



Office of
Planning, Research, & Assessment

ANNUAL INSTITUTIONAL PROFILE

SEPTEMBER 2015



PREFACE

This is the college's 21st institutional profile. The profile fulfills the 1994 Higher Education Restructuring Act mandate to "prepare and make available to the public an annual report on the condition of the institution." The indicators were originally established by the New Jersey Commission on Higher Education. These include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, characteristics of faculty, characteristics of the trustees, a profile of the institution, and public service and major capital projects underway.

This profile is one indicator of our accomplishments and contributions to our community. Our annual *Fact Book and Outcomes* contains more information and may be obtained from the Office of Planning, Research, and Assessment at Essex County College.



Dr. Gale E. Gibson
President

FOREWORD

This report is the college's 21st *Excellence and Accountability* report now known as the *Institutional Profile*. As in the past, this report contains all mandated accountability indicators. These indicators include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, faculty characteristics, characteristics of the trustees, a profile of the institution, and major capital projects.

During the Fall 2014 semester, the college served 5,799 full-time students (50.6%) and 5,669 part-time students (49.4%) for a total of 11,468 students. This is a decrease of 707 students or 5.8% from Fall 2013. Our unduplicated head count for FY 14, which includes Fall, Winter Intersession, Spring, Summer I, and Summer II, was 16,203 students. The college also served a total of 12,712 non-credit students during FY 14.

The college recognizes that graduation rate and third-semester (Fall to Fall) retention rate are important outcome measures. The three-year graduation rate of Full-time First-time Degree/Certificate Seeking (FTFTDS) Students increased from 7.8% to 7.9%. The third-semester retention rate of FTFTDS Students increased from 58.0% to 58.4%. These increases reflect the college's ongoing commitment on student success.

Essex County College continues to increase its number of graduates. The number of degrees and certificates conferred increased from 1,354 in FY 13 to 1,433 in FY 14, an increase of 79 degrees/certificates or 5.8%. The largest number of degrees granted was in Business Administration, followed by Social Sciences, Education, General Science, Liberal Arts, and Criminal Justice. Nationally, the college continues to rank high in the number of minority Associate Degrees awarded. According to the August 20, 2014 issue of *Community College Week*, the college ranked 18th among two-year colleges in the total number of Associate Degrees awarded to African Americans in the 2012-13 academic year, which was the same as the previous year.

The demographic characteristics of the student body remained fairly constant compared to prior years. In Fall 2014, the student body was 48% Black, 25% Hispanic, 9% White and 3% Asian (unknown and other = 15%). The male/female ratio was 41.5% male and 58.5% female. 4.5% of our students were less than 18 years old, 19.0% were 18 – 19, 19.1% were 20 – 21, 17.2% were 22 – 24, 14.7% were 25 – 29, and 25.5% were 30 and older.

Other information such as Spring enrollment, degrees and certificates conferred by program and gender, freshman profile, and licensure pass rate are not presented in this report but may be found in the college's annual Fact Book and Outcomes.

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ESSEX COUNTY COLLEGE
EXCELLENCE AND ACCOUNTABILITY
2014-2015

II. Data by Category

A. Accreditation status:

1. Institutional Accreditation

Essex County College is accredited by the Middle States Commission on Higher Education and is licensed by the State of New Jersey through the Commission on Higher Education to operate and award associate degrees and certificates.

2. Professional Accreditation

Program	Accrediting Agent
Business	Accreditation Council for Business Schools and Programs (ACBSP)
Civil Construction Engineering Tech. Electronic Engineering Tech. and Mechanical Engineering Tech.	Accreditation Board for Engineering and Technology(ABET)
Dietary Management(Cert.)	American Dietary Mangers Association(DMA)/Association of Nutrition and Foodservice Professionals
Dental Assisting(Cert.)	American Dental Association/Council on Dental Education/Dental Assisting Section
Dental Hygiene	American Dental Association/Council on dental Education/Dental Hygiene Section
Nursing	Accreditation Commission for Education in Nursing; New Jersey Board of Nursing
Physical Therapist Assistant	American Physical Therapy Association's Commission on Accreditation in Physical Therapy Education
Radiography	Commission on Accreditation for Allied Health Education Programs/Joint Review Committee on Education in Radiologic Technology
Respiratory Care/Respiratory Technician (Cert.)	Commission on Accreditation for Respiratory Care(COARC)
Vision Care Technology	Commission on Optician Accreditation

