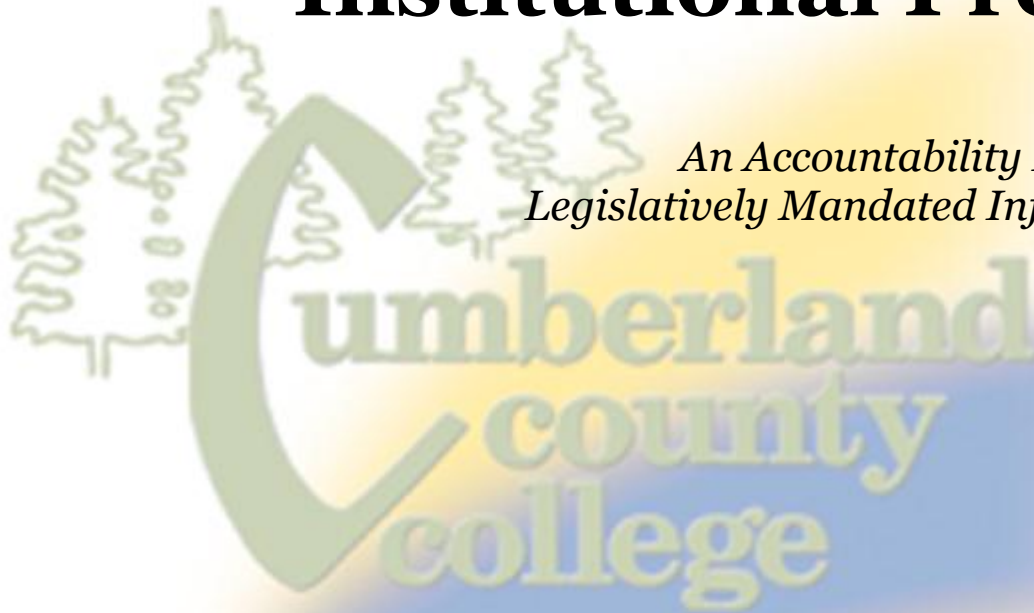


# Institutional Profile

*An Accountability Report on  
Legislatively Mandated Information*



September 2015



**Cumberland County College**  
*2015 Institutional Profile*

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Preface to the 2015 Institutional Profile

Cumberland County College offers programs of study leading to Associate Degrees, Academic Certificates, Career Certificates, and Short-Term Training Certificates. As of Fall 2014, over 3,800 students were enrolled in these programs. An additional 1,300 students were enrolled in Professional and Continuing Education courses.

During 2014-2015, the College completed work in its third year of its 2012-2017 Strategic Plan. The Plan emphasizes three strategic directions: Student Success and Completion; Leadership and Service Learning; Workforce and Economic Development.

The Cumberland County College *2015 Institutional Profile* contains information about the College, its students, faculty, staff, and programs. This year's *Profile* supports the College's commitment to providing the public with information about its students and their educational outcomes.

Should you have questions about any information in the *Profile*, please contact the College's Assessment, Planning and Research or Communications and Marketing Offices. Additional information about the College may be found on the College website <http://www.cccnj.edu/>.



Thomas Isekenegbe, Ph.D.  
President

**Cumberland County College**  
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## **Introduction**

This *2015 Institutional Profile* includes the legislatively mandated information about Cumberland County College's students, faculty, trustees, programs of study, public service activities and major capital projects. The *Profile* is organized according to the "Form and Content of the Institutional Profile" defined by the New Jersey Higher Education department. In addition to this *Profile*, the College provides reports on many other aspects of its mission, as described below. Because the information required by the New Jersey Higher Education department in its "Form and Content of the Institutional Profile" requirements has changed, this *Profile* is limited to the specific data elements requested.

## **Cumberland County College Mission, Affirmation, Vision and Diversity Statements**

### **MISSION...**

Cumberland County College is a comprehensive community college that is accessible, learning-centered and dedicated to serving a diverse community of learners and employers through quality, innovative programs and services. The College is committed to student success and completion and to the core elements of liberal arts, transfer, career, technical, professional and community education.

### **VISION...**

Cumberland County College serves as a catalyst for creating collaborative relationships across the county that enhance the quality of life through excellence in education, community leadership, and economic growth.

### **DIVERSITY STATEMENT...**

Cumberland County College will value and ensure a faculty, staff and student community that closely reflects all segments of Cumberland County. Goals include:

- Promote, celebrate and embrace cultural, racial and ethnic diversity across the curriculum and through co-curricular and social events.
- Hire and retain individuals that reflect cultural, racial and ethnic diversity.
- Improve student success rates.

## **Report on the Institution's Success in Meeting Its Goals and Objectives**

Numerous reports are provided by the College concerning achievement of its mission, goals and objectives. These reports include the 2014-2015 Report to the Community, the College's annual report, as well as annual evaluation and progress reports submitted to external agencies to monitor achievement of program goals and objectives. The College also reports to accrediting agencies such as the Middle States Commission on Higher Education. In addition, the College assesses student learning outcomes and institutional effectiveness through annual reports, Student Right to Know information, retention and other reports. During the past year, the College completed the third year of its 2012-2017 Strategic Plan which has three strategic directions and 10 strategic goals as listed below:

### **Strategic Direction 1: Student Engagement and Completion – Cumberland County College will increase student success and completion.**

Goal 1. Increase the college readiness of entering students.

