



2015 Institutional Profile



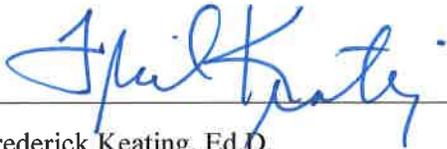
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PREFACE

Sponsored by the residents of Gloucester County through the Board of Chosen Freeholders, Rowan College at Gloucester County (RCGC) is a comprehensive, co-educational, two-year institution. RCGC seeks to assist each person in developing a career, while also enhancing humanistic values and encouraging personal enrichment. The College is dedicated to its community and accepts the responsibility of providing post-secondary educational opportunities to those who seek them. RCGC provides college and university transfer programs, career education, community services, as well as special assistance programs.

Rowan College at Gloucester County seeks to bring higher education within geographic and financial reach of all residents. After being renamed one year ago, RCGC has continued to transform and grow by stretching the boundaries and definition of a community college. As the premier partner of Rowan University, a highly-respected research University, programs easily align for transfer towards bachelor's degrees, while considerably reducing the cost of tuition for the first two years of study.

With a premier partnership with Rowan University, increasing program options, affordable tuition, numerous transfer routes and a rapidly expanding campus, RCGC is creating a different and unique model for community colleges. Rowan College at Gloucester County's Institutional Profile highlights many of our fiscal year 2015 statistics, accomplishments, successes and contributions to our community. This information defines who we are and all that we have to offer at RCGC. As required by the State of New Jersey, RCGC provides this material to the Office of the Secretary of Higher Education, as well as to our public communities, with the hope that this information will be educational and valuable.



Frederick Keating, Ed.D.

President, Rowan College at Gloucester County

N.J.S.A. 18A:3B-35 requires that each of New Jersey's 31 public institutions of higher education prepare and make available to the public an annual report on the condition of the institution. The form and content of the annual report is established by New Jersey Higher Education.

All information supplied in the Institutional Profile Report submitted by Rowan College at Gloucester County is accurate and complete. Rowan College at Gloucester County reserves the right to change, add or delete information contained in this document.

For additional information related to the material contained in this report, please contact:

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MISSION

Rowan College at Gloucester County is a center for learning that strives for academic excellence, supports the economic development of the community and seeks to enhance the community's quality of life through affordable, accessible programs and services in a safe and caring environment.

CORE VALUES

Rowan College at Gloucester County respects the diversity of its student body and recognizes the worth and potential of each student. Therefore, the College affirms the following values.

- ***Commitment to Students.*** Belief in the priority of providing the highest levels of learning, resources and support services to enhance the intellectual, personal growth and professional development of students
- ***Commitment to Excellence in Education.*** Belief in providing educational programs and student support services that combine academic rigor, up-to-date information, incorporation of the most effective strategies and close assessment of learning outcomes to achieve excellence in learning
- ***Contribution to Community.*** Recognition of the importance of enhancing the economic vitality and quality of life for all citizens of the community
- ***Commitment to Access and Diversity.*** Belief that the College will actively seek to create the highest levels of access to programs and services for all students who may benefit and that the College's employees and students represent diversity of the community
- ***Quality Campus Environment.*** Recognition of the importance of providing a work and learning environment that is characterized by integrity, clear communications, open exchange of ideas, involvement in decision making and respect for individuals

STRATEGIC GOALS 2014-2019

- ***Institutional Stewardship.*** Sustain and enhance Rowan College at Gloucester County as a premier educational option for each individual seeking entrance to higher education
- ***Academics/Assessment and Benchmarks.*** Create an educational environment that promotes and fosters student success from initial contact to achievement of desired educational goals
- ***Student Services/Partnerships.*** Create an enrollment management model to guide students to enter, complete and achieve their educational and career goals
- ***Operations/Infrastructure and Physical Plant.*** Provide a safe and secure, environmentally – friendly atmosphere to support student success designed with a sustainability model

EXECUTIVE SUMMARY

The 2015 Annual Institutional Profile reflects data submitted in mandated state and federal reports during the 2014-2015 academic year. Highlights include:

- ◆ **FALL ENROLLMENT** increased 7.8 percent between 2010 and 2014, enrolling a record 7,130 students. Long-term trends show a slow and steady incline in enrollment since opening in 1968.
- ◆ **CONTINUING EDUCATION** Noncredit enrollment accounted for 8,211 registrations in fiscal year 2014, an increase of 11 percent from last fiscal year. Three-quarters (73.6 percent) of registrations were dedicated to career courses and 93.3 percent of registrations target the general adult population.
- ◆ **CUSTOMIZED TRAINING** delivered 434 courses serving 17 business clients in fiscal year 2014, with 7,104 registrations representing a total full-time equivalent of 80 students.
- ◆ **ANNUAL CREDIT ENROLLMENT** for academic year 2014 totaled 9,914 students and 159,246 credit hours for a full-time equivalent of 5,308 students (unaudited).
- ◆ **REMEDIATION ENROLLMENT** for incoming full-time freshman was 51.6 percent. The highest remediation enrollment area among freshman was writing (34.9 percent), followed by reading (31.6 percent), computation (16.8 percent) and algebra (8.6 percent). Almost one quarter (24.0 percent) of the fall 2014 student body was enrolled in one or more remediation course.
- ◆ **STUDENT DEMOGRAPHIC** profile reflects a 30.4 percent minority student population, while 77.7 percent of students are under 25 years of age and 80 percent are Gloucester County residents. Males represent a higher proportion of full-time students (46.7 percent) compared to part-time students (38.8 percent). The traditional age student (under 25 years of age) represents a higher proportion of full-time students (87.9 percent) compared to part-time students (64.8 percent).
- ◆ **FINANCIAL AID** awards totaled \$19.8m in academic year 2013-14, with 88.5 percent in federal aid programs, 11.1 percent in state aid programs and 0.4 percent in institutional aid programs.
- ◆ **STUDENT OUTCOMES** of the combined three-year graduation and transfer-out rate were 44.0 percent with 21.7 percent graduating and 22.3 percent transferring out within three years of enrolling at RCGC. Success rates were highest among students classified in IPEDS race/ethnicity category; 'Hispanic' (45.9 percent), followed by 'White' (45.5 percent), 'Asian' (42.9 percent) and 'Black' (36.2 percent). The two-year graduation rate is 10.8 percent
- ◆ **FALL-TO-FALL RETENTION** rate for all first-time students was 62.4 percent; the retention rate of full-time students was 65.9 percent, compared to the part-time rate of 46.0 percent.
- ◆ **FULL-TIME FACULTY** represent 20.6 percent of the total faculty; of those, 73.6 percent are tenured. The ratio of full-time to adjunct faculty is 1:3.8; 39.3 percent of credit classes are taught by full-time faculty, 53.8 percent by adjunct faculty, and 6.8 percent are taught by RCGC staff.
- ◆ **RCGC FACULTY AND STAFF** were involved in numerous research, scholarly and community service activities throughout the year.
- ◆ **RCGC'S ATHLETIC PROGRAM** received numerous recognitions and awards, including the program's tenth consecutive Collegiate Athletics Administrator's of New Jersey (CAANJ) Cup Award for the most outstanding overall two-year college athletic program.

INSTITUTIONAL ACCREDITATION

Rowan College at Gloucester County is licensed by the State of New Jersey. It is accredited by the Middle States Association of Colleges and Schools Commission on Higher Education. Initially accredited in 1973, accreditation was reaffirmed in 1977, 1987, 1998 and 2008. The next accreditation self-study is scheduled for 2017-2018.

The College is a member of the New Jersey Association of Colleges and Universities and the American Association of Community Colleges.

