



2016 Institutional Profile



1400 Tanyard Road, Sewell, NJ 08080
RCGC.edu


PREFACE

Sponsored by the residents of Gloucester County through the Board of Chosen Freeholders, Rowan College at Gloucester County is a comprehensive, co-educational, two-year institution of higher education. Rowan College at Gloucester County (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 that seek them.

RCGC is an excellent place to discover your passion or to concentrate on a straightforward academic plan. New programs, outstanding faculty and innovative, cost-saving options like Rowan Choice and the 3+1 Program with Rowan University, make RCGC a popular starting point. As the premier partner of a highly-respected research university, programs easily align for transfer towards a Rowan University bachelor's degree while considerably reducing the cost of tuition during the first two years of study. The option to attend Rowan University, or to take advantage of agreements with our other academic partners and transfer to your school of choice, makes this community college a valuable resource for all students.

Thanks to the New Jersey Higher Education Bond and the Gloucester County Board of Chosen Freeholders, \$24 million in capital investment construction upgrades have dramatically enriched the landscape of RCGC. Projects include the newly constructed, state-of-the-art Nursing and Allied Health Center and Adult Center for Transition (ACT), a building renovation to create the Business and Corporate Center, as well as additions to the Student Services building and the Law and Justice Education Center. The college community is also looking forward to breaking ground for a new 18,500 square-foot facility, which will house RCGC and Rowan University degree initiatives.

With increasing program selections, a premier partnership with Rowan University, affordable tuition, numerous transfer routes and a rapidly expanding campus, RCGC has created a different and unique model for community colleges. The 2016 Institutional Profile Report highlights many of our fiscal year 2016 statistics on enrollment and student outcomes. The report also serves to recognize the many accomplishments, successes and contributions to our community. RCGC provides this report annually to the New Jersey 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.

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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 2016 Annual Institutional Profile reflects data submitted in mandated state and federal reports during the 2015-2016 academic year. Highlights include:

- ◆ **FALL ENROLLMENT** in 2015 totaled 6,836 student enrolled in 72,002 credit hours. Enrollment trends mirrored the sector-wide decline of 4 percent between 2014 and 2015. Long-term trends show a steady incline in enrollment since 2000.
- ◆ **CONTINUING EDUCATION** Noncredit enrollment accounted for 7,984 registrations in fiscal year 2015. Approximately three-quarters (71.9 percent) of registrations were dedicated to career courses; 89.0 percent of registrations target the general adult population.
- ◆ **CUSTOMIZED TRAINING** served 24 business clients in fiscal year 2015 with 11,842 registrations representing a total full-time equivalent of 115 students.
- ◆ **ANNUAL CREDIT ENROLLMENT** for academic year 2015 totaled 9,830 students and 159,582 credit hours for a full-time equivalent of 5,319 students (unaudited).
- ◆ **REMEDATION ENROLLMENT** for incoming full-time freshman was 43.2 percent. The highest remediation enrollment area among freshman was Reading (26.4 percent), followed by Computation (16.7 percent) and Algebra (10.3 percent).
- ◆ **STUDENT DEMOGRAPHIC** profile reflects a 26.1 percent minority student population; 79.0 percent of students are under 25 years of age. Fifty-six percent of the study body is female; 44.0 percent are male. The majority of students are New Jersey residents; three-quarters (74.8 percent) reside in Gloucester County.
- ◆ **FINANCIAL AID** awards totaled \$19.6m in academic year 2014-15, with 89.3 percent in federal aid programs, 10.1 percent in state aid programs and 0.6 percent in institutional aid programs.
- ◆ **STUDENT OUTCOMES** of the 1,632 first-time, full-time degree seeking students entering Rowan College in fall 2012, 41.0 percent graduated or transferred on to another institution of higher learning within three-years. The combined rate the 3-year graduation rate of 22.7 percent and a 18.3 percent transfer out-rate. The two-year graduation rate is 12.3 percent
- ◆ **FALL-TO-FALL RETENTION** rate for all first-time students was 59.7 percent; the retention rate of full-time students was 62.9 percent, compared to the part-time rate of 46.8 percent.
- ◆ **FULL-TIME FACULTY** represent 25.2 percent of the total faculty; of those, 67.1 percent are tenured. The ratio of full-time to adjunct faculty is 1:3; 42.0 percent of credit classes are taught by full-time faculty.
- ◆ **DEGREES AND CERTIFICATES** awarded totaled 1,159 in academic year 2015-16.
- ◆ **RCGC'S ATHLETIC PROGRAM** received numerous recognitions and awards, including the program's eleventh consecutive Collegiate Athletics Administrator's of New Jersey 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 enrolled 6,836 students in fall 2015. 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 2015 (*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>2015</u>
634	2,553	3,068	3,394	4,373	5,047	4,659	6,022	6,609	6,836