B. Number of Students Served:**1. Number of undergraduate students by attendance status: Fall 2014**

Attendance Status	Number of undergraduate students	Percent
Full-time	5,799	50.6%
Part-time	5,669	49.4%
Total	11,468	100.0%

(Source: IPEDS Fall Enrollment Survey)

2. Number of graduate students by attendance status: N/A**3. Number of non-credit students served: FY 2014**

	Total Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	18,664	10,978	740,076	1,645
Customized Training	2,961		25,817	57

(Source: SURE Non-Credit Open Enrollment File and NJIPEDS Form #31, Customized Training.)

¹ Includes all registrations in any course that started between July 1, 2013 and June 30, 2014.² FTEs were computed by converting clock hours to credit hours (dividing by 15), then converting credit hours to FTEs (dividing by 30).**4. Unduplicated number of students for entire academic year: FY 2014**

Headcount enrollment	16,203
Credit hours	290,829
Full-Time Equivalent (FTE)	9,694

(Source: IPEDS 12-Month Enrollment Survey)

C. Characteristics of Undergraduate Students:

1. Mean math, reading, and writing SAT scores: SAT/ACT scores are not required for admission, and fewer than 3% of entering students report them. We do not calculate mean scores because they would not be representative.

2. Enrollment in remediation courses by subject area

Total Number of Undergraduate Students Enrolled in Fall 2014

Total Undergraduate Enrollment	11,468
Number of Students Enrolled in One or More Remedial Courses	4,027
Percent of Total Enrolled in One or More Remedial Courses	35.1%

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2014

Total Number of FTFT Students	1,838
Number of FTFT Students Enrolled in One or More Remedial Courses	1,506
Percent of FTFT Enrolled in One or More Remedial Courses	81.9%

First-time, Full-time (FTFT) students enrolled in remediation in Fall 2014 by subject area

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	943	51.3%
Algebra	126	6.9%
Reading	145	7.9%
Writing*	0	0.0%
English	1,392	75.7%

*The college does not offer a developmental writing course. Writing is taught in the developmental English course.

(Source: SURE Fall Enrollment file)

3. Undergraduate Enrollment by Race/ethnicity, sex, and age, Fall 2014

Undergraduate Enrollment by Sex, Fall 2014

	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	2,456	42.4%	2,300	40.6%	4,756	41.5%
Female	3,343	57.6%	3,369	59.4%	6,712	58.5%
Total	5,799	100.0%	5,669	100.0%	11,468	100.0%

(Source: IPEDS Fall Enrollment Survey)

Undergraduate Enrollment by Age, Fall 2014

	Full-time		Part-time		Total	
	N	%	N	%	N	%
LT 18	127	2.2%	394	7.0%	521	4.5%
18-19	1,569	27.1%	607	10.7%	2,176	19.0%
20-21	1,273	22.0%	915	16.1%	2,188	19.1%
22-24	880	15.2%	1,088	19.2%	1,968	17.2%
25-29	785	13.5%	903	15.9%	1,688	14.7%
30-34	431	7.4%	526	9.3%	957	8.3%
35-39	270	4.7%	423	7.5%	693	6.0%
40-49	314	5.4%	504	8.9%	818	7.1%
50-64	141	2.4%	262	4.6%	403	3.5%
65+	9	0.2%	47	0.8%	56	0.5%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	5,799	100.0%	5,669	100.0%	11,468	100.0%

(Source: IPEDS Fall Enrollment Survey)

Undergraduate Enrollment by Race/Ethnicity, Fall 2014

	Full-time		Part-time		Total	
	N	%	N	%	N	%
Black/African Am.	3,018	55.6%	2,826	53.7%	5,844	54.7%
Hispanic/Latino	1,655	30.5%	1,563	29.7%	3,218	30.1%
White	484	8.9%	611	11.6%	1,095	10.2%
Asian	202	3.7%	203	3.9%	405	3.8%
Others*	66	1.2%	58	1.1%	124	1.2%
Total**	5,425	100.0%	5,261	100.0%	10,686	100.0%

(Source: SURE Fall Enrollment file)

*Note: Others include American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and two or more races.