The following academic programs are individually accredited:

<i>Program</i>	<i>Accrediting Agency</i>
Automotive Technology	National Automotive Technicians Education Foundation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Educational Programs (CAAHEP), in collaboration with Joint Review Committee on Education and Diagnostic Medical Sonography (JRC-DMS)
Nuclear Medicine	Joint Review Committee on Educational Programs in Nuclear Technology Medicine Technology New Jersey Department of Environmental Protection Agency Bureau of X-Ray Compliance Commission on Accreditation of Allied Health Educational Programs (CAAHEP)
Nursing	Accreditation Commission for Education in Nursing, Inc. (ACEN) New Jersey Board of Nursing
Paralegal	American Bar Association—ABA Standing Committee on Legal Assistants
Respiratory Therapy	Committee on Accreditation for Respiratory Care (CoARC)

NUMBER OF STUDENTS SERVED

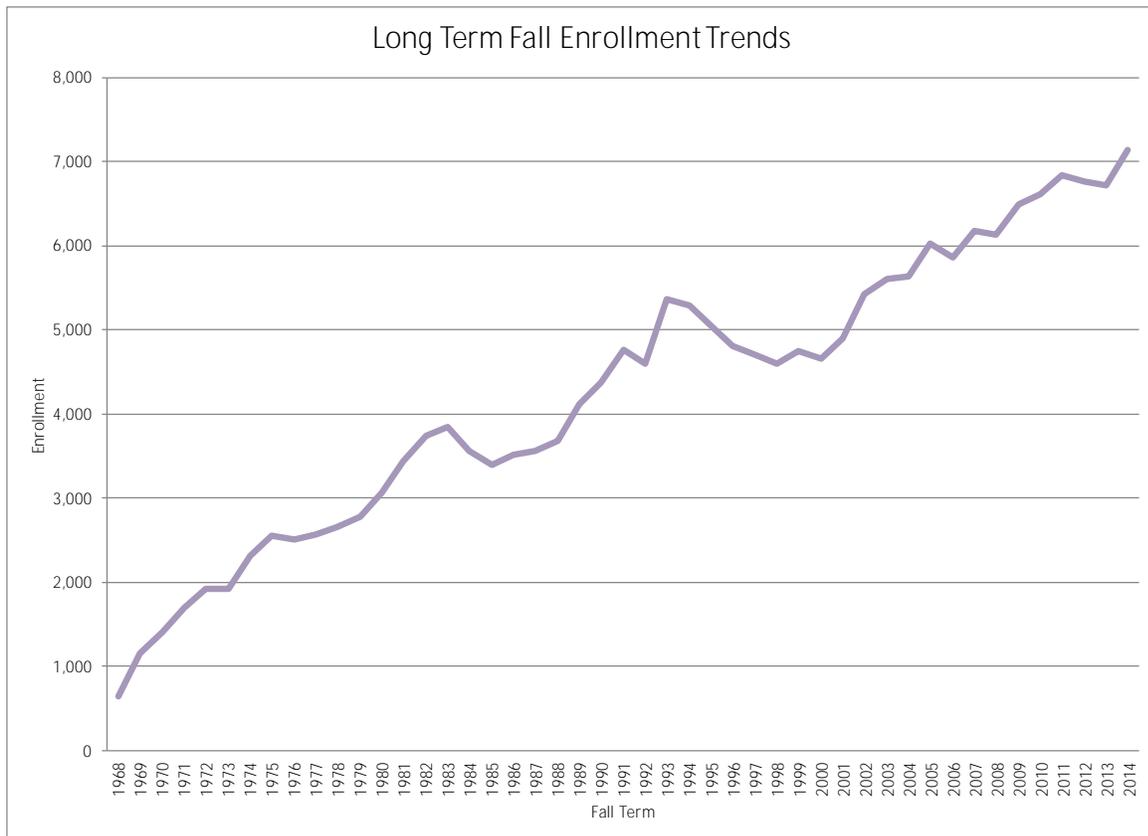
RCGC long-term enrollment trends illustrate the College’s steady enrollment growth. The first fall enrollment record in 1968 reported 634 students enrolled. RCGC has had record breaking enrollments since 2005. (Figure 1)

Long-Term Fall Enrollment Trends: 1968 to 2014 (*Selected Years*)

<u>1968</u>	<u>1975</u>	<u>1980</u>	<u>1985</u>	<u>1990</u>	<u>1995</u>	<u>2000</u>	<u>2005</u>	<u>2010</u>	<u>2014</u>
634	2,553	3,068	3,394	4,373	5,047	4,659	6,022	6,609	7,130

Source: IPEDS Fall Enrollment Survey, Census Day Enrollment Files

Figure 1



NUMBER OF STUDENTS SERVED

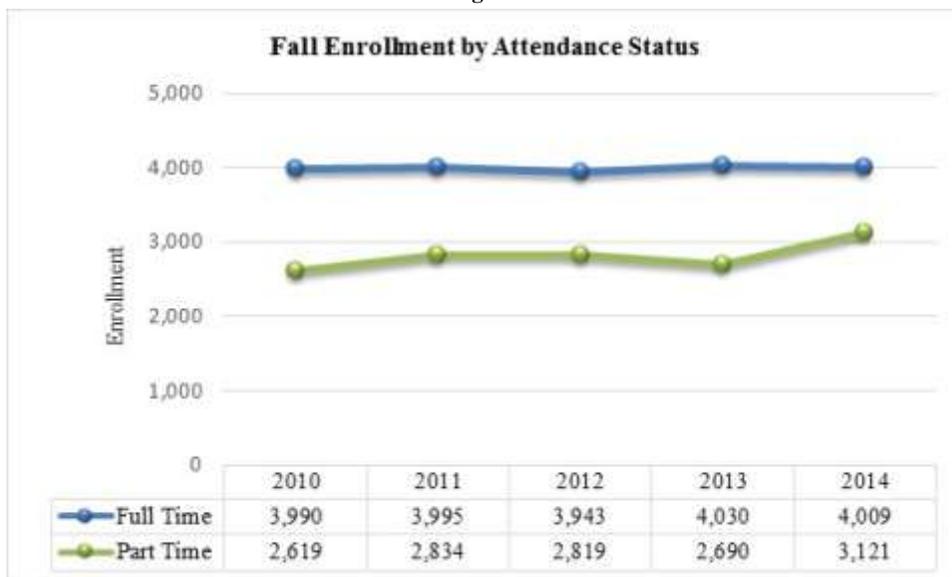
Full-time students, enrolled in twelve or more credit hours, account for more than half of the student body. The number of part-time students has increased steadily over the past five years. The part-time student count increased 16 percent between fall 2013 and fall 2014. This increase is attributed to the inclusion of high school dual enrollment students in census day enrollment. (Figure 2)

Fall Enrollment by Attendance Status

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Total Students	6,609	6,829	6,762	6,720	7,130
– Full-Time	3,990	3,995	3,943	4,030	4,009
– Part-Time	2,619	2,834	2,819	2,690	3,121
Percent Distribution					
– Full-Time	60.4%	58.5%	58.3%	60.0%	56.2%
– Part-Time	39.6%	41.5%	41.7%	40.0%	43.8%

Required Table II-B.1 | Source: IPEDS Fall Enrollment Survey

Figure 2



NUMBER OF STUDENTS SERVED

On average, approximately one-third of the fall student body are new, first-time RCGC students. In fall 2014, 38 percent were first-time students, of those 65 percent enrolled full time. More than half of the students in fall 2014 were classified as continuing students, 4.3 percent as transfer students and 6.0 percent as special; less than 1 percent were classified as transfers or returning students



Fall Enrollment by Student Registration Type and Attendance Status

		<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>
All Students	Total	6,609	6,829	6,762	6,720	7,130
	- Full-Time	3,990	3,995	3,943	4,030	4,009
	- Part-Time	2,619	2,834	2,819	2,690	3,121
First-Time, New	Total	2,137	2,428	2,399	2,217	2,772
	- Full-Time	1,560	1,670	1,637	1,593	1,811
	- Part-Time	577	758	762	624	961
Transfer Students	Total	756	647	538	308	310
	- Full-Time	368	316	273	131	153
	- Part-Time	388	331	265	177	157
Returning Students	Total	64	61	144	164	107
	- Full-Time	14	18	51	72	49
	- Part-Time	50	43	93	92	58
Continuing	Total	3,652	3,693	3,681	4,031	3,941
	- Full-Time	2,048	1,991	1,982	2,234	1,996
	- Part-Time	1,604	1,702	1,699	1,797	1,945
Special	Total	-	-	-	-	429
	- Full-Time					7
	- Part-Time					422

Source: NJ SURE Fall Enrollment [See Data Note 1]

NONCREDIT STUDENTS SERVED

Continuing Education noncredit enrollment accounted for 8,211 registrations in fiscal year 2014, an increase of 11 percent from last fiscal year. Between fiscal year 2013 and 2014, total clock hours increased by 55.9 percent for an increase in full-time equivalent (FTE) enrollment from 502 to 783. Three-quarters (73.6 percent) of registrations were dedicated to career courses and 93.3 percent of registrations target the general adult population.

Noncredit Enrollment Fiscal Years 2010 to 2014

	<u>Total Registrations</u>	<u>Unduplicated Headcount</u>	<u>Total Clock Hours</u>	<u>Full-Time Equivalent</u>
FY 2014	8,211	6,029	352,217	783
FY 2013	7,400	6,570	225,811	502
FY 2012	7,511	5,788	240,793	535
FY 2011	9,646	7,403	560,781	1,246
FY 2010	10,388	8,109	363,542	808

Required Table II-B.3 | Source: Non-credit Open Enrollment File [See Data Note 2]

Noncredit Enrollment by Course Content and Target Audience Fiscal Year 2014

	<u>Total Registrations</u>		<u>Total Clock Hours</u>		<u>Full-Time Equivalent</u>	
	Number	Percent	Number	Percent	Number	Percent
All Courses	8,211	100.0%	352,217	100.0%	783	100.0%
By Course Content						
– Avocational	2,170	26.4%	182,551	51.8%	406	51.8%
– Career	6,041	73.6%	169,666	48.2%	377	48.2%
By Target Audience						
– Youth/Child	0		0		0	
– General Adult	7,661	93.3%	350,160	99.4%	778	99.4%
– Senior Citizen	550	6.7%	2,057	0.6%	5	0.6%

Source: Noncredit Open Enrollment File [See Data Note 2]

CUSTOMIZED TRAINING

Continuing Education Customized Training delivered 434 courses serving 17 business clients in fiscal year 2014, with 7,104 registrations representing a total full-time equivalent (FTE) of 80 students.