Goal 2. Increase the number of students successfully completing developmental courses and reduce the time students spend in developmental education.

Goal 3. Increase the number of students enrolling in and successfully completing gatekeeper courses.

Goal 4. Increase retention rates for all students.

Goal 5. Increase the number of students completing degrees and certificates.

Goal 6. Make comprehensive and fundamental college-wide changes in order to support student success.

### **Strategic Direction 2: Leadership and Service Learning – Cumberland County College will integrate leadership and service learning across the curriculum.**

Goal 7. Align all of the College's leadership programs and establish a leadership component in relevant college courses.

Goal 8. Collaborate with community groups to develop and integrate Service Learning into academic and non-academic programs.

**Strategic Direction 3: Economic and Workforce Development – The College will serve as a catalyst for local and regional economic and workforce development initiatives.**

Goal 9. Revise current programs and create new programs and options in key sectors to match the needs of the local and regional economy.

Goal 10. Collaborate with local and regional businesses, industries, community groups and related institutions to implement appropriate partnerships for entrepreneurial initiatives.

## **II. Data by Category**

### **A. Accreditation Status**

#### **1. Institutional Accreditation**

Cumberland County College is accredited by the Middle States Commission on Higher Education. Accreditation was reaffirmed in June 2011 following its decennial self-study and site visit in March 2011.

#### **2. Professional Accreditation**

The Nursing program is accredited by the Accreditation Commission for Education in Nursing and the Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology and the Department of Environmental Protection/Bureau of Radiation Protection for the State of New Jersey.

## B. Number of Students Served

Student enrollment includes the official headcount enrollment in credit courses reported in Student Unit Record Enrollment files to the NJ Higher Education department and to the National Center for Education Statistics as of the tenth day each fall semester. Students enrolled in credit courses are generally those seeking degree credit in one of the College's program majors leading to an associate degree, academic certificate, short-term or career certificate.

### 1. Number of Undergraduate Students by Attendance Status

#### Total Fall Headcount Enrollment 2014

Category	Fall 2014
<b>Total Students</b>	<b>3,844</b>
Full-Time	2,298 (59.8%)
Part-Time	1,546 (40.2%)

The number of students served also includes enrollment in noncredit courses such as those offered through Professional and Community Education. These courses include those in categories such as avocational courses for personal development and/or career enhancement courses building skills related to employment.

### 2. Number of Non Credit Students Served—FY 2014

	Total Number of Registrations <sup>1</sup>	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs <sup>2</sup>
<b>Open Enrollment</b>	2,630	1,334	52,365	116
<b>Customized Training</b>	532	n/a	7,828	17

<sup>1</sup> Includes all registrations in any course that started on July 1, 2013 through June 30, 2014

<sup>2</sup> FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.

**Cumberland County College**  
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**3. Unduplicated Number of Credit Students for Entire Year- FY 2014**

Headcount Credit Enrollment	Credit Hours	FTE
5,042	88,483	2,949

**C. Characteristics of Undergraduate Students**

Cumberland County College enrolls a diverse student population. In Fall 2014 for example, 61.6% percent of the headcount enrollment in credit courses was comprised of female students. The Fall 2014 enrollment included 51.5 percent of students from under-represented populations: 28.5 percent Hispanic, and 22.6 percent African American/Black.

Headcount enrollment decreased by nearly 2 percent over the previous Fall semester. 65.9 percent of the students enrolled at Cumberland County College were under the age of 25. During the past several years, information has been compiled concerning the number of students needing remediation in the skill areas of English, reading, mathematics and algebra. All of these characteristics are reported in the sections below.

**1. Enrollment in Remediation Courses by Subject Area**

Cumberland County College primarily uses the Accuplacer© for testing and placement of entering degree seeking students. The total number of students enrolled in remedial courses for Fall 2014 is shown in the tables below.

**Total Number of Undergraduates Enrolled in Fall 2014 and Number Enrolled in One or More Remedial Courses**

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
3,844	882	22.9%

**Total Number of First-time Full-time (FTFT) Students Enrolled in One or More Remedial Courses in Fall 2014**

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Courses
753	406	53.9%



**Cumberland County College**  
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**First-Time Full-Time Students (FTFT) Enrolled in Remediation in Fall  
 2014 by Subject Area**

Subject Area	Number of FTFT Enrolled in:	Percent of all FTFT Enrolled in:
Computation	245	32.5%
Algebra	72	9.6%
Reading (combined with English)	0	0.0%
Writing (included in English)	0	0.0%
English	277	36.8%