**Total includes the 909 non-resident aliens but excludes the 782 students whose race/ethnicity are unknown.

4. Numbers of students receiving financial assistance under federal-, state-, & institution-funded aid program: AY 2013-2014

	Recipients	Dollars (\$)	\$/Recipient
<u>FEDERAL PROGRAMS</u>			
Pell Grants	9021	32,641,000	3,618.33
College Work Study	227	598,000	2,634.36
Perkins Loans	0	0	
SEOG	323	249,000	770.90
PLUS Loans	0	0	
Stafford Loans (Subsidized)	0	0	
Stafford Loans (Unsubsidized)	0	0	
SMART & ACG or other	0	0	
<u>STATE PROGRAM</u>			
Tuition Aid Grants (TAG)	3,904	6,224,000	1,594.26
Educational Opportunity Fund (EOF)	1,204	967,000	803.16
Outstanding Scholars (OSRP)	0	0	
Distinguished Scholars	0	0	
Urban Scholars	0	0	
NJ STARS	40	72,000	1,800
NJCLASS Loans	39	180,000	4,615.38
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	251	540,000	2,151.39
Loans		0	

(Source: NJIPEDS Form #41 Student Financial Aid Report)

Note: There were no recipients for Perkins Loans, PLUS Loans, Stafford Loans, and Outstanding Scholars, Distinguished Scholars, and Urban Scholars.

5. Percentage of students who are New Jersey residents

Fall 2014 Full-time First-time Undergraduate Enrollment by State Residence

In-State	Out-of-State	Total	% of state residents
2,263	24	2,287	99.0%

(Source: IPEDS Fall Enrollment Survey)

Fall 2014 Undergraduate Enrollment by State Residence

In-State	Out-of-State	Total	% of state residents
11,396	72	11,468	99.4%

(Source: SURE Fall Enrollment file)

Fall 2014 Undergraduate Enrollment by County Residence

In-County	Out-of-County	Total	% of county residents
10,438	1,030	11,468	91.0%

(Source: SURE Fall Enrollment file)

D. Student Outcomes:

1. Graduation Rates

a. Four-, Five- and six-year graduation rate by race/ethnicity: This table is not provided because it is specifically for four-year colleges and universities.

b. Two-year and three-year graduation rate

Two-Year and Three-Year Graduation Rate for Full-time First-time Degree/Certificate Seeking Students

Entering Cohort	Total	Graduated within 2 years		Graduated within 3 years	
		N	%	N	%
Fall 2007	2,239	23	1.0%	115	5.1%
Fall 2008	2,596	34	1.3%	143	5.5%
Fall 2009	2,671	42	1.6%	198	7.4%
Fall 2010	2,646	30	1.1%	207	7.8%
Fall 2011	2,276	28	1.2%	179	7.9%

(Source: IPEDS Graduation Rate Survey)

c. Three-year graduation and transfer rate by race/ethnicity

Three-Year Graduation and Transfer Rates of Fall 2010 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

	2011 Cohort	Graduated within 3 years		Transfers (Non-graduates)	
	N	N	%	N	%
White	154	14	9.1%	29	18.8%
Black	1,222	76	6.2%	150	12.3%
Hispanic	575	52	9.0%	62	10.8%
Asian	43	9	20.9%	9	20.9%
Nonresident Alien	131	19	14.5%	15	11.5%
Other*	151	9	6.0%	25	16.6%
Total	2,276	179	7.9%	290	12.7%

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

(Source: IPEDS Graduation Rate Survey)

Number of Degrees and Certificates awarded

	Number of Associates	Number of Certificates	Total Awards	Unduplicated Headcount
FY 2009-10	1,004	32	1,036	1,026
FY 2010-11	1,172	70	1,242	1,218
FY 2011-12	1,270	41	1,311	1,298
FY 2012-13	1,307	47	1,354	1,340
FY 2013-14	1,376	57	1,433	1,421

(Source: SURE Completions files)

2. Third Semester Retention Rates:

a. By attendance status

Third Semester Retention of First-time Degree/Certificate Seeking Students

Entering Cohort	Third Semester	Full-Time			Part-Time		
		Entered	Returned	%	Entered	Returned	%
Fall 2009	Fall 2010	2,671	1,238	46.3%	451	159	35.3%
Fall 2010	Fall 2011	2,646	1,311	49.5%	363	121	33.3%
Fall 2011	Fall 2012	2,276	1,141	50.1%	275	107	38.9%
Fall 2012	Fall 2013	2,143	1,243	58.0%	425	159	37.4%
Fall 2013	Fall 2014	2,109	1,232	58.4%	523	210	40.2%

(Source: IPEDS Fall Enrollment Survey, Part E)

E. Faculty Characteristics:

1. Full-time faculty by race/ethnicity, sex, and tenure status

Fall 2014 Summary.