Customized Training Enrollment Fiscal Years 2010 to 2014

	<u>Total Registrations</u>	<u>Total Clock Hours</u>	<u>Clock Hours per Registration</u>	<u>Full-Time Equivalent</u>	<u>Course Sections Offered</u>	<u>Registrations per Course Sections</u>
FY2014	7,104	35,961	5	80	434	16
FY2013	10,049	36,731	4	82	768	13
FY2012	8,419	25,887	3	58	593	14
FY2011	13,285	43,535	3	97	730	18
FY2010	11,530	32,862	3	73	667	17

Required Table II.B.3 | Source: NJ IPEDS Form #31, Customized Training

Customized Training, Businesses Served Fiscal Years 2010 to 2014

	<u>Number of Business Clients</u>	<u>FTE per Company</u>
FY2014	17	5.0
FY2013	13	6.0
FY2012	14	4.0
FY2011	27	4.0
FY2010	24	3.0

Source: NJ IPEDS Form #31, Customized Training

ACADEMIC YEAR ENROLLMENT

Enrollment for academic (fiscal) year 2014 totaled 9,914 students and 159,246 credit hours for a full-time equivalent of 5,308 students (unaudited).

**Unduplicated Enrollment for Academic (Fiscal) Year
Fiscal Years 2010 to 2014**

	<u>Total Enrollment</u>	<u>Credit Hours</u>	<u>Full-Time Equivalent</u>
FY2014	9,914	159,246	5,308
FY2013	10,953	164,699	5,490
FY2012	10,782	160,451	5,348
FY2011	10,152	157,093	5,236
FY2010	9,863	152,617	5,087

Required Table II.B.4 | Source: IPEDS 12-Month Enrollment Survey [See Data Note 3]



REMEDIATION ENROLLMENT

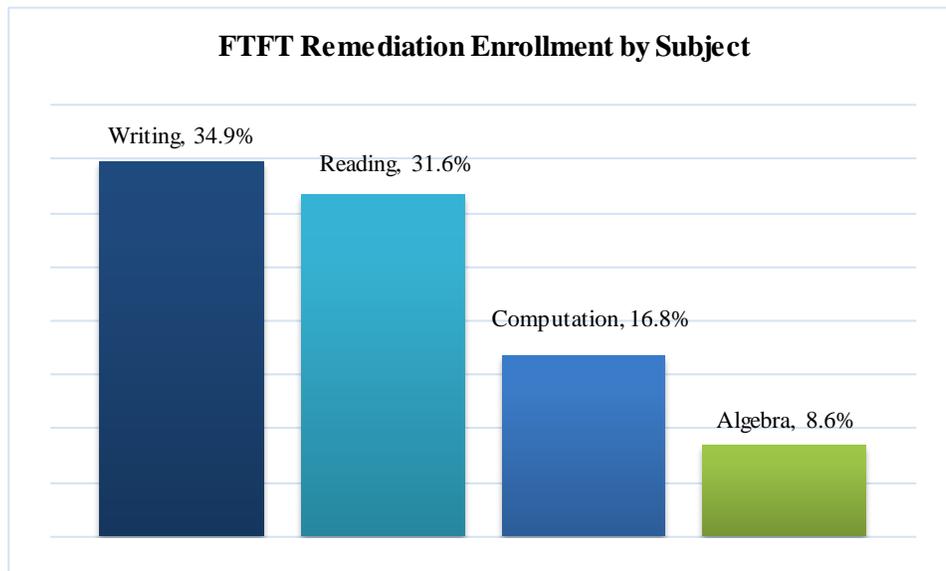
In fall 2014, half (51.6 percent) of incoming full-time freshman enrolled in at least one remediation course in their first semester. The highest remediation enrollment area among freshman was writing (34.9 percent) followed by reading (31.6 percent), computation (16.8 percent) and algebra (8.6 percent). (Figure 3) One quarter (24.0 percent) of the fall 2014 student body enrolled in one or more remediation course.

Enrollment in Remediation Courses Fall 2014

	Total Number Students	Number Enrolled in One or More Remedial Course	Percent Enrolled in Remedial Course
All Students	7,130	1,708	24.0%
First-Time, Full-Time	1,804	931	51.6%
By Subject Area			
- Writing		630	34.9%
- Reading		570	31.6%
- Computation		303	16.8%
- Algebra		155	8.6%

Required Table II.C.2 | Source: SURE Fall Enrollment File

Figure 3



STUDENT DEMOGRAPHICS

RCGC student body reflects a 30.4 percent minority student population. More than half of student body is female (56.8 percent). In fall 2014, a higher proportion of male students enrolled full-time compared to female students — of female students, 52.8 percent enrolled full-time and 47.2 percent enrolled part-time; of male students 60.1 percent enrolled full-time and 47.2 percent enrolled part-time.

Enrollment by Race/Ethnicity and Attendance Status Fall 2014

	<u>All Students</u>		<u>Full-Time Students</u>		<u>Part-Time Students</u>	
	Number	Percent	Number	Percent	Number	Percent
Total	7,130	100.0%	4,009	100.0%	3,121	100.0%
by Race/Ethnicity						
– White	4,939	69.3%	2,813	70.2%	2,126	68.1%
– Black	906	12.7%	521	13.0%	385	12.3%
– Hispanic	455	6.4%	283	7.1%	172	5.5%
– Asian	184	2.6%	86	2.1%	98	3.1%
– American Indian	31	0.4%	21	0.5%	10	0.3%
– Nonresident Alien	24	0.3%	16	0.4%	8	0.3%
– Unknown	591	8.3%	269	6.7%	322	10.3%

Required Table II-C.3.a | Source: IPEDS Fall Enrollment Survey [See Data Note 4]

Enrollment by Gender and Attendance Status Fall 2014

	<u>All Students</u>		<u>Full-Time Students</u>		<u>Part-Time Students</u>	
	Number	Percent	Number	Percent	Number	Percent
Total	7,130	100.0%	4,009	100.0%	3,121	100.0%
by Gender						
– Female	4,047	56.8%	2,137	53.3%	1,910	61.2%
– Male	3,083	43.2%	1,872	46.7%	1,211	38.8%

Required Table II-C.3.b | Source: IPEDS Fall Enrollment Survey

STUDENT DEMOGRAPHICS

Three-quarters (77.7 percent) of RCGC's student body is traditional age (under 25 years of age). The proportion of traditional age students is higher among full-time students (87.9 percent) versus part-time students (64.8 percent). The average age of the RCGC student is 23.

Enrollment by Age and Attendance Status Fall 2014

	<u>All Students</u>			<u>Full-Time Students</u>			<u>Part-Time Students</u>		
	N	Pct.	Cum. Pct.	N	Pct.	Cum. Pct.	N	Pct.	Cum. Pct.
Total	7,130	100.0%		4,009	100.0%		3,121	100.0%	
by Age Category									
– Under 18	587	8.2%	8.2%	16	0.4%	0.4%	571	18.3%	18.3%
– 18 to 21	2,389	33.5%	41.7%	1,974	49.2%	49.6%	415	13.3%	31.6%
– 20 to 21	1,584	22.2%	63.9%	1,115	27.8%	77.4%	469	15.0%	46.6%
– 22 to 24	987	13.8%	77.7%	419	10.5%	87.9%	568	18.2%	64.8%
– 25 to 29	613	8.6%	86.3%	224	5.6%	93.5%	389	12.5%	77.3%
– 30 to 34	353	5.0%	91.3%	115	2.9%	96.4%	238	7.6%	84.9%
– 35 to 39	217	3.0%	94.3%	58	1.4%	97.8%	159	5.1%	90.0%
– 40 to 49	265	3.7%	98.8%	67	1.7%	99.5%	198	6.3%	96.3%
– 50 to 64	116	1.6%	99.6%	18	0.4%	99.9%	98	3.1%	99.4%
– 65 and Over	12	0.2%	99.8%	2	<0.1%	99.9%	10	0.3%	99.7%
– Not Reported	7	0.2%	100.0%	1	<0.1%	100.0%	6	0.2%	100.0%