**2a. Race/Ethnicity – Fall 2014**

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
<b>White</b>	1002	43.6%	711	46.0%	1713	44.6%
<b>Black</b>	522	22.7%	373	24.1%	895	23.3%
<b>Hispanic</b>	684	29.8%	411	26.6%	1095	28.5%
<b>Asian</b>	24	1.0%	8	0.5%	32	0.8%
<b>Am. Indian</b>	33	1.4%	17	1.1%	50	1.3%
<b>Non-Res. Alien</b>	2	0.09%	3	0.2%	5	0.1%
<b>Nat. Haw./ Pac. Islander</b>	19	0.8%	16	1.0%	35	0.9%
<b>Two or More Races</b>	0	0%	0	0%	0	0%
<b>Unknown</b>	12	0.5%	7	0.5%	19	0.5%
<b>Total</b>	<b>2298</b>	<b>100%</b>	<b>1546</b>	<b>100%</b>	<b>3844</b>	<b>100%</b>

**Cumberland County College**  
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**2b. Gender – Fall 2014**

Characteristics	Fall 2014	
	Number	Percent
Full-time Male	962	41.9%
Full-time Female	1336	58.1%
Part-time Male	515	33.3%
Part-time Female	1031	66.7%
Total Male	1477	38.4%
Total Female	2367	61.6%
<b>Total</b>	<b>3844</b>	<b>100%</b>

**2c. Age – Fall 2014**

**Age Breakdown**

Age Category	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	10	0.4%	14	0.9%	24	0.6%
18-19	908	39.5%	174	11.3%	1,082	28.1%
20-21	595	25.9%	248	16.0%	843	21.9%
22-24	283	12.3%	299	19.3%	582	15.1%
25-29	210	9.1%	288	18.6%	498	13.0%
30-34	118	5.1%	171	11.1%	289	7.5%
35-39	66	2.9%	110	7.1%	176	4.6%
40-49	71	3.1%	152	9.8%	223	5.8%
50-64	34	1.5%	75	4.9%	109	2.8%
65+	1	0.0%	14	0.9%	15	0.4%
Unknown	2	0.1%	1	0.1%	3	0.1%
<b>Total</b>	<b>2,298</b>	<b>100%</b>	<b>1,546</b>	<b>100%</b>	<b>3,844</b>	<b>100%</b>

**Cumberland County College**  
*2015 Institutional Profile*

**3. Number of Students Receiving Financial Assistance under each Federal-, State- & Institution-Funded Aid Program – FY 2014**

	<b>Recipients</b>	<b>Dollars(\$)</b>	<b>\$/Recipient</b>
<b><u>FEDERAL PROGRAMS</u></b>			
Pell Grants	2,770	9,561,000	3,451.62
College Work Study	98	82,000	836.73
Perkins Loans	0	0	-
SEOG	260	78,000	300.00
PLUS Loans	4	32,000	8,000.00
Stafford Loans (Subsidized)	920	2,650,000	2,880.43
Stafford Loans (Unsubsidized)	1,000	3,842,000	3,842.00
SMART & ACG or other	11	8,000	727.27
<b><u>STATE PROGRAMS</u></b>			
Tuition Aid Grants (TAG)	1,186	1,856,000	1,564.92
Educational Opportunity Fund (EOF)	168	237,000	1,410.71
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	0	0	-
Urban Scholars	7	7,000	1,000.00
NJ STARS	124	337,000	2,717.74
NJCLASS Loans	3	18,000	6,000.00
<b><u>INSTITUTIONAL PROGRAMS</u></b>			
Grants/Scholarships	349	423,000	1,212.03
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

#### 4. State of Residence

##### Number and Percentage of Enrolled Undergraduate Students who were State Residents in Fall 2014

State Residents	Non-State Residents	Total	% State Residents
3839	5	3844	99.9%

Source: IPEDS Fall Enrollment Survey

##### Number and Percentage of First-Time Full-Time Enrolled Undergraduate Students who were State Residents in Fall 2014

State Residents	Non-State Residents	Total	% State Residents
997	2	999	99.8%

Source: IPEDS Fall Enrollment Survey

#### D. Student Outcomes

##### 1. Graduation Rates

##### a. Two-Year Graduation Rate

This is an additional category requested by NJ Higher Education. Previously, community colleges have been required to report graduation rates within 150% of the catalog time; in other words, a three-year graduation rate. According to the data reported for the 2011 cohort, there were 631 entering first-time, full-time, degree-seeking freshmen. After two years, 48 students (7.6%) completed degrees or certificates. In addition, after three years, 23 percent completed degrees or certificates and 11.7 percent transferred prior to receiving degrees or certificates.

According to the Student Right to Know data for the Fall 2011 entering cohort, another 19 percent of students were still enrolled at the college as of Fall 2014 and 25 percent left in good standing with a GPA of 2.00 or above. The total number of students who graduated, transferred prior to graduation, remained enrolled, or left in good standing was 79 percent.

##### b. Three-year Graduation and Transfer Rates by Race/Ethnicity

Three-year graduation and transfer rates include the number of entering first-time, full-time, degree-seeking freshmen who entered the college in the Fall of a specific year and three years later either received a degree or certificate or transferred to another institution prior to receiving a degree.