Source: IPEDS Fall Enrollment Survey, Census Day Enrollment Files

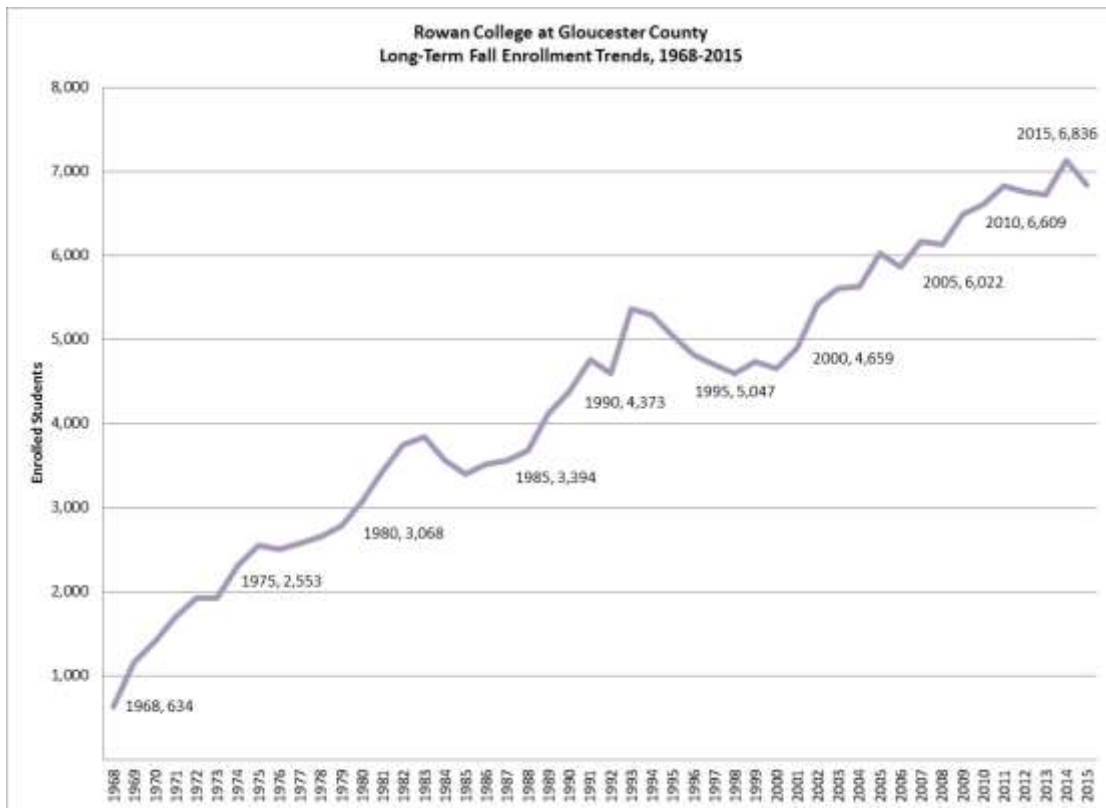


Figure 1

NUMBER OF STUDENTS SERVED

Of the 6,836 students enrolled in fall 2015, full-time students (enrolled in twelve or more credit hours) account for more than half of the student body (55.7%). Part-time students increased 6.9 percent over the past four years with 44.3 percent of the fall student body enrolled part-time. This increase is attributed to the inclusion of high school dual enrollment students in census day enrollment totals. (Figure 2)

Fall Enrollment by Attendance Status (2011-2015)							
	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>1YR Change</u>	<u>4YR Change</u>
Total Students	6,829	6,762	6,720	7,130	6,836	-4.1%	+0.1%
– Full-Time	3,995	3,943	4,030	4,009	3,807	-5.0%	-4.7%
– Part-Time	2,834	2,819	2,690	3,121	3,029	-2.9%	+6.9%
Percent Distribution							
– Full-Time	58.5%	58.3%	60.0%	56.2%	55.7%		
– Part-Time	41.5%	41.7%	40.0%	43.8%	44.3%		

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

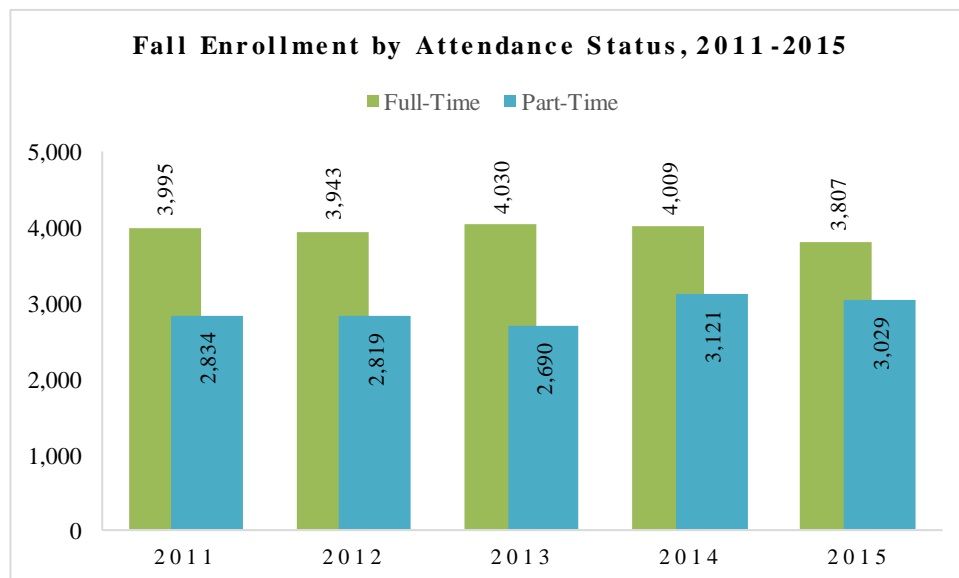


Figure 2

NUMBER OF STUDENTS SERVED

On average, approximately one-third of the fall student body are new, first-time RCGC students. In fall 2015, 35.1 percent were first-time (new) students, of those 74.1 percent enrolled full-time. Continuing students represent more than half of the total enrollment in fall 2015 (55 percent). Special students, defined as high school students enrolled in credit courses, accounted for 8.6 percent of enrollment; less than 1 percent were classified as transfer or returning students.



Fall Enrollment by Student Type and Attendance Status: 2011-2015

		<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>
All Students	Total	6,829	6,762	6,720	7,130	6,836
	- Full-Time	3,995	3,943	4,030	4,009	3,807
	- Part-Time	2,834	2,819	2,690	3,121	3,029
First-Time, New	Total	2,428	2,399	2,217	2,644	2,397
	- Full-Time	1,670	1,637	1,593	1,837	1,775
	- Part-Time	758	762	624	807	622
Continuing	Total	3,693	3,681	4,031	3,640	3,763
	- Full-Time	1,991	1,982	2,234	1,963	1,956
	- Part-Time	1,702	1,699	1,797	1,677	1,807
Transfer	Total	647	538	308	310	53
	- Full-Time	316	273	131	153	16
	- Part-Time	331	265	177	157	37
Returning	Total	61	144	164	107	33
	- Full-Time	18	51	72	49	5
	- Part-Time	43	93	92	58	28
Special	Total	-	-	-	429	590
	- Full-Time				7	55
	- Part-Time				422	535

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

NONCREDIT STUDENTS SERVED

Continuing Education noncredit catalog programs enrolled 5,528 unique students in FY2015. Of the 7,984 registrations, 71.9 percent were dedicated to career courses and 28.1 percent to avocational or personal enrichment courses; 89.0 percent of registrations target the general adult population.