Required Table II-C.3.c | Source: IPEDS Fall Enrollment Survey

STATE AND COUNTY RESIDENCY

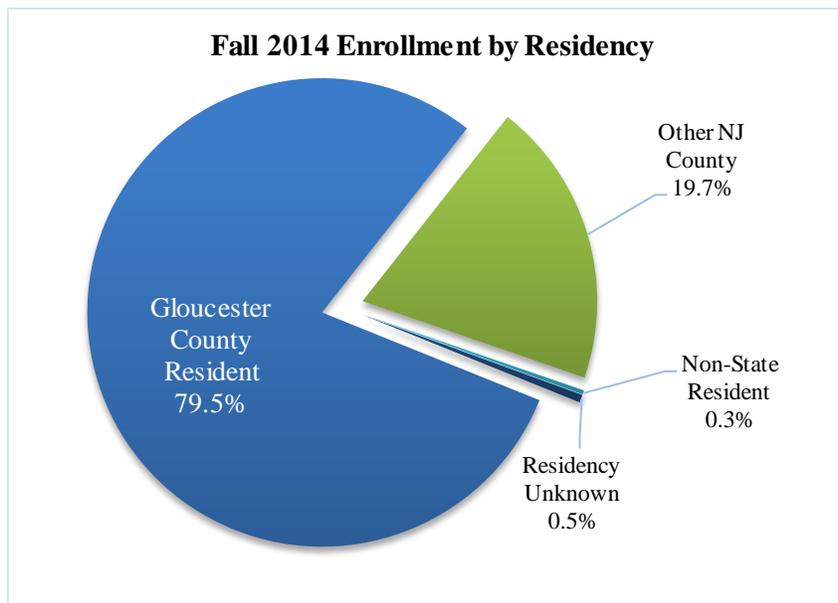
The majority of RCGC students are New Jersey residents. Of those, 79.5 percent reside in Gloucester County. (Figure 4) A smaller proportion of first-time, full-time students are Gloucester County residents (72.0 percent compared to 79.5 percent).

Enrollment by Student Residency Fall 2014

	<u>All Students</u>		<u>First-Time, Full-Time Students</u>	
	N	Pct.	N	Pct.
Total	7,130		2,238	
Gloucester County Residents	5,668	79.5%	1,612	72.0%
New Jersey Residents	7,071	99.2%	2,209	98.7%
Non-State Residents	21	<1.0%	10	<1.0%
Residency Unknown	38	<1.0%	19	<1.0%

Required Table II-C.5 | Source: NJ SURE Fall Enrollment Survey

Figure 4



FINANCIAL AID

Financial aid awards totaled \$19.8m in academic year 2013-14, with 88.5 percent in federal aid programs, 11.1 percent in state aid programs and 0.4 percent in institutional aid programs. Two-thirds of first-time, full-time students (66 percent) received some type of financial assistance. The average amount of federal aid awarded in academic year 2013-14 was \$3,592 for Pell grant recipients and \$4,906 for federal student loan programs.

Number of Students Receiving Financial Assistance by Aid Program Academic Year 2013–2014

	<u>Recipients</u>	<u>Dollars (\$)</u>	<u>\$/Recipient</u>
Federal Programs			
Pell Grants	3,240	10,047,000	3,100.93
College Work Study	33	29,000	878.79
Perkins Loans	0	0	–
SEOG	114	80,000	701.75
PLUS Loans	18	62,000	3,444.44
Stafford Loans (Subsidized)	1,214	3,089,000	2,544.48
Stafford Loans (Unsubsidized)	1,474	4,268,000	2,895.52
SMART & ACG or other	0	0	–
State-Funded Programs			
Tuition Aid Grants (TAG)	1,282	1,564,000	812.57
Education Opportunity Fund (EOF)	182	163,000	524.59
Other State Programs	0	0	–
Bloustein Distinguished Scholars	0	0	–
Urban Scholars	0	0	–
NJ STARS	182	413,000	2,269.23
NJCLASS Loans	13	67,000	5,153.85
Institutional Programs			
Grants/Scholarships	71	87,000	1,225.35
Loans	0	0	–

Required Table II-C.4 | Source: NJIPEDS Form #41 Student Financial Aid Report

GRADUATION RATES

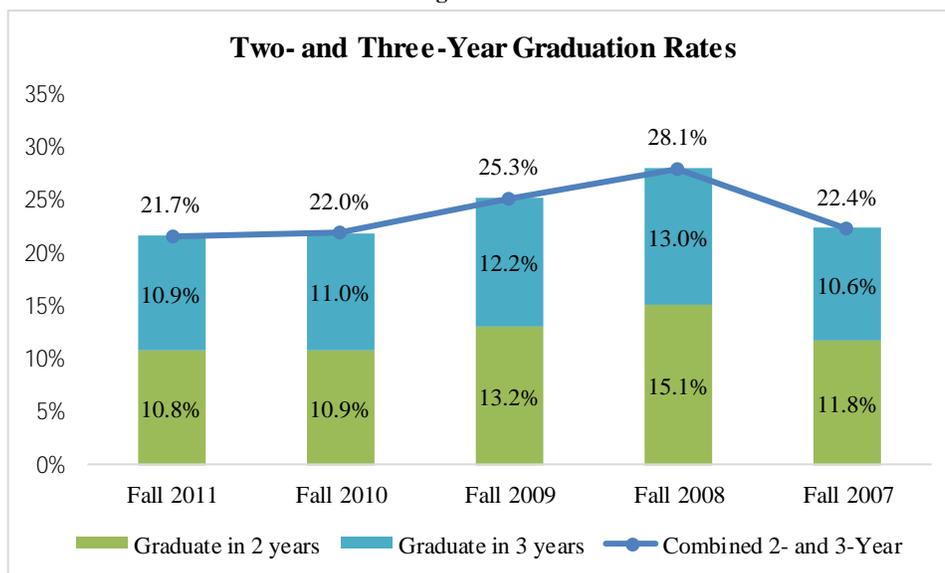
Graduation rates of first time, full-time degree seeking students reflect the percentage of students that graduate, by completing a degree or certificate, within a specified time frame of first enrolling at RCGC. By comparison, the two- and three-year graduation rates have fluctuated quite a bit between the 2007 and 2011 cohort years. The highest graduation rates were achieved by the fall 2008 cohort, measuring a 15.1 percent two-year graduation rate and a 28.1 percent three-year graduation rate. (Figure 5)

Two- and Three-Year Graduation Rates
First-Time, Full-Time Degree Seeking Students
Cohorts: Fall 2007—Fall 2011

<u>Cohort Start Term</u>	<u>Total Students</u>	<u>Graduated After Two Years</u>		<u>Graduated After Three Years</u>	
		<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Fall 2011	1,654	179	10.8%	359	21.7%
Fall 2010	1,557	170	10.9%	342	22.0%
Fall 2009	1,694	223	13.2%	429	25.3%
Fall 2008	1,533	232	15.1%	431	28.1%
Fall 2007	1,561	184	11.8%	350	22.4%

Required Table II.D.1 | Source: IPEDS Graduation Rate Survey

Figure 5



GRADUATION AND TRANSFER-OUT RATES

Combined graduation and transfer-out rates reflect the percentage of students that either graduate or transfer to another college or university within three years of first enrolling at RCGC. The combined graduation and transfer-out rate for the fall 2011 cohort was 44.0 percent. Examination of success outcomes by student race/ethnicity show graduation rates were highest among students in race/ethnicity category ‘White,’ while transfer-out rates were highest among students in race/ethnicity category ‘Black’ and ‘Asian.’

Three-Year Graduation and Transfer-Out Rates First-Time, Full-Time Degree Seeking Students Cohorts Fall 2007 to Fall 2011

Cohort Start Term	Total Students	Graduate After 3-Years		Transfer-Out After 3-Years		Combined Graduate/Transfer-Out	
		Number	Percent	Number	Percent	Number	Percent
Fall 2011	1,654	359	21.7%	369	22.3%	728	44.0%
Fall 2010	1,557	342	22.0%	315	20.2%	657	42.2%
Fall 2009	1,694	429	25.3%	316	18.7%	745	44.0%
Fall 2008	1,533	431	28.1%	303	19.8%	734	47.9%
Fall 2007	1,561	350	22.4%	351	22.5%	701	44.9%

Required Table II.D.1.2 | Source: IPEDS Graduation Survey

Three-Year Graduation and Transfer-Out Rates First-Time, Full-Time Degree Seeking Students By Race/Ethnicity Fall 2011 Cohort

	Total Students	Graduate After 3-Years		Transfer-Out After 3-Years		Combined Graduate/Transfer-Out	
		Number	Percent	Number	Percent	Number	Percent
Fall 2011 Cohort	1,654	359	21.7%	369	22.3%	728	44.0%
By Race/Ethnicity							
– White	1,151	278	24.2%	245	21.3%	523	45.5%
– Black	218	21	9.6%	58	26.6%	79	36.2%
– Hispanic	109	22	20.2%	28	25.7%	50	45.9%
– Asian	21	3	14.3%	6	28.6%	9	42.9%
– Nonresident Alien	10	1	10.0%	2	20.0%	3	30.0%
– Other	145	34	23.4%	30	20.7%	64	44.1%