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**Three-Year Graduation & Transfer Rates  
for Full-Time First-Time Degree-Seeking Freshmen by Race/Ethnicity  
Fall 2011 – 2014**

	White	African American	Hispanic	Asian*	NR Alien	Other*	Total
<b>Fall 2011 Cohort</b>	308	130	175	0	1	17	631
<b>Graduation after 3 yrs. Number and %</b>	100 (32.5%)	19 (14.6%)	25 (14.3%)	0 (0%)	0 (0%)	1 (5.9%)	145 (23.0%)
<b>Transfers after 3 yrs. prior to graduation Number and %</b>	40 (13.0%)	13 (10.0%)	19 (10.9%)	0 (0%)	0 (0%)	2 (11.8%)	74 (11.7%)

\* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.

Source: IPEDS Graduation Rate Survey

**2. a. Third Semester Retention Rates for Entering First-time Students by Attendance Status**

Previously, the Retention Rate data requested by NJ Higher Education included data by race/ethnicity. For the current Institutional Profile, NJ Higher Education has requested retention data for full-time and part-time students. The data included in the tables that follow are for first-time entering degree-seeking students who entered in one fall semester and the number who returned the following fall semester. Rates are provided separately for full-time and part-time students.

<b>Full-Time</b>			<b>Part-Time</b>		
<b>Fall 2013 First-Time Undergraduates</b>	<b>Retained in Fall 2014</b>	<b>Retention Rate</b>	<b>Fall 2013 First-Time Undergraduates</b>	<b>Retained in Fall 2014</b>	<b>Retention Rate</b>
798	528	66.2%	216	85	39.4%

SOURCE: IPEDS Fall Enrollment Survey, Part E

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**E. Faculty Characteristics**

**1. Faculty by Race/Ethnicity, Gender, Tenure and Rank**

Since only the data for full-time faculty were requested by NJ Higher Education, the part-time data are omitted in this edition of the Profile.

**Fall 2014 Full-Time Faculty by Race/Ethnicity, Gender, Tenure and Rank**

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Unknown</u>		<u>Total</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>Tenured</b>																
Professors	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	2
Associate Prof.	10	5	0	0	0	1	0	0	0	0	0	0	0	0	10	6
Assistant Prof.	6	7	0	1	1	0	0	0	0	0	0	0	0	0	7	8
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>16</b>	<b>13</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>16</b>
<b>Without Tenure</b>																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	1	3	1	0	0	0	0	0	0	0	0	0	0	0	2	3
All Others	1	3	0	0	0	1	0	0	0	0	0	0	0	0	1	4
<b>TOTAL</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>7</b>
<b>Total</b>																
Professors	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	2
Associate Prof.	10	5	0	0	0	1	0	0	0	0	0	0	0	0	10	6
Assistant Prof.	7	10	1	1	1	0	0	0	0	0	0	0	0	0	9	11
All Others	1	3	0	0	0	1	0	0	0	0	0	0	0	0	1	4
<b>TOTAL</b>	<b>18</b>	<b>19</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>23</b>

Source: IPEDS Human Resources Survey

\* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

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**2. Percentage of Course Sections Taught by Full-Time Faculty**

**Sections Taught by Full-Time Faculty, Adjunct Faculty and by Other Full-Time Employees**

**Fall 2014**

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
706	254	36%	400	57%	49	7%

Source: CCC APR Office.

**3. Ratio of Full- to Part-Time Faculty 2012-2014**

	Full Time Faculty	Part Time Faculty	Total
<b>Fall 2012</b>	46	250	296
<b>Fall 2013</b>	45	247	292
<b>Fall 2014</b>	44	230	274

Source: NJ Higher Education from IPEDS data.

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**F. Characteristics of the Trustees**

**1. Profile of Board of Trustees-- Race/Ethnicity and Gender**

The information below is as of 2014-2015:

Governing Body	African American	American Indian/Alaskan	Asian/Pacific Islander	Hispanic	White	Unknown	Total
Male				1	3		4
Female	1				4		5
<b>Total</b>	<b>1</b>			<b>1</b>	<b>7</b>		<b>9</b>

Source: CCC President's Office

**2. List of Trustees with Titles and Affiliations as of 2014-2015**

Name	Board Title	Affiliation
Ginger Chase	Chairman	Retired
Pamela Ann Sjogren	Vice Chairwoman	Former Educator
Donna M. Perez	Treasurer	Senior Registered Client Associate, Wells Fargo Advisors
Christine L. Ward Garrison, Ph.D	Secretary	Development and Communications Coordinator, YMCA of Vineland/Cumberland Cape Atlantic YMCA
Michelle D. Brown	Trustee	CFO, Tri-County Community Action Partnership
Joseph P. Cassisi	Trustee	Retired
Michael R. DeLeon	Trustee	Founder, Steered Straight, Inc. Vineland, NJ
Patrick W. McGrory	Trustee	Financial Advisor, Ameriprise Financial Services, Inc.
Richard Stepura, Ed.D.	Trustee	Interim Executive Director, Cumberland County Office of Education
Vacant	Trustee	
Vacant	Trustee	
Vacant	Alumni Trustee	



3. URLs of webpages with information on trustees

<http://www.cccnj.edu/aboutUs/boards>

**G. A Profile of the Institution**

**1. Degree and Certificate Programs**

Cumberland County College's degree and certificate programs are described in-depth in the College Catalog; a listing of these programs as of the 2014-2015 academic year is included on the following pages.