Noncredit Enrollment Fiscal Years 2011 to 2015

	<u>Total Registrations</u>	<u>Unduplicated Headcount</u>	<u>Total Clock Hours</u>	<u>Full-Time Equivalent</u>
FY2015	7,984	5,528	273,413	608
FY2014	8,211	6,029	352,217	783
FY2013	7,400	6,570	225,811	502
FY2012	7,511	5,788	240,793	535
FY2011	9,646	7,403	560,781	1,246

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 2015

	<u>Total Registrations</u>		<u>Total Clock Hours</u>		<u>Full-Time Equivalent</u>	
	Number	Percent	Number	Percent	Number	Percent
All Courses	7,984	100.0%	273,413	100.0%	608	100.0%
By Course Content						
– Avocational	2,246	28.1%	13,371	4.9%	30	4.9%
– Career	5,738	71.9%	260,042	95.1%	578	95.1%
By Target Audience						
– General Adult	7,103	89.0%	269,997	98.8%	600	98.7%
– Senior Citizen	881	11.0%	3,416	1.2%	8	1.3%

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

CUSTOMIZED TRAINING

Continuing Education Customized Training served 24 business clients in fiscal year 2015, with 11,872 registrations representing a total full-time equivalent (FTE) of 115 students.

Customized Training Enrollment Fiscal Years 2011 to 2015

	<u>Total Registrations</u>	<u>Total Clock Hours</u>	<u>Clock Hours/Registration</u>	<u>Full-Time Equivalent</u>	<u>Course Sections Offered</u>	<u>Registrations/ Course Sections</u>
FY2015	11,872	51,859	4	115	981	12
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

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

Customized Training, Businesses Served Fiscal Years 2011 to 2015

	<u>Number of Business Clients</u>	<u>FTE per Company</u>
FY2015	24	5.0
FY2014	17	5.0
FY2013	13	6.0
FY2012	14	4.0
FY2011	27	4.0

Source: NJ IPEDS Form #31, Customized Training

ACADEMIC YEAR ENROLLMENT

Enrollment for academic (fiscal) year 2015 totaled 9,830 students and 159,582 credit hours for a full-time equivalent of 5,319 students (unaudited).

**Unduplicated Enrollment for Academic (Fiscal) Year
Fiscal Years 2011 to 2015**

	<u>Total Enrollment</u>	<u>Credit Hours</u>	<u>Full-Time Equivalent</u>
FY2015	9,830	159,582	5,319
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

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



REMEDICATION ENROLLMENT

In fall 2015, one of every five students (21.6 percent) enrolled in one or more foundational course.

Of the new, first-time full-time students, 43.2 percent enrolled at least one remediation course in their first semester. The highest remediation enrollment area among first-year students was Reading (26.4 percent), followed by Computation (16.7 percent) and Algebra (10.3 percent). (Figure 3)

Enrollment in Remediation Courses Fall 2015

	<u>Total Number Students</u>	<u>Number Enrolled in One or More Remedial Course</u>	<u>Percent Enrolled in Remedial Course</u>
All Students	6,836	1,478	21.6%
First-Time, Full-Time	1,770	764	43.2%
By Subject Area			
- Writing		-	-
- Reading		467	26.4%
- Computation		296	16.7%
- Algebra		183	10.3%

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

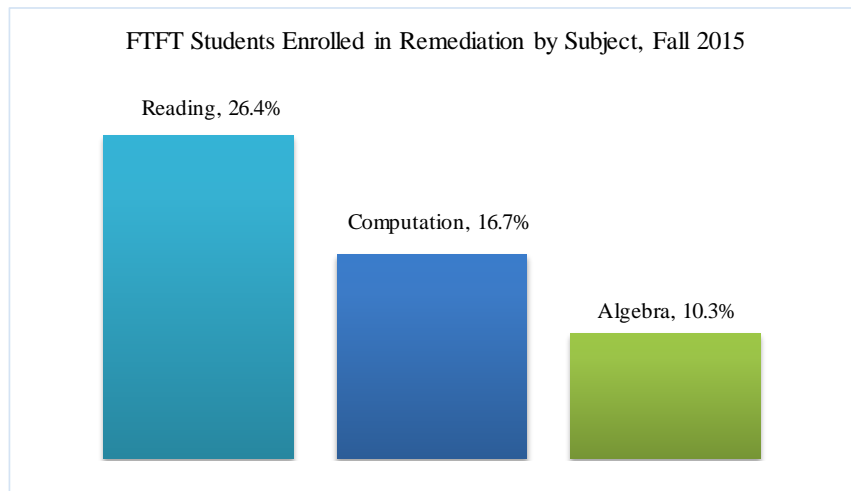


Figure 3

STUDENT DEMOGRAPHICS

RCGC student body reflects a 26.1 percent minority student population. More than half of the student body is female (56.0 percent). A higher proportion of male students enrolled full-time compared to female students; of the 3,827 female students enrolled, 52.6 percent enrolled full-time. Of the 3,009 male students enrolled, 59.7 percent enrolled full-time.

Enrollment by Race/Ethnicity and Attendance Status Fall 2015

	<u>All Students</u>		<u>Full-Time Students</u>		<u>Part-Time Students</u>	
	Number	Percent	Number	Percent	Number	Percent
Total	6,836		3,807		3,029	
by Race/Ethnicity						
– White	4,720	73.9%	2,629	73.6%	2,091	74.4%
– Black	779	12.2%	407	11.4%	372	13.2%
– Hispanic	459	7.2%	301	8.4%	158	5.6%
– Asian	162	2.5%	73	2.0%	89	3.2%
– American Indian	23	0.4%	16	0.4%	7	0.3%
– Native Hawaiian	15	0.2%	9	0.3%	6	0.2%
– Two or More Races	226	3.5%	138	3.9%	88	3.1%
<i>Subtotal Known Race/Ethnicity</i>	<i>6,384</i>	<i>100%</i>	<i>3,573</i>	<i>100%</i>	<i>2,811</i>	<i>100%</i>
Nonresident Alien	25		17		8	
Unknown Race/Ethnicity	427		217		210	

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

Enrollment by Gender and Attendance Status Fall 2015

	<u>All Students</u>		<u>Full-Time Students</u>		<u>Part-Time Students</u>	
	Number	Percent	Number	Percent	Number	Percent
Total	6,836		3,807		3,029	
by Gender						
– Female	3,827	56.0%	2,012	52.9%	1,815	59.9%
– Male	3,009	44.0%	1,795	47.1%	1,214	40.1%

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

STUDENT DEMOGRAPHICS

Over three-quarters (79.0 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 (90.5 percent) versus part-time students (64.6 percent). The average age of the RCGC student is 23.