Legend: **B** = Black; **A/PI** = Asian, Pacific Islander; **H** = Hispanic;
W = White; **Un** = Unknown; No Native Indian

<u>FACULTY (All FT)</u>	<u>B</u>	<u>A/PI</u>	<u>H</u>	<u>W</u>	<u>Un</u>	<u>TOTAL</u>
FT Male	26	2	8	39	2	77
FT Female	2326	10	14	26	1	77
Total	4752	12	22	65	3	154

<u>TENURED FACULTY</u>	<u>B</u>	<u>A/PI</u>	<u>H</u>	<u>W</u>	<u>Un</u>	<u>TOTAL</u>
FT Male	15	1	6	34	1	57
FT Female	19	5	9	22	1	56
Total	34	6	15	56	2	113

(Source: IPEDS Human Resources Survey)

- 73.4% percent of the faculty are tenured.

Full-Time Faculty by Race/Ethnicity, Sex, Tenure and Academic Rank, Fall 2014

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian*</u>		<u>Race Unknown*</u>		<u>Total</u>	
	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>
Tenured												
Professors	16	7	4	1	2	2	0	0	1	0	23	10
Associate Prof.	6	6	4	8	3	4	0	1	0	0	14	19
Assistant Prof.	6	5	5	6	1	2	1	2	0	1	13	16
All Others	6	4	1	4	0	1	0	2	0	0	7	11
TOTAL	34	22	15	19	6	9	1	5	1	1	57	56
Without Tenure												
Professors	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
Assistant Prof.	1	2	4	1	0	0	0	2	0	0	5	5
All Others	4	2	7	6	2	5	1	3	1	0	15	16
TOTAL	5	4	11	7	2	5	1	5	1	0	20	21
Total												
Professors	16	7	4	1	2	2	0	0	1	0	23	10
Associate Prof.	6	6	5	8	3	4	0	1	0	0	14	19
Assistant Prof.	7	7	9	7	1	2	1	4	0	1	18	21
All Others	10	6	8	10	2	6	1	5	1	0	22	27
TOTAL	39	26	26	26	8	14	2	10	2	1	77	77

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
 (Source: IPEDS Human Resources Survey)

2. Percent of course sections taught by full-time faculty: Fall 2014

Total Number of Course Sections = 1,530

	Taught by Full-time Faculty	Taught by Part-time Faculty
Number	468	1,062
Percent	30.6%	69.4%

(Source: ECC Faculty Credit Report)

3. Ratio of full- to part-time faculty: Fall 2014

	Full-time	Part-time	Total
Number	154	594	748
Percent	20.6%	79.4%	100.0%

(Source: IPEDS Human Resources Survey)

F. Characteristics of the trustees or governors:

1. Race/ethnicity and sex

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	2	3	1	0	0	0	0	6
Female	0	5	0	0	0	0	0	5
Total	2	8	1	0	0	0	0	11

2. List of trustees/governors with titles and affiliations

<u>Name</u>	<u>Affiliation</u>
Calvin Souder, Chair	Attorney, Calvin Souder, Esq.
Elvin Esteves, Vice Chair	Attorney, Gibson P.C.
Michellene Davis, Treasurer	Executive Vice President of Corporate Affairs, Barnabas Health
Jeweline Grimes, Secretary	Retired
Joseph Fiordaliso	Commissioner of the NJ Board of Public Utilities, State of New Jersey
Reginald T. Jackson	Bishop, African Methodist Episcopal Church
Wesley Jenkins	Executive Director, Babyland Family Services, Inc.
Rita Sallis	Principal, Yucaipa Companies
Bibi Taylor	Director of Finance, Union County
Joseph Zarra	Executive Superintendent of Schools, Essex County
Dr. Gale E. Gibson, Ex Officio	President, Essex County College

(Source: President's Office)