**CUMBERLAND COUNTY COLLEGE  
Programs of Study**

The Programs of Study listed reflect the curricula listed on the college website.

AA – Associate in Arts\*  
AFA – Associate in Fine Arts  
AS – Associate in Science  
AAS – Associate in Applied Science  
AC – Academic Certificate  
CC – Career Certificate  
ST – Short-Term Training Certificate

*\*AA degrees in this listing with an LA prefix are Liberal Arts options.*

**Accounting**

Accounting AAS  
Accounting AC

**Agriculture/Horticulture**

Agriculture AAS  
•Agribusiness option AAS  
Agriculture/Ornamental Horticulture AC  
Horticulture AAS  
Floriculture CC  
Landscape Technician CC

**Business**

Business Studies AA  
Business Management AAS  
•Entrepreneurship option AAS  
•Finance option AAS  
•Human Resources option AAS  
•Insurance option AAS  
•International option AAS  
•Marketing option AAS

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Business Management AC  
Business Management/Hospitality AC  
Business Management/Insurance AC  
Culinary Arts AAS (joint program with Burlington County College)  
Entrepreneurship/Small Business Leadership CC  
Retail Sales CC  
Retail Sales ST

**Communications**

- \*LA/Communications option AA
- \*LA/Journalism option AA
- \*LA/Public Relations option AA
- \*LA/Television & Digital Media option AA

Entertainment Technology AC

**Computer Science**

Computer Science AS

- Information Systems option AS

Network Management AAS

- Cyber Security option AAS

Networking Associate AC  
Networking Associate CC

**Construction Supervision**

Construction Supervision AAS  
Construction Supervision CC

**Education**

- \*LA/Elementary/Secondary Education AA

Early Childhood Preschool Education AAS  
Early Childhood Education AC  
Infant/Toddler CC  
Teacher's Aide in Early Childhood Education CC  
Early Childhood Education Management ST

**Energy Technology**

Nuclear Energy Technology AAS (collaborative program with Salem CC)  
Sustainable Energy Technology AAS (joint program with Salem CC)

**Engineering**

Engineering AS

**Engineering Technology**

Engineering Technology AAS  
Engineering Technology AC  
Engineering Technology/Electronics Technology AC  
Engineering Technology/Electronics Technology CC

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**Fine and Performing Arts**

Fine Arts AFA

- Theatre/Acting option AFA
- \*LA/Art Education option AA
- \*LA/Art Therapy option AA
- \*LA/Ceramics option AA
- \*LA/Design/Fine Arts option AA
- \*LA/Music option AA
- \*LA/Theatre Education option AA

Ceramic Technology AC

**Glass Technology**

Glass Art AFA (collaborative program with Salem CC)

Scientific Glass Technology AAS (collaborative program with Salem CC)

**Graphic Design**

Graphic Design AAS

- \*LA/Graphic Arts AA

Game Design & Development AS (joint program with Salem CC)

Computer Graphics/Desktop Publishing AC

**Health Sciences**

Biomedical Science AS

- Healthcare option AS
- Exercise Science option AS

Health Science AAS

Health Science AC

Health Information Technology AAS (joint program with Camden CC)

Medical Coding AC (joint program with Camden CC)

Nursing AAS

Occupational Therapy Assistant AS (joint program with Rutgers)

Psychosocial Rehabilitation and Treatment AS (joint program with Rutgers)

Radiography AAS

Respiratory Therapy AAS (joint program with Rutgers)

Practical Nursing AC

Certified Nurse Aide/Home Health Aide CC

Certified Nurse Aide ST

Home Health Aide ST

**Justice Studies**

Justice Studies AS

- Justice Studies/Corrections AS
- Justice Studies/Forensics & Technology AS
- Justice Studies/Homeland Security AS

Justice Studies/Criminal Justice AC

Justice Studies/Emergency Management AC

Justice Studies/Gangs & Juvenile Delinquency AC

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Justice Studies/Homeland Security AC  
Justice Studies/Homeland Security CC  
Justice Studies/Private Security CC

**Liberal Arts**

*AA degrees in this listing with the LA prefix are Liberal Arts options.*

Liberal Arts AA

- \*LA/History option AA
- \*LA/Literature option AA
- \*LA/Philosophy & Religion option AA
- \*LA/Social Science option AA
- \*LA/Spanish option AA

**Mathematics/Science**

Mathematics & Science AS

- Chemistry option AS
- Environmental Science option AS
- Mathematics option AS

**Office Administration**

Office Administration AAS

- Government Office option AAS
- Health Service option AAS

Office Administration AC

Office Administration CC

Office Administration ST

Office Administration/Government AC

Office Administration/Government CC

Office Administration/Health Service AC

Office Administration/Health Service CC

Office Administration/Legal Office CC

**Paralegal Studies**

Paralegal Studies AS

- Spanish AS

**Public Administration**

Public Administration AS

**Social Service**

Social Service AS

- Gerontology option AS

Alcohol & Drug Counseling AC

**Technical Studies**

Technical Studies AAS

## **H. Major Research and Public Service Activities**

During the 2014-2015 academic year, the College offered the following types of selected research and public service activities.