Enrollment by Age and Attendance Status Fall 2015

	<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 Enrollment	6,836			3,807			3,029		
Age Category									
– Under 18	510	7.5%	7.5%	48	1.3%	1.3%	462	15.3%	15.3%
– 18 to 19	2,443	35.7%	43.2%	2,024	53.2%	54.5%	419	13.8%	29.1%
– 20 to 21	1,603	23.5%	66.7%	1,054	27.7%	82.2%	549	18.1%	47.2%
– 22 to 24	844	12.3%	79.0%	316	8.3%	90.5%	528	17.4%	64.6%
– 25 to 29	613	9.0%	88.0%	197	5.2%	95.7%	416	13.7%	78.3%
– 30 to 34	312	4.6%	92.6%	77	2.0%	97.7%	235	7.8%	86.1%
– 35 to 39	166	2.4%	95.0%	31	0.8%	98.5%	135	4.5%	90.6%
– 40 to 49	222	3.2%	98.2%	43	1.1%	99.6%	179	5.9%	96.5%
– 50 to 64	105	1.5%	99.7%	14	0.4%	99.9%	91	3.0%	99.5%
– 65 and Over	15	0.2%	99.9%	1	<0.1%	99.9%	14	0.5%	99.9%
Not Reported	3	<0.1%	100.0%	2	0.1%	100.0%	1	<0.1%	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, 74.8 percent reside in Gloucester County. (Figure 4) A smaller proportion of first-time, full-time students are Gloucester County residents (66.2 percent compared to 74.8 percent).

Fall 2015 Enrollment by Student Residency

	<u>All Students</u>		<u>First-Time, Full-Time Students</u>	
	N	Pct.	N	Pct.
Total Enrollment	6,836		2,326	
New Jersey Resident	6,799	99.5%	2,312	99.4%
Gloucester County Resident	5,112	74.8%	1,539	66.2%
Other NJ County Resident	1,687	24.7%	773	33.2%
Out-of-State Resident	27	0.4%	9	0.4%
Residency Unknown	10	0.1%	5	0.2%

Required Table II-C.5 | Sources: IPEDS Fall Enrollment Survey, Part C; RCGC Census Day Enrollment File

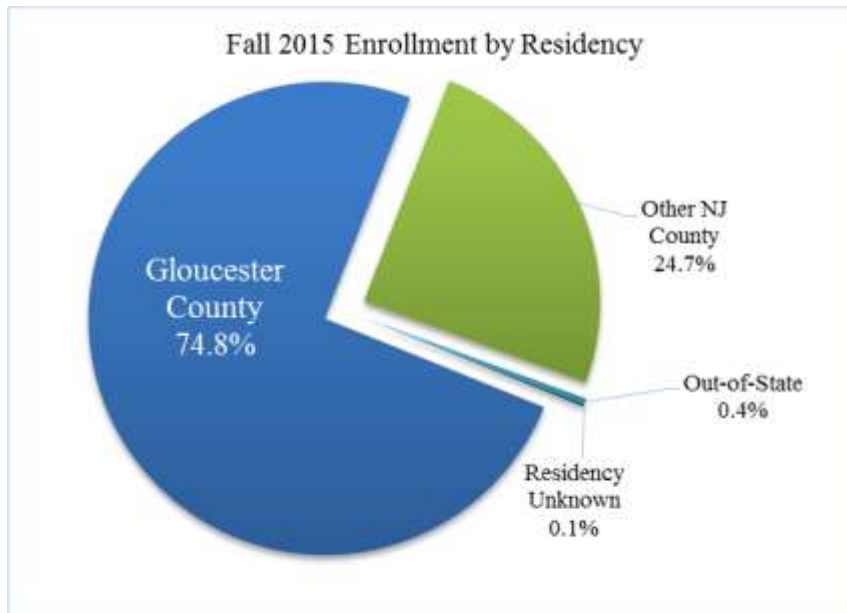


Figure 4

FINANCIAL AID

Financial aid awards totaled \$19.6m in academic year 2014-15, with 89.3 percent in federal aid programs (\$17.5m), 10.1 percent (\$1.9m) in state aid programs and 0.6 percent (\$113k) in institutional aid programs. Forty-seven percent of first-time, full-time students received financial aid. The average aid award was \$4,763. A total of \$293,462 in assistance was awarded to 118 RCGC students under the Post-9/11 GI Bill Benefits program.

Number of Students Receiving Financial Assistance by Aid Program Academic Year 2014–2015

	<u>Recipients</u>	<u>Dollars (\$)</u>	<u>\$/Recipient</u>
Federal Programs			
Pell Grants	3,083	9,860,000	3,198.18
College Work Study	38	34,000	894.74
Perkins Loans	0	0	–
SEOG	163	99,000	607.36
PLUS Loans	20	84,000	4,200.00
Stafford Loans (Subsidized)	1,261	3,222,000	2,555.11
Stafford Loans (Unsubsidized)	1,481	4,228,000	2,854.83
SMART & ACG or other	0	0	–
State-Funded Programs			
Tuition Aid Grants (TAG)	1,146	1,444,000	1,260.03
Education Opportunity Fund (EOF)	180	166,000	922.22
Other State Programs	0	0	–
Bloustein Distinguished Scholars	0	0	–
Urban Scholars	0	0	–
NJ STARS	156	352,000	2,256.41
NJCLASS Loans	10	27,000	2,700.00
Institutional Programs			
Grants/Scholarships	87	113,000	1,298.85
Loans	0	0	–

Required Table II-C.4 | Source: NJIPEDS Form #41 Student Financial Aid Report ; IPEDS Student Financial Aid (SFA) Survey

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. Of the 1,632 fall 2012 cohort, 12.3 percent graduated in two years. An additional 10.4 percent graduated the third year, for a total three year graduation rate of 22.7 percent. 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
Cohort Start Terms: Fall 2008 to Fall 2012**