3. URLs of webpages with information on trustees/governors

<http://www.essex.edu/about/administration/board-of-trustees/>

G. Profile of the institution

1. Degree and Certificate Programs by Divisions/Departments

DIVISION OF BILINGUAL STUDIES

Liberal Arts: Spanish Language Option, AA

DIVISION OF BIOLOGY AND CHEMISTRY

Biology, Pre-Medicine, AS
Chemistry, AS
Environmental Science, AAS
General Science, AS

DIVISION OF BUSINESS

Accounting, AAS
Accounting, AS
Business Administration, AAS
Business Administration, AS
Business Administration: Financial Services Option, AAS
Business Administration: Hospitality Management Option, AAS
Business Administration: Microcomputer Applications Option, AAS
Business Administration: Office Adm. and Computer Tech. Option, AAS
Business Career Development, C
Business Paraprofessional, C
Information Systems Office Operations, C
Internet – Web Page Design Specialist, C
Microcomputer Systems Applications, AAS
Office Assistant, C
Retail Sales Specialist, C
Word Processing, C

DIVISION OF ENGINEERING TECHNOLOGIES AND COMPUTER SCIENCE

Applied Computer Science, AS
Architectural Technology, AAS
Civil Construction Engineering Technology, AAS
Computer-Aided Design Technology, C
Computer Information Systems, AS
Computer Science, AS
Electronic Engineering Technology, AAS
Engineering, AS

Degrees and Certificate Programs continued:

Manufacturing Engineering Technology, AAS
Mechanical Engineering Technology, AAS
Renewable Energy Technology, C
Technical Studies, AAS
Technical Studies Program, Uniform Construction Code Tech. Option, AAS
UCC: Building Code Technology, C
UCC: Electrical Code Technology, C
UCC: Fire Code Technology, C
UCC: Plumbing Code Technology, C

DIVISION OF HUMANITIES

Art, AA
Art, C
Digital Media & Electronic Publishing, C
Liberal Arts, AA
Liberal Arts: Africana Studies Option AA
Liberal Arts: Communications Option, AA
Liberal Arts: Journalism Option, AA
Music, AS
New Media Technology, AAS

DIVISION OF MATHEMATICS AND PHYSICS

Mathematics, AS

DIVISION OF NURSING & ALLIED HEALTH

Dental Assisting, AC*
Dental Hygiene, AAS
Dietary Management, C
Health Science, AS
Physical Therapist Assistant, AAS
Radiography, AAS
Respiratory Care, AS
Vision Care Technology, AAS
Vision Care Technology, C
Nursing, AAS
Nursing, LPN Articulation Option, AAS
Licensed Practical Nurse (LPN) Program, C

Degrees and Certificate Programs continued:

DIVISION OF SOCIAL SCIENCES

Childhood Development Associate, C
Criminal Justice, AS
Education, AA
Human and Social Services AAS
Human and Social Services, C
Legal Secretary, C
Nurse Paralegal, C
Massage Therapy, C
Paralegal, C
Paralegal Studies, AS
Physical Education, AS
Social Science, AS

2. Other

Articulation Agreements:

Baruch College
Berkeley College
Centenary College
Cheyney University
Drexel University
Felician College
Hampton University
John Jay College of Criminal Justice
Kean University
Mercer College
Montclair State University

New Jersey City University
New Jersey Inst. of Technology
Pillar College
Rutgers University
St. Peter's College
Seton Hall University
Springfield College
Thomas Edison State College

H. Major research and public service activities:

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$0
Institutionally Financed Academic R&D Expenditures	\$0
Total Academic R&D Expenditures	\$0

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (*Survey of Research and Development Expenditures at Colleges and Universities*).

See also Appendix A on grants received 2014-2015.

I. Major Capital Projects Underway In FY 2015:

1. Classroom Refurbishing at the Newark Campus Buildings
2. Bathroom Renovations at the West Caldwell Campus
3. Creation of Specialized Classrooms for Developmental Math & English Instruction
4. Completion of the Health Sciences Nursing Simulation Laboratory
5. Creation of a New Information Commons Within the Existing Library
6. Renovation of Classrooms and Laboratories at the West Caldwell Campus
7. Upgrade of the College's Entire Academic Computing Infrastructure
8. Creation of 2 New Testing Laboratories
9. Creation of a New Supply Chain Management Classroom and Laboratory
10. Refurbishment of the West Caldwell Campus Parking Lot
11. Completion of Three Tutorial Labs

APPENDIX A

GRANTS AWARDED TO THE COLLEGE

2014 - 2015

Essex County College
2014-2015 External Funding

Predominantly Black Institutions Formula Grant \$273,404: U.S. Department of Education Office of Postsecondary Education, funding will be used to implement six comprehensive activities that address the needs of our student population in need of mathematics and English remediation. Activities will be provided through an integrated array of proven strategies, including block scheduled learning communities, peer-assisted supplemental instruction, recitation sessions, group counseling, accelerated remedial education, and on-line learning.