Required Table II.D.1.2 | Source: IPEDS Graduation Survey

RETENTION RATES

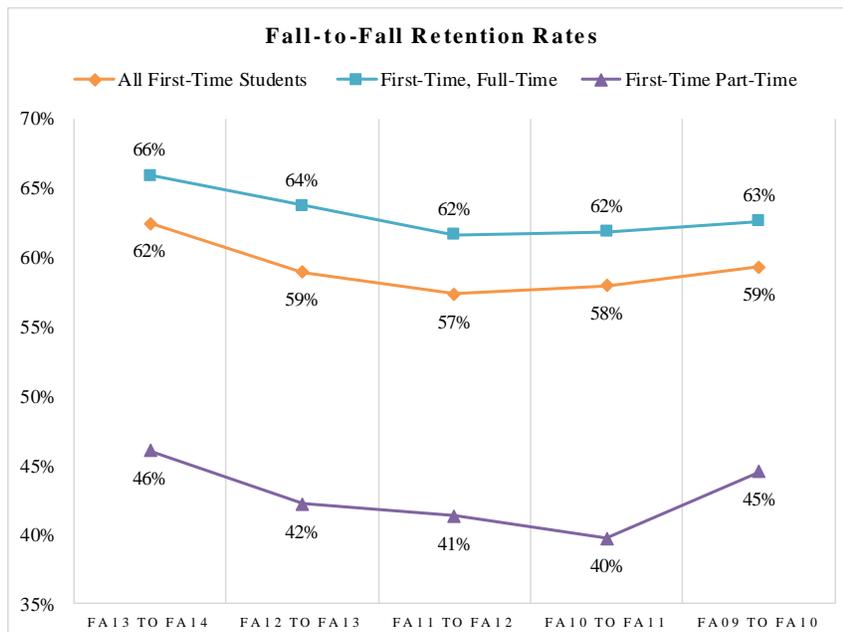
Third semester (fall-to-fall) retention rates of first-time students have increased steadily over the last five years. In fall 2014, the retention rate of all first-time students was 62.4 percent up from 59.3 percent in fall 2010. Retention rates of part-time students increased to 46.0 percent in 2014 compared to 42.2 percent in 2013. (Figure 6)

**Third Semester Retention Rates of First-Time Students by Attendance Status
Fall 2009-2010 to Fall 2013-2014**

	All First-Time Students			First-Time, Full-Time			First-Time, Part-Time		
	Total	Total Retained	Pct. Retained	Total	Total Retained	Pct. Retained	Total	Total Retained	Pct. Retained
Fall 2013 to Fall 2014	1,918	1,196	62.4%	1,579	1,040	65.9%	339	156	46.0%
Fall 2012 to Fall 2013	2,101	1,238	58.9%	1,632	1,040	63.7%	469	198	42.2%
Fall 2011 to Fall 2012	2,104	1,205	57.3%	1,654	1,019	61.6%	450	186	41.3%
Fall 2010 to Fall 2011	1,892	1,095	57.9%	1,557	962	61.8%	335	133	39.7%
Fall 2009 to Fall 2010	2,074	1,229	59.3%	1,694	1,060	62.6%	380	169	44.5%

Required Table IIL.D.2. | Source: IPEDS Fall Enrollment Survey, Part E

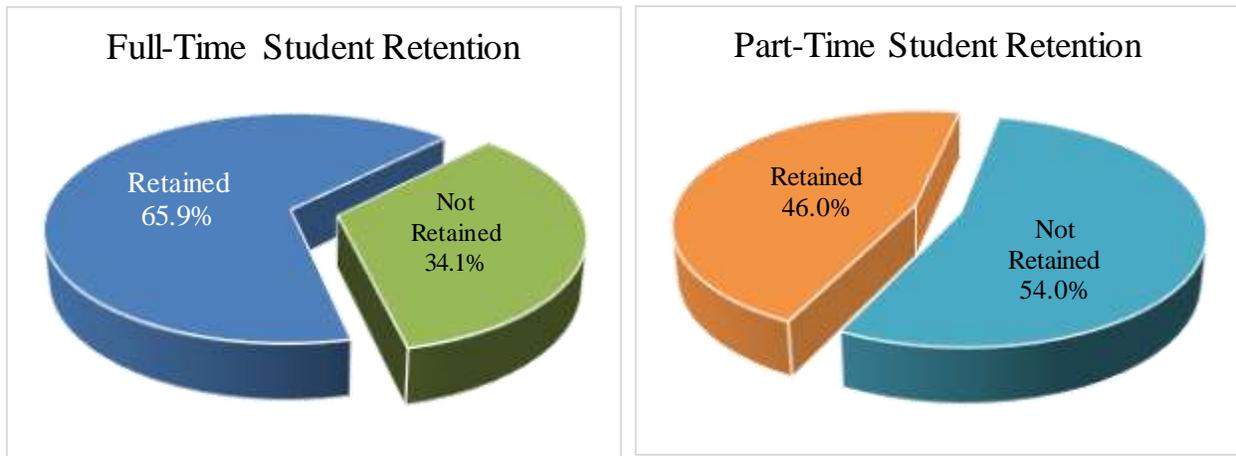
Figure 6



RETENTION RATES

The retention rate for first-time, full-time students from fall 2013 to fall 2014 was 65.9 percent. The retention rate for first-time, part-time students was 46.0 percent. (Figure 7)

Figure 7



FACULTY CHARACTERISTICS

As of fall 2014, there are 72 full-time faculty teaching in the academic credit programs. Of those, 58 percent are female and 42 percent are male. Three-quarters (74 percent) of the full-time faculty are tenured.

Full-Time Faculty by Race/Ethnicity, Gender, Academic Rank, Tenure Status Fall 2014

	Total		White		Black		Hispanic		Asian		American Indian		Not Reported	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
All Faculty (n=72)	30	42	25	34	2	4	0	2	3	0	0	1	0	1
– Professors	4	5	4	4	0	0	0	1	0	0	0	0	0	0
– Associate Professors	5	13	4	10	0	1	0	0	1	0	0	1	0	1
– Assistant Professors	13	11	9	9	2	1	0	1	2	0	0	0	0	0
– All Others	8	13	8	11	0	2	0	0	0	0	0	0	0	0
Tenured Faculty (n=53)	20	33	16	26	2	3	0	2	2	0	0	1	0	1
– Professors	4	5	4	4	0	0	0	1	0	0	0	0	0	0
– Associate Professors	5	13	4	10	0	1	0	0	1	0	0	1	0	1
– Assistant Professors	9	8	6	6	2	1	0	1	1	0	0	0	0	0
– All Others	2	7	2	6	0	1	0	0	0	0	0	0	0	0
Non-Tenured Faculty (n=19)	10	9	9	8	0	1	0	0	1	0	0	0	0	0
– Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0
– Associate Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0
– Assistant Professors	4	3	3	3	0	0	0	0	1	0	0	0	0	0
– All Others	6	6	6	5	0	1	0	0	0	0	0	0	0	0

Required Table II.E.1 | Source: IPEDS Human Resources Survey

FACULTY CHARACTERISTICS

As of fall 2014, there are 72 full-time faculty teaching in the academic credit programs. Of those, 58 percent are female and 42 percent are male. Three-quarters (74 percent) of the full-time faculty are tenured.

Percentage of Course Sections Taught by Full-Time Faculty Fall 2010 to Fall 2014

	Total Sections	Taught by Full-Time Faculty	Taught by Adjunct Faculty	Taught by Other Faculty
Fall 2014	920	362 39.3%	495 53.8%	63 6.8%
Fall 2013	941	372 39.5%	496 52.7%	73 7.8%
Fall 2012	950	377 39.7%	512 53.9%	61 6.4%
Fall 2011	969	381 39.3%	536 55.3%	52 5.4%
Fall 2010	1,001	382 38.2%	553 55.2%	66 6.6%

Required Table II.E.2 | Source: RCGC Census Day Enrollment

Ratio of Full-Time to Part-Time (Adjunct) Faculty Fall 2010 to Fall 2014

	Total Faculty	Full-Time Faculty	Part-Time Faculty	FT/PT	FTE Faculty
Fall 2014	350	72 20.6%	278 79.4%	1:4	165
Fall 2013	334	71 21.3%	263 78.7%	1:3	159
Fall 2012	342	70 20.5%	272 79.5%	1:4	161
Fall 2011	311	70 22.5%	241 77.5%	1:3	150
Fall 2010	319	72 22.6%	247 77.4%	1:3	154

Required Table II-E.3 | Source: IPEDS Human Resources Survey

BOARD OF TRUSTEES

2015 Board of Trustee Demographics

	<u>Total</u>	<u>Female</u>	<u>Male</u>
All Trustees	12	4	8
by Race/Ethnicity			
– White	9	1	8
– Black	3	3	0