Cohort Start Term	Total Students	Graduated After Two Years		Graduated After Three Years	
		Number	Percent	Number	Percent
Fall 2012	1,632	201	12.3%	370	22.7%
Fall 2011	1,654	179	10.8%	356	21.5%
Fall 2010	1,557	170	10.9%	342	22.0%
Fall 2009	1,694	223	13.2%	427	25.2%
Fall 2008	1,553	232	14.9%	431	27.8%

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

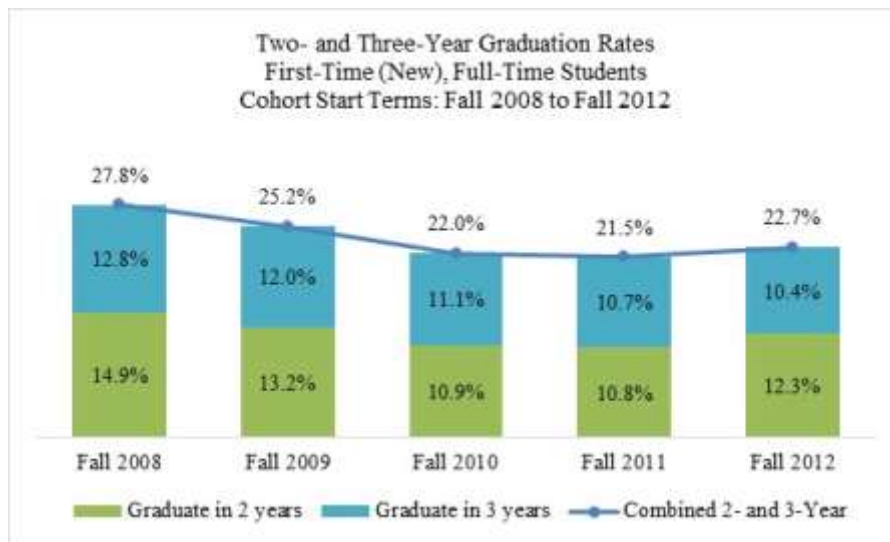


Figure 5

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 2012 cohort was 41 percent with 22.7 percent graduating and 18.3 percent transferring out before earning an award from RCGC.

Three-Year Graduation and Transfer-Out Rates First-Time, Full-Time Degree Seeking Students Cohorts Fall 2008 to Fall 2012

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 2012	1,632	370	22.7%	299	18.3%	669	41.0%
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%

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 2012 Cohort

	Total Students	Graduate After 3-Years		Transfer-Out After 3-Years		Combined Graduate/Transfer-Out	
		Number	Percent	Number	Percent	Number	Percent
Fall 2012 Cohort	1,632	370	22.7%	299	18.3%	669	41.0%
By Race/Ethnicity							
– White	1,131	297	26.3%	207	18.3%	504	44.6%
– Black	226	26	11.5%	35	15.5%	61	27.0%
– Hispanic	89	16	18.0%	14	15.7%	30	33.7%
– Asian	24	6	25.0%	6	25.0%	12	50.0%
– Nonresident Alien	19	6	31.6%	9	47.4%	15	79.0%
– Other	143	19	13.3%	28	19.6%	47	32.9%

Required Table II.D.1.2 | Source: IPEDS Graduation Survey [See Data Note #]

RETENTION RATES

Third semester (fall-to-fall) retention rates of first-time students have remained relatively stable over the last five years. In fall 2015, the retention rate of all first-time students was 59.7 percent compared to 57.9 percent in fall 2011. Retention rates of part-time students is the most improved; increasing to 46.8 percent in 2015 from 39.7 percent in 2011. (Figure 6)

**Third Semester Retention Rates of First-Time Students by Attendance Status
Fall 2010-2011 to Fall 2014-2015**

	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 2014 to Fall 2015	2,238	1,337	59.7%	1,804	1,134	62.9%	434	203	46.8%
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%

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

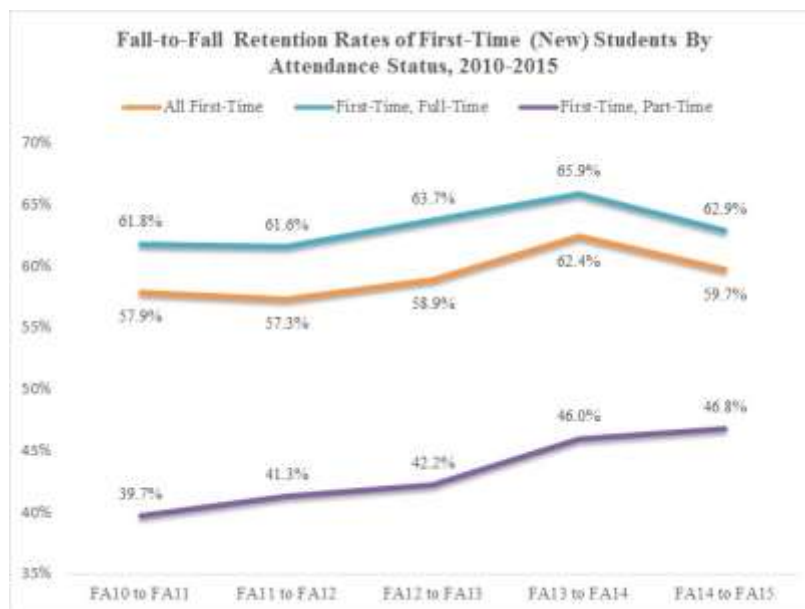


Figure 6

RETENTION RATES

Of the 1,804 first-time (new) students enrolled *full-time* at RCGC in fall 2014, 62.9 percent (n=1,134) returned in fall 2015. Of the 434 first-time students enrolled *part-time*, 46.8 percent (n=203) returned in fall 2015. (Figure 7). Students enrolled in twelve or more credit hours are classified as full-time.

The fall-to-fall retention rate for all first-time, new students was 59.7 percent.