Carl D. Perkins Vocational & Technical Education Act \$760,283: New Jersey Department of Education, the purpose is to support the Nursing Program with integration of patient simulation into the curriculum through equipment purchase and faculty training; to support the Environmental Science program through the purchase of instructional supplies and equipment to support a plant science lab which helps students understand current concepts in environmental testing, and particularly those students interested in hydroponics; to support the Engineering Technology and Computer Science Program with the purchase of equipment and instructional supplies to provide students access to virtual and physical industry-leading technology, therefore enabling them to gain a deeper understanding of discipline convergence in the fields of robotics research and development; to support the New Media Technology Program, with upgraded camera equipment that will meet industry standards, as well as help with the development of a Digital Photography and Video certificate program providing students' exposure to new and relevant technologies and allow for structured learning experiences; to support the Physical Therapy program in the purchase of equipment that will allow students to gain high-fidelity simulation experiences that will result in improved knowledge acquisition, improved technical and communication skills, enhanced student satisfaction and improved clinical decision-making; to support the Vision Care Technology program with equipment purchases such as Lensometers, Pupilometers, and optical tool kits to ensure technical skill attainment; to support the Criminal Justice program with additional equipment and teaching assistants to allow for improved learning experiences; to support Administrative and Learning Technologies by enhancing the academic computing labs in the Center for Technology Building thus providing students access to industry-standard and leading technologies; and to provide maintenance and administrative support to all Perkins funded programs.

Newark Area Industry Linked Information Technology (NAIL-IT) \$944,388: U.S. Department of Labor, Employment and Training Administration, to improve certificate and degree offerings in Information Technology by developing three degree programs – in Cybersecurity, Health Information Technology, and Software Development – with six Certificates and multiple industry certifications that address the hiring and skill needs of employers in ECC's service area of northern New Jersey and New York City.

Leveraging, Integrating, Networking, Coordinating Supplies (LINCS) \$338,260: U.S.

Department of Labor, Employment and Training Administration, is a consortium of eight community colleges and three universities representing states with critical, high-volume U.S. supply chain hubs working together to provide an articulated, accelerated pathway offering credit for previous learning and work experience, and opportunities to obtain industry recognized academic credentials.

Training to Empower, Advance, and Maintain (TEAM) \$349,163: U.S. Department of

Labor, Employment and Training Administration for the Training to Work 2-Adult Reentry Program, is a partnership led by Essex County College that will provide academic and wrap around services to the re-entry population through the following college departments: WISE Women's Center, Adult Learning Center, On-Campus Continuing Education, and the Next Step Program. Partners include: Urban Renewal Corporation, and the Kintock Group work release centers; as well as New Community Corporation, B.L.E.S.S.E.D Ministries, Legal Service of New Jersey, New Jersey Department of Corrections, New Jersey State Parole; and employers at Essex County Workforce Investment Board.

Gateway to College Program \$700,000: Wal-Mart Foundation via the Gateway to College

National Network, to provide alternative pathways to out-of-school youth. An arrangement between Essex County College and Newark Public Schools allows program participants to satisfy their high school requirements by completing designated course work at the college while also pursuing their associate degree. Participants will be awarded their high school diploma from their home district, while also having accumulated significant college credit.

Adult Basic Education Grant \$1,446,360: New Jersey Department of Labor, to provide adult basic education that also includes English as a Second Language and GED preparation.

Educational Opportunity Fund \$607,456: New Jersey Commission on Higher Education, purpose to provide access to higher education for those who have been burdened with economic and educational disadvantages.

Student Support Services \$409,206: U.S. Department of Education, to improve the retention and graduation rate of economically disadvantaged, first generation of college students through basic skills instruction and ancillary support services.