Required Table II-F.1 | Source: See Data Note 5

Rowan College at Gloucester County Board of Trustees		
Name	Title	Affiliation
Gene J. Concordia	General Manager	Moldamatic, LLC
Yollette C. Ross		New Jersey State Parole Board
Douglas J. Willis, Esq.	Asst. Vice President and Senior Surety Claims Counsel	Chubb & Sons, Div. of Fed. Ins. Co.
Jean L. DuBois		Retired
Avé Altersitz	Executive County Superintendent of Schools	New Jersey Department of Education
Len E. Daws	Sr. Engineer Manager and Chief Engineer	Lockheed Martin/GE/RCA
Benjamin T. Griffith		Retired
Dr. James J. Lavender	Superintendent	Kingsway Regional School District
Ruby Love	Asst. Administrator	Penn Center for Rehab & Care UPHS
Dr. George J. Scott	D.O., Asst. Dean for Clinical Education	Rowan University, School of Osteopathic Medicine
Virginia N. Scott		Retired
Dr. Frederick Keating (ex officio)	President	Rowan College at Gloucester County

URL Link to Trustee—<http://www.rcgc.edu/People/Pages/Board.aspx>

Required Tables II-F.2 and II-F.3 | Source: See Data Note 5

ACADEMIC DEGREE AND CERTIFICATE PROGRAMS

Business Studies

Accounting	A.A.S. Cert. *
Automotive Technology (Ford ASSET Program)	A.A.S.
Business Administration	A.S.
Business Administration—Online	A.S.
Computer Graphic Arts – Game/Interactive Design Option	A.A.S.
Computer Graphic Arts – Print Design Option	A.A.S. Cert. *
Computer Information Systems	A.S.
Information Technology	A.A.S. Cert. *
Marketing and Management	A.A.S.
Technical Studies – Business Track	A.A.S.
Website Development for E-Commerce	A.A.S. Cert. *

Health, Physical Education and Recreation

Exercise Science	A.S.
Health, Physical Education and Recreation	A.A.

Law and Justice

Arts & Sciences	
– Criminal Justice Option	A.S.
– Pre-Law Option	A.A.
Law Enforcement	A.A.S.
Paralegal	A.A.S. Cert. *

Liberal Arts

Arts & Sciences	A.A.
– Art Option	A.A.
– Communications Option	A.A.
– Digital Photography Option	A.A.
– English Option	A.A.
– History Option	A.A.
– Music Option	A.A.
– Philosophy Option	A.A.
– Psychology Option	A.A.
– Social Work Option	A.A.
– Sociology Option	A.A.
– Spanish Option	A.A.
– Theatre, Drama Option	A.A.
Education	A.A.

Nursing and Allied Health

Health Science	A.A.S.
– Diagnostic Medical Sonography Pathway	
– Nuclear Medicine Technology Pathway	
– Nursing Pathway	
Diagnostic Medical Sonography	A.A.S.
Nuclear Medicine Technology	A.A.S.
Nursing	
– Generic Program	A.S.
– LPN to RN	A.S.
Physical Therapist Assistant (Fall 2016)	A.A.S.
Respiratory Therapy Joint Degree	A.A.S.

Science, Technology, Engineering and Mathematics

Arts & Sciences	A.S.
– Physics Option	A.S.
Biology	A.S.
– Bioscience Technologies Option	A.S.
Chemistry	A.S.
– Pre-Pharm.D. Option	A.S.
Computer Science	A.S.
Engineering Science	A.S.
Engineering Technologies	A.A.S.
– Civil Engineering Technology	
– Construction Management	
– Drafting and Design	
– Land Surveying	
Equine Science	A.S.
Marine Science	A.S.
Mathematics	A.S.
Technical Studies – STEM Track	A.A.S.

Professional Development Certificates

Accounting
Certified Clinical Medical Assistant
Civil Engineering Technologies
Computer Accounting
Computer Graphic Arts – Game/Interactive Design
Computer Graphic Arts – Print Design
Construction Supervision
Digital Photography
Drafting and Design
Equine Science
Land Surveying
Website Development

Source: RCGC 2016 Catalog

*Additional information is available at RCGC.edu

FALL ENROLLMENT TRENDS BY PROGRAM

Program	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Business Studies	1,086	1,179	1,050	1,042	1,071
Accounting (AAS)	65	66	65	47	52
Accounting (CERT)	13	10	11	10	6
Accounting (PDC)	1	1	1	4	1
Automotive Technology (AAS)	24	48	43	41	38
Pre-Automotive Technology (AAS)	11	13	16	21	16
Business Administration (AS)	560	639	584	606	690
Computer Graphic Arts (AAS)	54	48	44	48	35
Computer Graphic Arts: Game/Interactive Media (AAS)	58	86	62	71	65
Computer Graphic Arts (CERT)	3	3	7	2	3
Computer Graphic Arts (PDC)	4	1	2	3	2
Computer Information Systems (AS)	57	41	49	62	68
Computer Information Technology (AAS)	27	32	32	24	19
Computer Information Technology (CERT)	3	3	4	2	5
Computerized Office Administration (AAS)	36	32	21	11	8
Computer Office Administration (CERT)	7	5	2	1	2
Computer Office Administration (PDC)	1	3	1	0	0
Marketing & Management (AAS)	75	82	73	64	45
Network Management (AAS)	55	37	12	11	4
Network Management (CERT)	9	6	2	0	0
Network Management (PDC)	2	4	0	0	0
Real Estate (CERT)	3	2	3	1	0
Website Development (AAS)	16	15	10	9	10
Website Development (CERT)	2	1	4	3	2
Website Development (PDC)	0	1	2	1	0
Health, Physical Education & Recreation	186	183	193	190	195
Exercise Science (AS)	110	119	145	128	128
Health, Physical Education & Recreation (AA)	76	64	48	62	67
Law & Justice	630	630	604	565	627
Arts & Science, Criminal Justice (AS)	346	369	358	359	467
Arts & Science, Pre-Law (AA)	10	26	37	33	33
Law Enforcement (AAS)	184	146	123	97	66
Paralegal (AAS)	72	67	64	59	47
Paralegal (CERT)	18	22	22	17	14

Source: Census Day Enrollment File [See Data Note 6]

FALL ENROLLMENT TRENDS BY PROGRAM

Program	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Liberal Arts	2,203	2,200	2,174	2,212	2,127
Arts & Sciences (AA)	952	935	952	908	837
- Art (AA)	48	39	47	51	46
- Communications (AA)	109	111	134	132	137
- Digital Photography, (AA)	0	4	17	26	20
- Digital Photography (PDC)	0	0	0	1	2
- English (AA)	63	58	53	59	70
- Fine & Performing Arts (AA)	9	3	2	1	0
- Government & Law (AA)	14	5	0	0	0
- History (AA)	14	47	69	82	75
- History & Political Science (AA)	68	35	16	10	8
- Music (AA)	4	23	36	35	51
- Philosophy (AA)	0	0	0	0	1
- Psychology (AA)	249	288	291	332	333
- Social & Human Services (AA)	56	67	74	32	20
- Social Work (AA)	0	0	4	77	81
- Sociology (AA)	30	38	34	47	41
- Spanish (AA)	0	3	10	10	11
- Theatre & Drama (AA)	18	16	21	16	20
Education (AA)	451	398	362	368	362
Human Development (AS)	64	60	19	6	1
Early Childhood Education (CERT)	22	20	12	2	1
Undecided - Degree Seeking (AA)	32	50	21	17	10

Source: Census Day Enrollment File [See Data Note 6]

FALL ENROLLMENT TRENDS BY PROGRAM

Program	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Nursing & Allied Health	1,394	1,410	1,482	1,440	1,310
Diagnostic Medical Sonography (AAS)	29	28	27	24	29
Health Science (AAS)	41	47	51	72	80
Nuclear Medicine Technology (AAS)	25	22	23	21	24
Nursing (AS)	158	145	164	151	147
Respiratory Therapy (AAS)	26	36	32	35	34
Pre-Majors	1,115	1,132	1,185	1,137	996
Science, Technology, Engineering, Mathematics	734	793	888	913	980
Arts & Sciences (AS)	164	137	139	133	174
Arts & Sciences, Mathematics (AS)	61	42	48	59	63
Arts & Sciences, Physics (AS)	0	5	11	11	9
Biology (AS)	150	171	207	211	202
Biology, Bioscience Technologies (AS)	0	3	21	27	18
Chemistry (AS)	50	26	26	23	32
Chemistry, Pre-Pharm D (AS)	8	54	55	61	65
Engineering Technologies (PDC)	9	0	3	3	2
Computer Science (AS)	65	96	105	127	147
Drafting & Design (AAS)	13	16	15	0	0
Drafting & Design (PDC)	0	3	6	2	2
Engineering Technologies (AAS)	66	73	57	52	61
Engineering Science (AS)	89	107	137	146	155
Equine Science (AS)	15	20	21	31	23
Equine Science (PDC)	0	0	1	1	0
Food Science (AS)	19	13	8	1	2
Marine Science (AS)	20	21	26	23	24
Technical Studies (AAS)	5	6	2	2	1