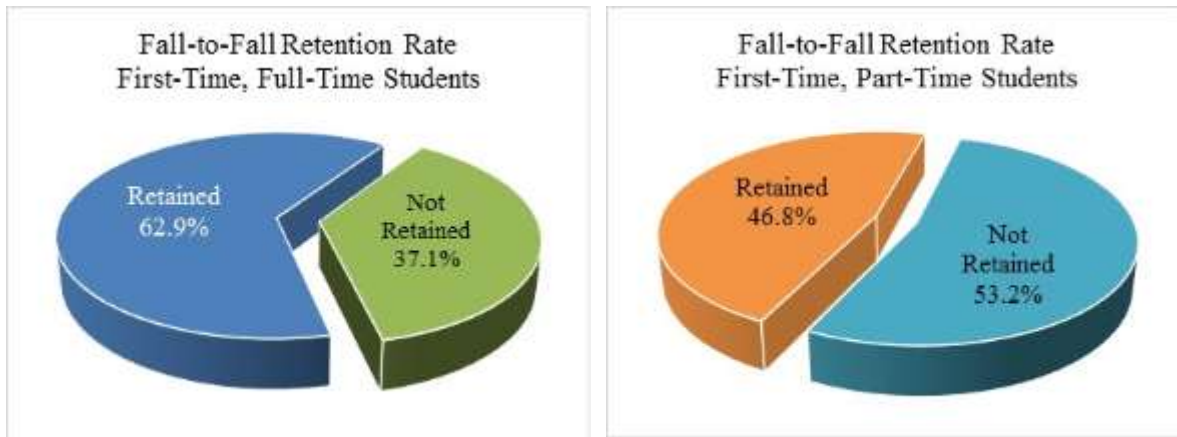


Figure 7



FACULTY CHARACTERISTICS

In fall 2015, there were 301 total faculty, 76 full-time faculty (25.2 percent) and 225 adjunct faculty (74.8 percent). Of the full-time faculty, 60.5 percent are female and 39.5 percent are male. Sixty-seven percent are tenured, and of those faculty that are tenured 23.5 percent hold academic rank of full Profes-

Full-Time Faculty, Fall 2015 by Race/Ethnicity, Gender, Tenure Status and Academic Rank														
	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=76)	30	46	25	38	2	4	0	2	3	0	0	1	0	1
– Professors	5	7	5	4	0	0	0	1	0	0	0	1	0	1
– Associate Professors	5	10	4	9	0	1	0	0	1	0	0	0	0	0
– Assistant Professors	12	13	9	11	2	1	0	1	1	0	0	0	0	0
– All Others	8	16	7	14	0	2	0	0	1	0	0	0	0	0
Tenured (n=51)	21	30	17	24	2	2	0	2	2	0	0	1	0	1
– Professors	5	7	5	4	0	0	0	1	0	0	0	1	0	1
– Associate Professors	3	9	2	8	0	1	0	0	1	0	0	0	0	0
– Assistant Professors	11	7	8	6	2	0	0	1	1	0	0	0	0	0
– All Others	2	7	2	6	0	1	0	0	0	0	0	0	0	0
Without Tenure (n=25)	9	16	8	14	0	2	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	2	1	2	1	0	0	0	0	0	0	0	0	0	0
– Assistant Professors	1	6	1	5	0	1	0	0	0	0	0	0	0	0
– All Others	6	9	5	8	0	1	0	0	1	0	0	0	0	0

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

FACULTY CHARACTERISTICS

RCGC offered 976 classes in fall 2015, 42.0 percent were taught by full-time faculty, 51.1 percent by adjunct faculty and 6.9 percent by other staff. Fall 2015 marks the highest proportion of classes taught by the full-time faculty in the last five years.

Percentage of Course Sections Taught by Full-Time Faculty Fall 2011 to Fall 2015

	Total Sections	Taught by Full-Time Faculty	Taught by Adjunct Faculty	Taught by Other Faculty
Fall 2015	976	410 42.0%	499 51.1%	67 6.9%
Fall 2014	925	362 39.1%	500 54.1%	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%

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

Ratio of Full-Time to Part-Time (Adjunct) Faculty Fall 2011 to Fall 2015

	Total Faculty	Full-Time Faculty	Part-Time Faculty	FT/PT	FTE Faculty
Fall 2015	301	76 25.2%	225 74.8%	1:3	151
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

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

BOARD OF TRUSTEES

Rowan College at Gloucester County is sponsored by the Gloucester County Board of Chosen Freeholders through the College Board of Trustees. The College comes under general regulatory supervision of the New Jersey Commission on Higher Education.

The eleven member governing board includes eight members appointed by the Gloucester County Board of Chosen Freeholders, the Executive County Superintendent, and two members appointed by the Governor. The President serves as an ex-officio member of the Board of Trustees.

2016 Board of Trustee Demographics			
	<u>Total</u>	<u>Female</u>	<u>Male</u>
All Trustees	10	4	6
by Race/Ethnicity			
– White	8	2	6
– Black	2	2	0

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

Rowan College at Gloucester County Board of Trustees

Name	Affiliation	Title
Gene J. Concordia, Chair	Moldamatic, LLC	General Manager
Yolette C. Ross, Vice Chair	New Jersey State Parole Board	
Douglas J. Willis, Esq., Treasurer	Chubb & Sons, Div. of Fed. Ins. Co.	Assistant Vice President and Senior Surety Claims Counsel
Jean L. DuBois, Secretary	Retired	
Avé Altersitz	New Jersey Department of Education	Executive County Superintendent of Schools
Len E. Daws	Lockheed Martin/GE/RCA	Senior Engineer Manager and Chief Engineer
Benjamin T. Griffith	Retired	
Dr. James J. Lavender	Kingsway Regional School District	Superintendent
Ruby Love	Penn Center for Rehab & Care UPHS	Assistant Administrator
Dr. George J. Scott	Rowan University, School of Osteopathic Medicine	Assistant Dean for Clinical Education
Vacancy		

URL Link to Trustee Information —<https://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	A.A.S.
– Nuclear Medicine Technology Pathway	A.A.S.
– Health Science, Nursing Pathway	A.A.S.
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 (Coming Soon)	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	A.A.S.
– Construction Management	A.A.S.
– Drafting and Design	A.A.S.
– Land Surveying	A.A.S.
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 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 DIVISION