Training, Inc., \$607,862: Essex County Division of Training and Employment, to support vocational training for TANF (Temporary Assistance for Needy Families) clients, job search for TANF clients, Basic Skills for older youth and a summer youth program.

Training, Inc., \$300,000: NewarkWORKS, supported vocational training for TANF clients and job search for clients on General Assistance.

Training Inc., \$268,180: New Jersey Health Professions Pathways to Regional Excellence Project (NJ-Prep): U.S. Department of Labor, Trade Adjustment Assistance Community College Career Training (TAACCCT) consortium partnership between Bergen Community College and Essex to enable the consortium members to identify individuals and facilitate training and employment opportunities in health professions.

Training, Inc., \$120,000: NewarkWORKS, to provide vocational training for out-of-school youth in Office Support and Home Health Aide.

Training, Inc., \$90,000: City of Newark, Mayor's Office of Employment and Training.

Training, Inc., \$70,000: Victoria Foundation for general operating support.

Training, Inc., \$50,000: Prudential Foundation, to provide general operating support.

Training, Inc., \$12,000: The Local 1199J/Youth Transition to Work (New Jersey Department of Labor), to provide training in the area of Certified Nurse Aide.

Training, Inc., \$4,000: Jewish Vocational Services, to provide CNA and EKG training to employees of the St. Barnabas Health Care System.

Northern New Jersey Health Profession Consortium \$344,732: U.S. Department of Children and Family Services, to provide low-income and TANF participants with the portable skills, competencies and credentials needed to secure and retain employment in New Jersey's healthcare sector.

Northern New Jersey Healthcare Consortium Grant NJ-Prep \$268,180: U.S. Department of Labor, Employment and Training Administration and Bergen Community College, to provide low-income participants with the portable skills, competencies and credentials needed to secure and retain employment in New Jersey's healthcare sector.

Health Professions Opportunity Grant \$104,835: Bergen Community College, to provide 95 low-income participants with the portable skills, competencies and credentials needed to secure and retain employment in New Jersey's healthcare sector. ECC will train participants in the following Allied Health Certification Programs: CNA (Certified Nurse Assistant), CCMA (Certified Clinical Medical Assistant), CHHA (Certified HomeMaker Home Health Aide), PCT (Patient Care Technician), Pharmacy Tech., and Telemetry Tech.

Child Development Center \$200,000: U.S. Department of Human Services, funding is to support Abbott eligible students.

Law Enforcement Officers Training and Equipment Fund \$161,451: New Jersey State Division of Criminal Justice Police Training Commission, to support the development and provision of basic and in-service training courses for law enforcement officers and the purchase of training equipment.

Urban Areas Security Initiative \$157,000: State of New Jersey Office of Homeland Security and Preparedness, to purchase new security cameras and equipment at the main Newark campus.

NJ Department of Children and Families \$91,971: New Jersey Department of Children and Families, to provide parenting skills training for DYFS referred clients which includes interactive observations between parent and child.

Accelerating Success in Developmental Math \$77,110: Bill and Melinda Gates Foundation, to implement adaptive learning technology to increase learning in developmental math courses and build a foundation of technology-enhanced teaching practice among the faculty.

Community Traffic Safety Program \$75,000: State of New Jersey, to promote traffic safety throughout Essex County through education, enforcement, and engineering that will include DWI, Occupant Protection, Distracted Driving, Pedestrian Safety, and Age Related Driving Improvement awareness.

Newark Early College High School \$60,000: Victoria Foundation, to support Essex County College's partnership with the Newark Early College High School and the 2014 High School Summer Bridge Program.

Child Development Center Food Program \$65,000: New Jersey Department of Education, to provide nutritious meals to youth enrolled in the summer programs.

Certified Homemaker (TANF) \$57,219: NewarkWorks One -Stop Center, to provide vocational training in Certified Home Health Aide careers to TANF (Temporary Assistance to Needy Families) clients.

Single Stop Grant \$48,400: Single Stop USA funds to operate a Single Stop site at Essex County College.

Adult Learning Center Supplemental Grant \$43,198: Mayor's Office of Employment and Training, to provide GED preparation and vocational training.

Louis Stokes Alliance for Minority Participation (LSAMP) \$10,725: National Science Foundation, to provide a three part program that includes recruitment of scholars, financial support, and academic support of students interested in pursuing a degree in the Science, Technology, Engineering and Math (STEM) fields.