Source: Census Day Enrollment File [See Data Note 6]

DEGREE AND CERTIFICATES AWARDED

	2010-11	2011-12	2012-13	2013-14	2014-15
Total Awards	904	910	871	963	930
Business Studies	201	213	188	185	205
Accounting (AAS)	11	8	7	4	11
Accounting (CERT)	2	2	3	1	2
Accounting (PDC)	0	1	2	4	9
Automotive Technology (AAS)	8	17	14	19	13
Business Administration (AS)	106	96	98	103	90
Civil Engineering Technology (AAS)	2	5	0	2	2
Civil Engineering Technology (PDC)	0	0	0	0	12
Civil Tech-Land Surveying (AAS)	5	2	1	0	0
Civil Tech-Land Surveying (PDC)	0	0	0	0	1
Computer Graphics Arts (AAS)	16	20	19	25	18
Computer Graphics Arts (CERT)	0	0	1	0	1
Computer Graphics Arts (PDC)	0	0	0	0	10
Information Technology (AAS)	2	6	7	4	3
Information Technology (CERT)	3	1	0	0	2
Computerized Office Admin (AAS)	7	7	10	3	2
Computerized Office Admin (CERT)	1	0	0	0	0
Computerized Office Admin (PDC)	0	5	0	0	0
Drafting & Design Technology (AAS)	1	0	1	0	0
Drafting & Design Technology (PDC)	0	0	0	0	6
Database Management (AAS)	0	0	1	0	0
Marketing and Management (AAS)	12	11	8	11	15
Technical Studies (AAS)	2	1	1	2	3
Website Development-E Commerce (AAS)	0	8	1	2	2
Website Development-E Commerce (CERT)	0	2	0	0	0
Website Development-E Commerce (PDC)	0	0	6	1	2
Network Management (AAS)	17	13	7	4	1
Network Management (CERT)	6	8	1	0	0
Health, Physical Education & Recreation	31	19	37	26	23
Exercise Science (AS)	24	14	33	21	19
Health, Physical Education & Recreation (AA)	7	5	4	5	4
Law and Justice	93	106	105	106	83
Arts & Sciences, Criminal Justice (AS)	57	65	67	59	55
Arts & Sciences, Pre-Law (AS)	0	1	2	2	4
Law Enforcement (AAS)	23	21	17	16	8
Paralegal (AAS)	7	12	12	20	11
Paralegal (CERT)	6	7	7	9	5

Source: NJ SURE Completions File [See Data Note 6]

DEGREES AND CERTIFICATES AWARDED

	2010-11	2011-12	2012-13	2013-14	2014-15
Liberal Arts	394	397	354	457	388
Arts & Sciences (AA)	134	128	142	173	139
- Art (AA)	7	5	4	9	8
- Communications (AA)	23	17	21	24	30
- Digital Photography (AA)	0	1	1	6	4
- English (AA)	10	16	10	12	14
- History (AA)	15	15	13	24	16
- Music (AA)	0	4	3	3	4
- Philosophy (AA)	0	0	0	0	0
- Psychology (AA)	62	72	70	79	74
- Social Work (AA)	15	17	12	23	11
- Sociology (AA)	10	7	5	14	12
- Spanish (AA)	0	0	1	2	4
- Theatre, Drama (AA)	2	2	4	3	5
Human Development (AS)	6	9	5	1	0
Education (AA)	110	104	63	84	67
Nursing & Allied Health	91	73	84	83	117
Diagnostic Med Sonography (AAS)	12	10	12	8	13
Health Science (AAS)	0	8	7	11	17
Nuclear Medicine Technology (AAS)	11	7	7	10	11
Nursing (AS)	64	46	53	47	59
Respiratory Therapy (AAS)	4	1	4	7	10
Clinical Medical Assistant (PDC)	0	0	0	0	6
Pre-Majors	0	1	1	0	1
Science, Technology, Engineering, Mathematics	94	102	103	106	114
Arts & Sciences (AS)	30	35	45	37	38
Arts & Sciences, Mathematics (AS)	22	9	10	12	6
Arts & Sciences, Physics (AS)	0	1	0	2	0
Biology (AS)	13	15	12	11	12
Biology, Bioscience Technologies (AS)	0	0	1	1	3
Chemistry (AS)	7	4	3	2	3
Chemistry, Pre-Pharmacy D. (AS)	1	4	7	7	6
Computer Info Systems (AS)	8	12	4	6	10
Computer Science (AS)	2	6	9	6	10
Microcomputers (PDC)	0	0	1	0	0
Engineering Science (AS)	10	13	8	10	6
Engineering Technologies (AAS)	0	0	1	2	7
Equine Science (AS)	0	1	2	7	2
Equine Science (PDC)	0	0	0	2	3
Marine Science (AS)	1	2	0	1	8

Source: NJ SURE Completions File

FINANCIALS

Core Revenues and Expenses: Fiscal Years 2010-2014

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Total Core Revenues (\$)	\$44,330,263	\$44,912,038	\$47,474,435	\$51,037,804	\$47,827,303
Core Revenues per FTE Enrollment	\$8,714	\$8,578	\$8,877	\$9,297	\$9,369
% Tuition and Fees	33%	36%	38%	38%	36%
% State Appropriations	12%	11%	11%	10%	11%
% Local Appropriations	19%	17%	18%	15%	15%
% Government Grants Contracts	27%	27%	25%	26%	28%
% Other Core Revenues	9%	9%	10%	15%	10%
Total Core Expenses (\$)	\$40,905,610	\$43,667,763	\$45,197,379	\$46,537,712	\$49,731,366
Core Expenses per FTE Enrollment	\$8041	\$8340	\$8,451	\$8,477	\$9,010
% Instruction	47%	48%	50%	48%	48%
% Public Service	2%	2%	2%	2%	2%
% Academic Support	11%	10%	8%	8%	8%
% Institutional Support	15%	13%	12%	14%	14%
% Student Services	15%	16%	16%	17%	17%
% Other Core Expenses	11%	11%	12%	11%	11%

Source: IPEDS Finance Survey [See Data Note 7]

MAJOR CAPITAL PROJECTS

Thanks to the New Jersey Higher Education Bond and the Gloucester County Board of Chosen Freeholders, \$24 million in capital investment construction upgrades are dramatically enriching the landscape of the campus.

Major capital projects underway in fiscal year 2015 include:

- Corporate and Business Center—With funding support from the Building Our Future Bond Act, Chapter 12, the Corporate and Business Center supports academic programs within our Business Studies Division.
- Facilities Department—With funding support from Chapter 12 provides additional space for RCGC facilities operations.
- Eugen J. McCaffrey Sr. College Center —With funding support from Chapter 12, the existing roof of the College Center received required repair and maintenance.
- Allied Health Center—With funding support from 2014/2015 Chapter 12, the Allied Health Center will support the new Physical Therapist Assistance program opening in fall 2016.



Ribbon cutting ceremony for the expansion of Law and Justice Educational Center.



Students leaving classes held in the newly opened Nursing and Allied Health Center.

FACULTY AND STAFF RECOGNITIONS AND AWARDS

Rowan College at Gloucester County faculty and staff participated in numerous scholarly, research and community service activities in academic year 2014-15:

- ◆ **Dr. Christy Beal**, *Adjunct Faculty, Biology*, Science, Technology, Engineering and Mathematics Division. Dr. Beal sponsored the National Moth Week citizen science project ‘Moth Night’ on July 22, 2015. Moth collection data is submitted to the BAMONA (Butterflies and Moths of North America) database <http://www.butterfliesandmoths.org/>, as well as Project Noah. Beal also provided aquatic insect survey training and sampling with South Jersey Land and Water Trust, Grenloch Lake, July 22, 2015.
- ◆ **Darlene Berger**, *Cooperative Education Director*, Business Studies Division. Round table presentation, “Cooperative Education: Not Just Work Experience” League of Innovations in Boston, MA, March 8–9, 2015.
- ◆ **Bryan Buttler**, *Assistant Professor, Communications*, Liberal Arts Division served as Editor and senior contributor for Philadelphia Magazine, Philadelphia, PA, from January 2014 to present.
- ◆ **Dr. Namorah Gayle Byrd**, *Professor, English*, Liberal Arts Division. Dr. Byrd’s Photographic portrait titled “Indivisible: African and Native American Lives in the Americas” currently appears online and in Smithsonian national traveling exhibit at the United States Smithsonian National Museum of the American Indian.
Professional presentations: “Native American Cultural Traditions through Storytelling and Chants,” sponsor: Educational Consortium Group, a non-profit educational agency serving Great Britain and Kuwait, March 5, 2015, in Kuwait City, Kuwait; “Native American Legends and Stories: America’s First Literature,” The Kuwait National Museum – Dar Al-Athar location. Sponsor: Educational Consortium Group, a non-profit educational agency serving Great Britain and Kuwait, March 6, 2015, Kuwait City, in Kuwait; and “The Vital Role of Historicism in the Teaching of The Bondswoman’s Narrative,” Nineteenth Century Women Authors Study Group, April 11, 2015, at Villanova University.
Dr. Byrd’s scholarly service includes Faculty Observations and Reporting, American Creativity Academy (K-12 private institution educating 2,000 students); guest speaker address at the Annual ACA Professional Development Day in Kuwait City, Kuwait. February 23–26, 2015, Community Service: Roy, Chatali. “Byrd Shares Journey on “Native American Storytelling.” Arab Times. Kuwait City, Kuwait. Friday, March 6, 2015; and American Association for Women in Community Colleges, National Association of University Women, Native Nations Dance Theater, Native American Women’s Singing Circle, United American Indians of the Delaware Valley, National Association for the Advancement of Colored People.
- ◆ **Ron Case**, *Athletic Director and Dean of Health, Physical Education and Recreation* received the 2015 Distinguished Alumni Award by SUNY Cortland Alumni Association. Alumni Reunion Weekend Luncheon, Corey Union, NY, June 11, 2015.
- ◆ **Dr. Theresa L. Covello**, *DNP, RN, CNE, Assistant Professor, Nursing*, Nursing & Allied Health Division completed her Doctor of Nursing Practice (DNP) at Touro University, Nevada.