### **Selected Research and Professional Activities**

The research and professional development activities of the College involve participation in discipline-related associations, presentations of papers at regional and national conferences, evaluation of existing programs, development of new courses and programs, involvement in development workshops, and participation in grants-related activities. During 2014-2015 faculty and staff also were actively involved in evaluating and revising existing curricula and courses and developing new programs.

In 2014-15, a proposal was submitted to the U.S. Department of Education (USDOE) and \$1.4 million in funding was secured for five more years of the federally-funded Student Support Services program. In addition, a proposal was developed and submitted to the USDOE's Title V--Hispanic Serving Institutions program for \$2.65 million in funding over five years. If awarded to CCC, a Title V grant would enable the institution to continue and improve student success initiatives that began under the College's Title III grant, which expires on Sept. 30, 2015, while focusing on the advisement, coaching, support and degree completion of Hispanic students. These students currently comprise 29% of CCC's enrollment, a percentage that has grown for five consecutive years and is expected to continue its upward trend.

Equipment purchases under the state's Equipment Leasing Fund grant were completed in 2014-15; notable acquisitions include Smart Boards for conference rooms and classrooms and a major technology upgrade for Lecture Hall 1. This new system allows instructors to record and capture lecture sessions for posting to the Internet, to support on-demand learning; videoconferencing with external groups; and live streaming to the Internet of lectures, presentations, or training sessions.

Meanwhile, the College is continuing to develop and improve its student success initiatives within the Achieving the Dream network of community colleges. Last spring, CCC applied for "leader college" status based on student outcomes for interventions including Multiple Measures placement, Developmental English Redesign, Developmental Math Redesign of the Redesign, Freshman Seminar and Student Success Plans, and Improving Institutional Access to Data and Outcomes. Notification is expected in the fall of 2015.

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## **Professional Association and Consortium Memberships**

Faculty and staff are members of several different professional associations. Included below is a selected list:

- Academy of Criminal Justice Sciences
- Achieving the Dream
- American Association of Community Colleges
- American Association of Collegiate Registrars and Admissions Officers
- American Association for Higher Education
- American Criminal Justice Association
- American Library Association
- Association of Community College Trustees
- Association of Fundraising Professionals
- Association of Theatre in Higher Education (ATHE)
- American Society of Criminology
- Association for Institutional Research
- American Association for Paralegal Educators
- College and University Personnel Association
- College Art Association (CAA)
- Council for Adult and Experiential Learning
- Council for Advancement and Support of Education
- Council for Resource Development
- Delaware Valley Marketing Group
- Eastern Association of College & University Business Officers
- EOF Professional Association of New Jersey
- Foreign Policy Research Institute
- Geological Society of America
- Global Interdependence Center
- Human Resources Association
- International Chiefs of Police
- International Visitors Council
- League for Innovation
- Libraries of Gloucester/Salem/Cumberland Information Network
- Middle States American Association of Collegiate Registrars and Admissions Officers
- Middle States Commission on Higher Education
- Modern Language Association
- National Academic Advising Association (NACADA)
- National Association of College & University Business Officers
- National Association for Community College Entrepreneurship
- National Association of Community College Teacher Education Programs
- National Association for Developmental Education
- National Association of Social Workers

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- National Career Development Association
- National Council for Marketing and Public Relations
- National Council of Teachers of English
- National Communication Association
- National Community College Council for Research and Planning
- Network of Occupational Training and Education
- New Jersey Association of Higher Education & Disabilities
- New Jersey Council of Associate Degree Nurses
- New Jersey Council of County Colleges
- New Jersey County College Joint Purchasing Consortium
- New Jersey Health Sciences Advisory Board
- New Jersey Library Association
- New Jersey Nurse Collaboration Council
- New Jersey Nurse Leadership Council
- New Jersey Nursing Institute
- New Jersey Presidents' Council
- New Jersey State Bar Association
- New Jersey Testing Administrators Special Interest Group
- New Jersey Transfer
- New Jersey Transfer Coordinators Association
- NJEDGE.Net
- Phi Delta Kappa
- South Jersey Math Alliance
- The Chair Academy
- The City of Millville Green Team
- The City of Millville Zoning Board
- Virtual Academic Library Environment
- Workforce Consortium of NJ
- Workforce Development Strategic Planning Committee

Selected Publications and Presentations

Asadov, I., Austin, J., Mohan, S., Piccone, J. (2015) "A Holistic Approach to Developmental Education". NADE National Conference, Greenville, SC.

