- President's College Updates Presentation, March 29, 2016, IC430
- Middle States Board Presentation, April 12, 2016
- President's State of the College Presentation and College Assembly Meeting, May 3, 2016
- Academic Updates Newsletter, monthly

A review of the non-academic program reviews submitted during 2015 does not indicate any great concerns about communications across departments.

The efforts, put forth by the college, put the responsibility on the receivers of the various communications to stay informed and to use the information conveyed. Whether or not this happens depends on if there is selective reading or hearing on the part of the recipients, especially if the message is one that the recipient may not want to hear. With the pace of change at RCGC, especially this last year, there may be a perception that there is information overload, but the good faith efforts remain and should continue.

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This standard has been met.

Recommendations:

Until the survey is administered again, continue to examine the remaining thematic areas of the survey. Contact units across campus regarding short surveys that may be given throughout next year to determine current levels of satisfaction within the areas of the Campus Quality Survey.

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6-C Facility Usage Rates

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

Assessment Tools:

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

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



Analysis and Interpretation:

	Seats Offered	Seats Occupied	Occupancy Rate
Fall 2013	37,528	26,140	69.7%
Spring 2014	33,483	23,516	70.2%
Fall 2014	45,924	33,686	73.3%
Spring 2015	38,961	28,975	74.3%

Table 31: RCGC Facility Usage Overall 2014-2015 Source: Production Report

Table 32 gives a breakdown of seats occupied by day and time of day in fall 2014 and Table 33 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.

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FALL 2014

Unduplicated Headcount by Time of Day and Day of the Week Seats Occupied in Credit Courses, RCGC Main Campus, Fall 2014								
	Morning (before 12 pm)		Afternoon (12pm-4:59 pm)		Evening (5pm or later)		Totals	
	#	%	#	%	#	%	#	%
Monday	4,122	22.5	2,964	25.7	1,022	26.9	8,108	24.0
Tuesday	4,604	25.1	2,819	24.4	928	24.4	8,351	24.8
Wednesday	4,159	22.7	2,986	25.9	971	25.6	8,116	24.1
Thursday	4,128	22.5	2,562	22.1	878	23.1	7,568	22.5
Friday	1,169	6.4	220	1.9	0	0.0	1,389	4.1
Saturday	154	0.8	0	0.0	0	0.0	154	0.5
Totals	18,336	100.0	11,551	100.0	3,799	100.0	33,686	100.0

Table 32: RCGC Facility Usage Fall 2014

Source: Production Reports

Fall 2014								
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Morning (Before 12 pm)	Seats Offered	5,183	5,156	5,383	4,742	1,968	225	22,657
	Seats Occupied	4,122	4,604	4,159	4,128	1,169	154	18,336
	Occupancy Rate (%)	79.5	89.2	77.2	87.0	59.4	68.4	80.9
Afternoon (12pm-4:59pm)	Seats Offered	5,452	4,120	4,994	3,831	286	--	18,683
	Seats Occupied	2,964	2,819	2,986	2,562	220	--	11,551
	Occupancy Rate (%)	54.3	68.4	59.7	66.9	76.9	--	61.8
Evening (5pm and later)	Seats Offered	1,198	1,178	1,126	1,082	--	--	4,584
	Seats Occupied	1,022	928	971	878	--	--	3,799
	Occupancy Rate (%)	85.3	78.7	86.2	81.1	--	--	82.8
Total	Seats Offered	11,833	10,454	11,503	9,655	2,254	225	45,924
	Seats Occupied	8,108	8,311	8,116	7,568	1,389	154	33,686
	Occupancy Rate (%)	68.5	79.5	70.6	78.3	61.6	68.4	73.3

Table 33: RCGC Facility Usage Fall 2014

Source: Production Reports

RCGC 2015 Outcomes Report

An analysis was done for spring 2015, with similar results:

SPRING 2015

Unduplicated Headcount by Time of Day and Day of the Week Seats Occupied in Credit Courses, RCGC Main Campus, Spring 2015								
	Morning (before 12 pm)		Afternoon (12pm-4:59 pm)		Evening (5pm or later)		Totals	
	#	%	#	%	#	%	#	%
Monday	3,647	23.0	2,319	24.9	976	25.5	6,942	23.9
Tuesday	3,978	25.1	2,392	25.7	1,000	26.1	7,370	25.4
Wednesday	3,692	23.4	2,311	24.8	947	24.8	6,950	23.9
Thursday	3,468	21.9	2,096	22.4	903	23.6	6,467	22.4
Friday	917	5.8	207	2.2	0	0.0	1,124	3.9
Saturday	122	0.8	0	0.0	0	0.0	122	0.5
Totals	15,824	100.0	9,325	100.0	3,826	100.0	28,975	100.0

Table 34: RCGC Facility Usage Spring 2015

Source: Production Reports

SPRING 2015								
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Morning (Before 12 pm)	Seats Offered	4,478	5,036	5,594	4,425	1,663	189	21,385
	Seats Occupied	3,647	3,978	3,692	3,468	917	122	15,824
	Occupancy Rate (%)	81.4	78.9	65.9	78.3	55.1	64.5	73.9
Afternoon (12pm- 4:59pm)	Seats Offered	3,522	2,727	3,469	2,558	799	--	13,075
	Seats Occupied	2,319	2,392	2,311	2,096	207	--	9,325
	Occupancy Rate (%)	65.8	87.7	66.6	81.9	25.9	--	71.3
Evening (5pm and later)	Seats Offered	1,158	1,178	1,119	1,046	--	--	4,501
	Seats Occupied	976	1,000	947	903	--	--	3,826
	Occupancy Rate (%)	84.2	84.8	84.6	86.3	--	--	85.0
Total	Seats Offered	9,158	8,941	10,182	8,029	2,462	189	38,961
	Seats Occupied	6,942	7,370	6,950	6,467	1,124	122	28,975
	Occupancy Rate (%)	75.8	82.4	68.2	80.5	45.6	64.5	74.3

Table 35: RCGC Facility Usage Spring 2015

Source: Production Reports

RCGC 2015 Outcomes Report

While striving for a facility usage rate of at least 85 percent, RCGC has made some progress. The class offerings schedule was revisited and tightened up, removing less used parts of term, so that the increase in facility usage over the last year may be a result of students being better able to schedule classes without running into timing conflicts.

This standard has been minimally met.

Recommendations:

All activities should be included in the next evaluation of facility usage and included in the Outcomes Report, as should usage by building. Some use for classrooms on Fridays needs to be discussed. The need to consider room usage for some new programs, the opening of the Business and Corporate Center, and the increase in requests for use of RCGC classrooms by four-year institutions in support of partnerships and articulation agreements may lead to a higher occupancy rate and better facility usage. The additional data for the next report will address the Strategic Plan objective to improve planning and resource allocation while including a measurable performance goal.