Program	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Enrollment	6,829	6,762	6,720	7,130	6,836
Business Studies	1,179	1,050	1,042	1,071	1,029
Accounting (AAS)	66	65	47	52	46
Accounting (CERT)	10	11	10	6	9
Accounting (PDC)	1	1	4	1	1
Automotive Technology (AAS)	48	43	41	38	43
-Pre-Automotive Technology (AAS)	13	16	21	16	4
Business Administration (AS)	639	584	606	690	690
Computer Graphic Arts (AAS)	48	44	48	35	36
Computer Graphic Arts (CERT)	3	7	2	3	2
Computer Graphic Arts (PDC)	1	2	3	2	2
Computer Graphic Arts: Game/Interactive Media (AAS)	86	62	71	65	46
Computer Graphic Arts: Game/Interactive Media (CERT)					2
Computer Information Systems (AS)	41	49	62	68	51
Computer Information Technology (AAS)	32	32	24	19	15
Computer Information Technology (CERT)	3	4	2	5	3
Computerized Office Administration (AAS)	32	21	11	8	4
Computer Office Administration (CERT)	5	2	1	2	0
Computer Office Administration (PDC)	3	1	0	0	0
Marketing & Management (AAS)	82	73	64	45	49
Network Management (AAS)	37	12	11	4	3
Network Management (CERT)	6	2	0	0	0
Network Management (PDC)	4	0	0	0	0
Real Estate (CERT)	2	3	1	-	-
Technical Studies (AAS)	6	2	2	1	4
Website Development (AAS)	15	10	9	10	14
Website Development (CERT)	1	4	3	2	3
Website Development (PDC)	1	2	1	0	2
Health, Physical Education & Recreation	183	193	190	195	192
Exercise Science (AS)	119	145	128	128	124
Health, Physical Education & Recreation (AA)	64	48	62	67	68
Law & Justice	630	604	565	627	569
Arts & Science, Criminal Justice (AS)	369	358	359	467	433
Arts & Science, Pre-Law (AA)	26	37	33	33	35
Law Enforcement (AAS)	146	123	97	66	44
Paralegal (AAS)	67	64	59	47	43
Paralegal (CERT)	22	22	17	14	14

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

FALL ENROLLMENT TRENDS BY PROGRAM DIVISION

Program	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Liberal Arts	2,200	2,174	2,212	2,127	2,151
Arts & Sciences (AA)	935	952	908	837	938
- Art (AA)	39	47	51	46	42
- Communications (AA)	111	134	132	137	121
- Digital Photography, (AA)	4	17	26	20	23
- Digital Photography (PDC)	0	0	1	2	1
- English (AA)	58	53	59	70	74
- Fine & Performing Arts (AA)	3	2	1	0	-
- Government & Law (AA)	5	0	0	0	1
- History (AA)	82	85	92	83	90
- Music (AA)	23	36	35	51	41
- Philosophy (AA)	0	0	0	1	3
- Psychology (AA)	288	291	332	333	301
- Social & Human Services (AA)	67	74	32	20	11
- Social Work (AA)	0	4	77	81	88
- Sociology (AA)	38	34	47	41	30
- Spanish (AA)	3	10	10	11	9
- Theatre & Drama (AA)	16	21	16	20	15
Education (AA)	398	362	368	362	344
Human Development (AS)	60	19	6	1	1
Early Childhood Education (CERT)	20	12	2	1	0
Undecided - Degree Seeking (AA)	50	21	17	10	18

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

FALL ENROLLMENT TRENDS BY PROGRAM DIVISION

Program	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Nursing & Allied Health	1,410	1,482	1,440	1,310	1,180
Clinical Medical Assistant (PDC)	-	-	-	-	2
Diagnostic Medical Sonography (AAS)	28	27	24	29	27
Health Science (AAS)	47	51	72	80	44
Nuclear Medicine Technology (AAS)	22	23	21	24	24
Nursing (AS)	145	164	151	147	111
Respiratory Therapy (AAS)	36	32	35	34	26
Pre-Majors	1,132	1,185	1,137	996	946
Science, Technology, Engineering, Mathematics	793	888	913	980	1,008
Arts & Sciences (AS)	137	139	133	174	180
Arts & Sciences, Physics (AS)	5	11	11	9	12
Biology (AS)	171	207	211	202	201
Bioscience Technologies (AS)	3	21	27	18	25
Chemistry (AS)	26	26	23	32	32
Chemistry, Pre-Pharm D. (AS)	54	55	61	65	43
Computer Science (AS)	96	105	127	147	177
Drafting & Design Technology (AAS)	16	15	0	-	-
Drafting & Design (PDC)	3	6	2	2	1
Engineering Technologies (AAS)	73	57	52	61	58
Engineering Technologies (PDC)	0	3	3	2	3
Engineering Science (AS)	107	137	146	155	168
Equine Science (AS)	20	21	31	23	28
Equine Science (PDC)	0	1	1	0	0
Food Science (AS)	13	8	1	2	-
Marine Science (AS)	21	26	23	24	24
Mathematics (AS)	42	48	59	63	56
Non-Degree Seeking (Non-Matriculated)	434	371	365	821	707

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

DEGREE AND CERTIFICATES AWARDED BY PROGRAM DIVISION

	2011-12	2012-13	2013-14	2014-15	2015-16
Total Awards	910	871	963	930	1,159
Business Studies	218	190	189	194	211
Accounting (AAS)	8	7	4	11	10
Accounting (CERT)	2	3	1	2	2
Accounting (PDC)	1	2	4	9	12
Automotive Technology (AAS)	17	14	19	13	15
Business Administration (AS)	96	98	103	90	122
Computer Graphics Arts (AAS)	20	19	25	18	16
Computer Graphics Arts (CERT)	0	1	0	1	1
Computer Graphics Arts (PDC)	0	0	0	10	6
Computer Information Systems (AS)	12	4	6	10	6
Information Technology (AAS)	6	8	4	3	2
Information Technology (CERT)	1	0	0	2	0
Computerized Office Admin (AAS)	7	10	3	2	2
Computerized Office Admin (PDC)	5	0	0	0	0
Marketing and Management (AAS)	11	8	11	15	5
Technical Studies (AAS)	1	1	2	3	2
Website Development-E Commerce (AAS)	8	1	2	2	6
Website Development-E Commerce (CERT)	2	0	0	0	2
Website Development-E Commerce (PDC)	0	6	1	2	1
Network Management (AAS)	13	7	4	1	0
Network Management (CERT)	8	1	0	0	0
Network Management (PDC)	0	0	0	0	1
Health, Physical Education & Recreation	19	37	26	23	31
Exercise Science (AS)	14	33	21	19	23
Health, Physical Education & Recreation (AA)	5	4	5	4	8
Law and Justice	106	105	106	83	140
Arts & Sciences, Criminal Justice (AS)	65	67	59	55	105
Arts & Sciences, Pre-Law (AS)	1	2	2	4	6
Law Enforcement (AAS)	21	17	16	8	5
Paralegal (AAS)	12	12	20	11	13
Paralegal (CERT)	7	7	9	5	11