Bradshaw, D., (2015) Director/Producer, "CCC Performance of Little Shop of Horrors." Walt Disney World.

Bradshaw, D., (2015) Director/Producer, "Murder Mystery Theatre" for Continuing Education.

Bradshaw, D. (2015) Arranged CCC Student actors to assist Nursing program with

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student actors to role play patients and family members for clinical teaching purposes.

Clark, R.K., Galantino-Homer, H.L. (2014) American Society for Cell Biology exhibit *Larger Than Life*

Clark, R.K., Galantino-Homer, H.L. (2014) Wheat germ agglutinin as a counterstain for immunofluorescence studies of equine hoof lamellae. *Exp. Derm.* 9: 667-8

Connolly, J., Goodnight, M., Gouse, V, (2015) “Freshman Seminar and the Student Success Initiative Program-Impacting Student Success.” Achieving the Dream Conference, Baltimore, MD.

Galantino-Homer, H.L., Clark, R.K., Linardi, R.L. (2014) Characterization of equine hoof lamellar tissue microanatomy with fluorescent markers. *AAEP Proceedings.* 60

“Institutional Self-Study: Commission’s Expectations.” Robert K. Clark, MSCHE Self-Study Institute, November, 2014, Philadelphia, PA

Kocher, C. (2014). Emergency Concerns for Police Total Recall. *Police Chief Magazine.* 28 (3), 42-43.

Linardi, R.L., Clark, R.K and Galantino-Homer, H.L. (2014) A lectin counterstain for immunofluorescence studies of equine hoof lamellar tissue and cultured keratinocytes. Abstract P627, Annual Meeting of the American Society for Cell Biology, Philadelphia, PA, December 6-10 (poster presentation).

“Orchestrating Instant Decision Transfer Events: From the Community College to the University.” S. Stolar. Transfer Admissions and Advising committee (TAAC) second annual conference at Rosemont College.

“The Revised MSCHE Accreditation Standards: What You Need To Know.” David Rehm, Margaret McMenam, Dr. Elizabeth Beise, Robert Clark, MSCHE Annual Conference, December 3-5, 2014, Washington, DC

### **Selected Public Service and Community Activities**

Public service and community activities related to the College’s mission include programs for area business and industry, K-12 programs, Fine and Performing Arts Center programs, Continuing Education, and other education-related activities open to the public.

#### Workforce Education Division, Cumberland County College

During 2014-15 short-term career certification programs were offered in healthcare



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fields and advanced manufacturing. A portion of the Healthcare instruction was offered at the Paula J. Ring Center for Healthcare Education in Millville. Community education programs as well as customized training programs for business and industry continue to be offered by this College division.

### K-12 Programs

Ten middle schools participated in the Attendance Counts initiative to raise attendance awareness to students at a young age about the importance of attendance in schools.

Twelve high schools continued participation in the School Counts! program encouraging workforce readiness. Three hundred and twenty one high school seniors received four School Counts! certificates demonstrating they were workforce ready and eligible for the School Counts tuition scholarship at Cumberland County College. Since the program's inception in 2001, 963 freshman and 582 sophomores have utilized the School Counts! scholarships. To date, the Cumberland County College Foundation has awarded \$1.3 million in School Counts! scholarships.

### Fine and Performing Arts Programs

At the Guaracini Performing Arts Center:

Performing arts programs, brought diverse events to campus for over 7,500 patrons.

- Major programming of the season included: Chris Brubeck's Triple Play, Cirque Peking National Acrobats of the People's Republic of China, Mummenschanz, Tango Buenos Aires: "Song of Evita," and 5 concerts by the Bay Atlantic Symphony
- The productions of "Little Shop of Horrors" and "August: Osage County" were presented by the Cumberland County College's Arts and Humanities Division, under the direction of Broadway veteran, Deborah Bradshaw. Both productions were nominated for the 2015 Perry Awards through NJACT. Christopher Titora was nominated twice, for outstanding scenic design of a play *and* of a musical; while Deborah Bradshaw was nominated for outstanding production of a play including Best Production of a Musical.
- The Mid Atlantic Arts Foundation grant allowed the Guaracini Center to present the Chris Brubeck's Triple Play concert. This was made possible through a grant from the Jazz Touring Network of the Mid Atlantic Arts Foundation with support of the National Endowment for the Arts. Chris Brubeck's prolific talents as both a musician and composer were accompanied by Joel Brown, folk and classic acoustic guitar and vocalist, and the famous Peter *Madcat* Ruth on the harmonica, jaw harp, and percussion. The Concert also included discussion/ question & answer period with the trio.

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- Performances by Theatreworks USA in "The Very Hungry Caterpillar and Other Eric Carle Favorites" and "Curious George" were well-liked *FamilyTime* and school-day productions.
- Attendees were seated on stage during the popular Down Jersey concert On-Stage Series. These intimate concerts included some of the region's best acoustic, folk, country, bluegrass and singer/songwriters. To complete the experience, visual arts were displayed at each performance in the performing arts lobby.