FACULTY AND STAFF RECOGNITIONS AND AWARDS

- ◆ **Almarie Jones**, *Executive Director of Diversity and Equity* received the 2015 Patricia C. Donohue Leadership Award at the AAWCC. “Passing the Torch Breakfast”, June 5, 2015.
- ◆ **Lori Joyce**, *Associate Professor, English*, Liberal Arts Division served as a book reviewer for *BookPage.com*, an online and print publication. Her first review appeared in January 2015 for “X,” a fictionalized biography of Malcolm X written by his daughter. Community service activities include: Honor Flight of NJ—served as the guardian of a Korean War Veteran for a day’s trip to Washington D.C. to honor our soldiers; Ghost Walk Guide—lead evening tours of Mullica Hill, telling tales of spirits who haunt the old homes and businesses; and various activities with the Interfaith Hospitality Network.
- ◆ **Dr. Frederick Keating**, *President* was named one of the 2014 Executives of the Year. Twenty-Five leading business people in South Jersey by South Jersey Business, November 2014 Issue. Dr. Keating also received a 2015 ‘Game Changer President’s Award’ from the Gloucester County NAACP on October 18, 2015.
- ◆ **Dr. Robert D. Rossi**, *Professor, Chemistry*, Science Technology, Engineering and Math Division. Dr. Rossi published two works, a journal article, “ConfChem Conference on Flipped Classroom: Improving Student Engagement in Organic Chemistry using the Inverted Classroom Model”, *Journal of Chemical Education* DOI: 10.1021/ed500899e and an organic chemistry textbook supplement, “Organic Functional Group Transformation Student Notebook”, ISBN 978-1-4652-7904-0, 2015, Kendall Hunt Publishing Company.
Professional presentations: “Flipping the Classroom,” Drew University, March 28, 2015 and “Flipped Classrooms in Science,” Community College of Philadelphia, April 24, 2015; “Active Learning in Organic Chemistry” (co-led) National Science Foundation cCWCS Workshop, Washington DC, June 22-25, 2015; and "Improving Student Engagement in Organic Chemistry Using the Inverted Classroom Model," Engaging Learners in the 21st Century Conference, Mercer County Community College, August 25, 2015.
Dr. Rossi’s scholarly service includes peer reviewer for the *Journal of Chemical Education*’s article entitled “Time-Saving Resources—Aligned with Cognitive Science to Help Instructors Flip,” ed 2014-009156. In June 2015, he was appointed to the Leadership Board of *organicERs.org*, a web-based community launched by the NSF-sponsored Chemistry Collaborations, Workshops and Community of Scholars program (cCWCS).

COLLEGE RECOGNITIONS AND AWARDS

College recognitions and awards received in 2014-15 include:

- ◆ **RCGC College Relations, Communications and Marketing Division** received several awards including the Gold Winner in Collegiate Advertising for the Rowan College Newsletter; the Service Industry Advertising Awards (SIA) Gold Winners for New Logo/Letterhead Design and Total Public Relations Campaign—"The Premier Partnership," and the Higher Education Marketing Awards Gold Winners for Logo/Letterhead design, Total Publications Program and Total Advertising Campaign—"Exciting Changes Endless Possibilities."
- ◆ **RCGC's Cooperative Education Program** was voted "Best in the Business" in *South Jersey BIZ* magazine's annual Editor's List Top 100 Best of Biz 2015, in the August 2015 issue.
- ◆ **Two RCGC academic programs** were ranked in *Community College Week's* Top 100 Degree Producers (September 13, 2015). The Education program ranked 19th and the Health, Physical Education and Recreation program ranked 28th.

ATHLETIC PROGRAM RECOGNITIONS AND AWARDS

The Rowan College at Gloucester County Athletic Department is a comprehensive 13-sport program for men and women. As a member of the National Junior College Athletic Association (NJCAA), RCGC competes in Region XIX and the Garden State Athletic Conference against other two-year colleges from New Jersey, New York, Pennsylvania, Delaware and Maryland.

Athletic awards received in 2014-15 include:

- ◆ RCGC won their tenth consecutive Collegiate Athletics Administrators of New Jersey's (CAANJ) Cup Award for the most outstanding overall two-year college athletic program in New Jersey.
- ◆ Fourteen RCGC Athletes received NJCAA Division III Academic Awards — One (1) Pinnacle Award for Academic Excellence (4.0 GPA), three (3) for Superior Academic Achievement (3.80-3.99 GPA) and ten (10) for Exemplary Academic Achievement (3.60-3.79 GPA).
- ◆ NJCAA Division III National Championship Teams — Women's Tennis. National Runner Up Teams — Men's Tennis.
- ◆ NJCAA Division III Individual National Champions, Women's Tennis (6), Women's Track and Field (1), Men's Track and Field (2); twenty-one (21) RCGC athlete's received All American Awards in wrestling (2), women's tennis (6), men's track and field (5), women's track and field (3), men's tennis (3) and baseball (2).
- ◆ NJCAA Region XIX 2015 Champions — Men's Cross Country, Baseball, Men's Tennis.
- ◆ Garden State Athletic Conference 2015 Champions — Women's Tennis, Men's Basketball, Wrestling, Baseball and Men's Tennis.

DATA NOTES

1. Enrollment totals include all students (degree seeking and non-degree seeking). The Registration Type best describes the category the student is assigned in the enrollment roster during the reporting period. Values include:
 - New, first-time: A student who has not been previously enrolled at the institution at this degree level and who has not earned college credits. Students that enrolled in the fall term who attended college for the first time in the prior summer term are classified as new. Note, non-degree seeking students are included in this category. As such, totals will be different than those reported in the Student Outcomes tables (graduation rates and retention rates).
 - Transfer: A student who has not been previously enrolled at the college, and brings or seeks to bring college credits from another institution.
 - Stop-out / Readmit: A student who previously attended the college, but stopped attending for one or more semesters and returns to resume studies, and may or may not have gone through a formal admissions process again.
 - Continuing: A student who was enrolled in courses during the previous regular semester.
 - Special: A high student enrolled in courses on the basis of an alternative admissions criterion (e.g. High School Option Program (HSOP) or dual enrollment).
2. Noncredit open enrollment includes all registrations in any course that started on July 1, 2013 through June 30, 2014. FTEs were computed by converting clock hours to credit hours (dividing by 15), then converting credit hours to FTE (dividing by 30).
3. Unduplicated enrollment for an entire academic year represents unaudited credit hours and full-time equivalent (FTE). Annual FTE is calculated based on the total credit hours divided by 30.
4. The Race/Ethnicity category “Other” includes American Indians, Native Hawaiian and Pacific Islanders, Two or More Races and Unknown.
5. Race/Ethnicity and Gender of the Board of Trustees is self-reported. Title and Affiliation is reported on Financial Disclosure Statement, Local Government Ethics Law, State of New Jersey, Department of Community Affairs, Division of Local Government Services and Local Finance Board.
6. Program enrollment and degrees/awards totals represent the combined total for all program track options, where applicable. Level of award denoted as — AA: Associate in Arts; AS: Associate in Science, AAS: Associate in Applied Science; CERT: Certificate; PDC: Professional Development Certificate.
7. Other core revenues include federal appropriations, sales and services of educational activities, other operating and non-operating sources and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals and independent operations.

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.

The full-time equivalent (FTE) enrollment used in this report is the sum of the FTE enrollment (as reported on the 12-month enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours).



Office of Institutional Research

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