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

DEGREES AND CERTIFICATES AWARDED BY PROGRAM DIVISION

	2011-12	2012-13	2013-14	2014-15	2015-16
Liberal Arts	398	355	457	389	458
Arts & Sciences (AA)	128	143	173	140	151
- Art (AA)	5	4	9	8	9
- Communications (AA)	17	21	24	30	37
- Digital Photography (AA)	1	1	6	4	5
-Digital Photography (PDC)	-	-	-	-	4
- English (AA)	16	10	12	14	13
- History (AA)	15	13	24	16	26
- Music (AA)	4	3	3	4	6
- Philosophy (AA)	0	0	0	0	0
- Psychology (AA)	72	70	79	74	71
- Social Work (AA)	17	12	23	11	23
- Sociology (AA)	7	5	14	12	9
- Spanish (AA)	0	1	2	4	4
- Theatre, Drama (AA)	2	4	3	5	0
Human Development (AS)	9	5	1	0	0
Education (AA)	105	63	84	67	100
Nursing & Allied Health	72	83	83	116	201
Diagnostic Med Sonography (AAS)	10	12	8	13	10
Clinical Medical Assistant (PDC)	-	-	-	6	21
Health Science (AAS)	8	7	11	17	112
Nuclear Medicine Technology (AAS)	7	7	10	11	10
Nursing (AS)	46	53	47	59	43
Respiratory Therapy (AAS)	1	4	7	10	5
Science, Technology, Engineering, Mathematics	97	101	102	125	118
Arts & Sciences (AS)	35	45	37	38	33
Arts & Sciences, Physics (AS)	1	0	2	0	3
Biology (AS)	15	12	11	12	6
Biology, Bioscience Technologies (AS)	0	1	1	3	4
Chemistry (AS)	4	3	2	3	4
Chemistry, Pre-Pharmacy D. (AS)	4	7	7	6	8
Computer Science (AS)	6	9	6	10	8
Engineering Science (AS)	13	8	10	6	14
Engineering Technologies (AAS)	7	3	4	9	6
Engineering Technologies (PDC)	0	0	0	19	9
Equine Science (AS)	1	2	7	2	2
Equine Science (PDC)	0	0	2	3	2
Marine Science (AS)	2	0	1	8	2
Mathematics (AS)	9	10	12	6	17

Source: NJ SURE Completions File

FINANCIALS
Core Revenues and Expenses: Fiscal Years 2011-2015

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Total Core Revenues (\$)	\$44,912,038	\$47,474,435	\$51,037,804	\$49,731,366	\$65,794,344
Core Revenues per FTE Enrollment	\$8,578	\$8,877	\$9,297	\$9,369	\$12,370
% Tuition and Fees	36%	38%	38%	36%	29%
% State Appropriations	11%	11%	10%	11%	8%
% Local Appropriations	17%	18%	15%	15%	12%
% Government Grants Contracts	27%	25%	26%	28%	21%
% Other Core Revenues	9%	10%	15%	10%	30%
Total Core Expenses (\$)	\$43,667,763	\$45,197,379	\$46,537,712	\$47,827,303	\$48,517,901
Core Expenses per FTE Enrollment	\$8340	\$8,451	\$8,477	\$9,010	\$9,122
% Instruction	48%	50%	48%	48%	48%
% Public Service	2%	2%	2%	2%	1%
% Academic Support	10%	8%	8%	8%	8%
% Institutional Support	13%	12%	14%	14%	15%
% Student Services	16%	16%	17%	17%	18%
% Other Core Expenses	11%	12%	11%	11%	10%

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, capital investment construction upgrades are dramatically enriching the landscape of the campus.

Major capital projects underway in fiscal year 2016 include:

Corporate and Business Center

Budget - \$1,900,000

Funding Sources – Building Our Future Bond Act, Chapter 12

Project Completion Date – May 2016

Facilities Department New Building

Budget - \$575,000

Funding Sources – Chapter 12

Project Start Date – March 2016

Project Completion Date – August 2016



Business and Corporate Center opens for students September 2016.

ATHLETIC PROGRAM RECOGNITIONS AND AWARDS

The Rowan College Athletic Department is a Comprehensive 14-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.

Rowan College's athletic program has received national awards for performances both on the field and in the classroom.

Athletics Awards in 2015-16 include:

- RCGC won their 11th Collegiate Athletics Administrators of New Jersey Cup Award for the most outstanding overall two-year college athletic program in NJ
- Eighteen RCGC Athletes received NJCAA Division III Academic Awards – One Pinnacle Award for Academic Excellence (4.0 GPA), five for Superior Academic Achievement (3.80-3.99 GPA), twelve for Exemplary Academic Achievement (3.60-3.79 GPA)
- Five NJCAA Individual National Champions
- NJCAA Region XIX Champions – Men's Cross Country, Women's Soccer, Baseball, Softball
- Garden State Athletic Conference Champions – Wrestling, Baseball, Men's Tennis

DATA NOTES

1. Enrollment totals include both degree seeking and non-degree seeking students and will not include the GRS cohort which exclude non-degree seeking students. 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, 2014 through June 30, 2015. 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. Percent distributions are calculated upon the subtotal of known student Race/Ethnicity. Using the adjusted total provides for appropriate comparison to U.S. Census population data. Percentage totals may not equal one-hundred due to rounding.
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. The sum of awards may not equal division subtotals in prior years due to redaction of data to reflect the current academic profile.
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.



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