The Arts & Humanities Division produced the College literary magazine *L'Esprit*, and the student newspaper, *The Voice*.

Other Community Programs and Events

During 2014-2015 examples of selected activities included:

- Community Day
- Cinco de Mayo Celebration
- Migrant Education Program
- GEAR UP Program
- Heart Walk (Ocean City)
- One Book One College
- Red Cross Blood Drive
- Celebration of Lights

The College's George Luciano, Sr. Conference Center was the site for events by business, industry and public groups for conferences, meetings, receptions, dinners, lunches, breakfasts, conferences, job/career fairs, health/wellness fairs, performances, presentations, displays, auctions and awards ceremonies in the Conference Center and Theater.

In January, Cumberland County College students, faculty and staff members honored the work of civil rights leader Dr. Martin Luther King Jr. by serving the community as volunteers at service organizations throughout the county. The service sites included: Bayshore Discovery Project, Bethel Development Corporation, Big Brothers/Big Sisters of Cumberland & Salem Counties, Bishop McCarthy Residence, Bridgeton Public Library, Cohanzick Zoo, Cumberland Cape Atlantic YMCA, Cumberland County Habitat for Humanity, Cumberland County Office of Veterans Affairs, Cumberland County SPCA, Dr. William Mennies Elementary School, Eagleview Health & Rehabilitation Center, Family Success Center of Commercial Township, Family Success Center of Vineland, Gateway Family Success Center, Genesis Healthcare, Gloria M. Sabater Elementary School, Maurice House, Millville Development Corporation, NJ Veteran's Memorial Home, R.D. Wood School, Sgt. Anthony Rossi Intermediate School, Spirit & Truth Ministries, Spring Oak Assisted Living, Wheaton Arts Cultural Center.

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Leadership Cumberland County (LCC) is a personal leadership development and community awareness program developed by CCC nearly 15 year ago. Modeled after similar programs across the nation, LCC offers established and emerging leaders the opportunity to expand their personal leadership skill set while studying several key topics that represent regional challenges and assets. Up to 24 leaders from the business, government, education and nonprofit sector convene monthly, for nine months, to develop learning days around criminal justice, education, health and social services, economic development, environment, agriculture and culture/diversity. The ultimate goal of the program is to generate engaged leaders committed to resolving the systemic problems that plague Cumberland County.

Under Strategic Direction 2, Leadership and Service Learning, the college continues to integrate service into curriculum across all departments. In the 2014-15 academic year, 11 new courses were added with service-learning components and 7 new instructors incorporated this interactive teaching style into their courses. With the new instructors and courses, the college now regularly offers students 40+ service-learning classes during the academic year. The service-learning courses by themselves have provided over 6,300 hours of service to the community during the fall and spring semesters. When the service-learning class hours are added to the community-wide service opportunities available to students and staff throughout the year, the college completed just under 9,000 hours of service across Cumberland County.

Expanding into new territory, the team worked with faculty to implement student philanthropy into two service-learning classes in the fall semester. Students in these two classes were able to award \$2,000 to two non-profit organizations serving homeless and poverty level families. In addition, as part of the civic engagement focus of service-learning, the college hosted and sponsored “A timeless journey - The Underground Railroad Beyond the 21<sup>st</sup> century” – a symposium on the role of the county in this nationally significant part of our history. Over 100 community members attended.

The direct engagement of staff and students with the community also resulted in designation on the President’s Higher Education Community Service Honor Roll, an honor bestowed by the Corporation for National and Community Service.

## **I. Major Capital Projects Underway in Fiscal Year 2015**

The Capital projects in progress or completed reflect the College's Facilities Master Plan 2011-2018, which outlines several major capital projects and improvements. Selected projects initiated in 2014-2015 include:

- Various internal improvements to a satellite facility in Bridgeton, NJ:  
The building will house our Science, Technology, Engineering, Arts and Math (STEAM) Works program including specialized technical training from our Community Education department, South Jersey Robotics program, as well as additional technical classes not offered before on campus.
- Complete renovation of the Student Services Center including addition:  
Transitioned programming of building to a "one transaction" style. Includes expansion to bookstore, cafeteria and servery area, and reconfigured offices. Addition will house Center for Academic and Student Success (CASS), Tutoring and New Student Orientation (NSO) activities. Expected completion is April 2016.
- Bids are being solicited for Millville Fine Arts Building. This future building will house Clay College and the main campus' Fine Art's program, including 2D and 3D studios. Expected completion is 12 months after notice to proceed is issued.
- Renovation of Academic Room A16. Converted small classroom into computer lab for non-career/Perkins track students needing computer access for their programs.
- Implemented digital video manager project. Camera system will be installed in Student Center upon completion with the hopes of expanding to other campus points.
- Expansion of access control system into Student Center project.
- Implementation of mass notification system, starting in Student Center project, with plans to include all campus buildings.