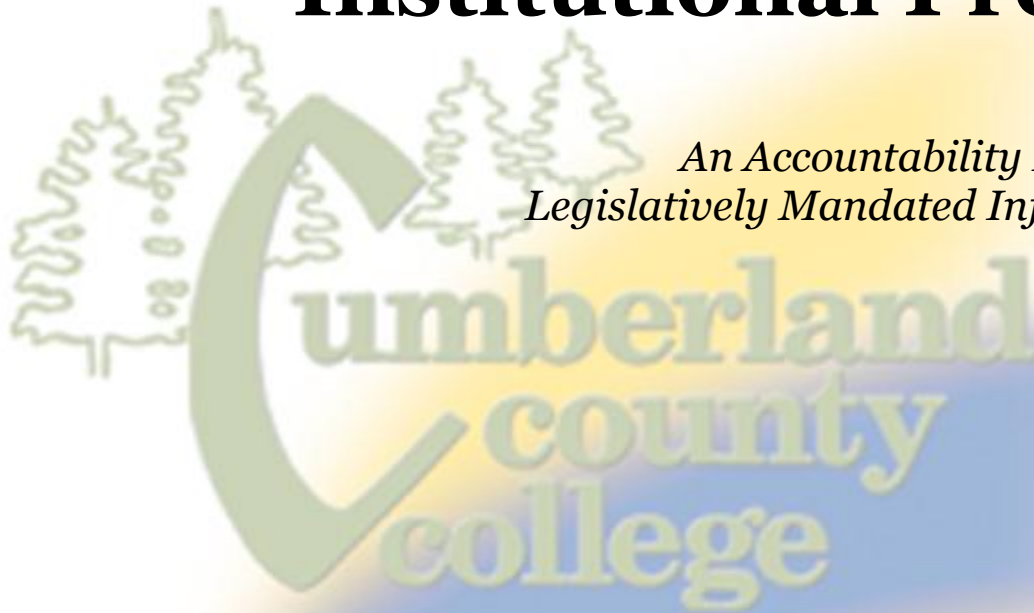


Institutional Profile

*An Accountability Report on
Legislatively Mandated Information*



September 2011



Cumberland County College
2011 Institutional Profile

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Preface to the 2011 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 2011, over 4,000 students were enrolled in these programs. An additional 1,000 students were enrolled in Professional and Continuing Education courses.

During 2010-2011, the College completed its decennial Self-Study and hosted a site visit in March 2011 by a team appointed by the Middle States Commission on Higher Education. In June 2011, the Middle States Commission on Higher Education officially reaffirmed Cumberland County College's accreditation. In July 2011, the College began its strategic planning process which will continue through the Fall semester and result in a new Strategic Plan 2012-2017.

The Cumberland County College *2011 Institutional Profile* contains information about the College, its students, faculty, staff, and programs. This year's *Profile* also highlights the contributions made by the College's faculty and staff to its community, Cumberland County, and 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 Planning and Research or Public Relations Offices. Additional information about the College may be found on its recently updated website <http://www.ccnj.edu/>.



Thomas Isekenegbe, Ph.D.
President

Introduction

This *2011 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 Commission on Higher Education. 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 Commission on Higher Education in its "Form and Content of the Institutional Profile" requirements has changed this year, this *Profile* is limited to the specific data elements required.

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, services, and the appropriate use of technology, for life-long learning.

AFFIRMATION...

Cumberland County College, founded in 1966, reaffirmed in 2001 that it is an open-door, comprehensive community college dedicated to pride, service and excellence. The college is committed to the core elements of community college education: Liberal Arts and Transfer, Career and Occupational Studies, and Continuing and Professional Education. Cumberland County College will utilize its Vision and Mission to build on this legacy.

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 *2010-2011 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. The College also assesses student learning outcomes and institutional effectiveness through annual reports and in its Voluntary Accountability Report which includes Student Right to know information, retention and other data points.

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 National League of Nursing; the Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology; and the Paralegal program is approved by the American Bar Association.

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 Commission on Higher Education 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. Headcount Credit Enrollment

Total Fall Headcount Enrollment 2008-2010

Category	Fall 2008	Fall 2009	Fall 2010
Total Students	3822	4014	4291
Full-Time	2151 (56.3%)	2365 (58.9%)	2570 (59.9%)
Part-Time	1671 (43.7%)	1649 (41.1%)	1721 (40.1%)

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. Non Credit Enrollment –FY 2010

	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs²
Open Enrollment	4,022	1,926	86,923	193
Customized Training	497		7,634	17

¹ Includes all registrations in any course that started on July 1, 2009 through June 30, 2010

² 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.

3. Unduplicated Credit Students FY 2010

Headcount Credit Enrollment	Credit Hours	FTE
5828	93,701	3,123

C. Characteristics of Undergraduate Students

Cumberland County College enrolls a diverse student population. In Fall 2010 for example, 64 percent of the headcount enrollment in credit courses was comprised of female students and the average age of all students enrolled was 26. The Fall 2010 enrollment included 46 percent of students from under-represented populations: 22 percent Hispanic and 21 percent African American/Black. The headcount enrollment increased by 6.9 percent over the previous Fall semester. From the total number of recent high school graduates in the county, one out of three enrolled at Cumberland County College. 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.

2. Enrollment in Remediation

Cumberland County College uses Accuplacer© for testing and placement of entering degree seeking students. The total number of students tested and needing remediation in at least one skill area in Fall 2010 is shown in the tables below. Note that data for Fall 2010 reflect changes in the scores required for students to place into college-level courses. These changes were implemented to standardize cut scores across the sector, but resulted in higher numbers of students needing remediation by skill area.

Total Number of Undergraduates Enrolled in Fall 2010

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
4,291	1,290	30.1%

Total Number of First-time Full-time (FTFT) Students Enrolled in Remediation in Fall 2010

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
823	503	61.1%

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First-Time Full-Time Students (FTFT) Enrolled in Remediation in Fall 2010 by Subject Area

Subject Area	Number of FTFT Enrolled in:	Percent of all FTFT Enrolled in:
Computation	203	24.7%
Algebra	176	21.4%
Reading	353	42.9%
Writing (included in English)	0	0.0%
English	261	31.7%

3a. Race/Ethnicity – Fall 2010

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
White	1369	53.3	931	54.1	2300	53.6
Black	547	21.3	360	20.9	907	21.1
Hispanic	580	22.6	350	20.3	930	21.7
Asian	35	1.4	50	2.9	85	2.0
Am. Ind.	32	1.2	24	1.4	56	1.3
Non-Res. Alien	7	0.3	3	0.2	10	0.2
Unknown	0	0.0	3	0.2	3	0.1
Total	2570	100.0	1721	100.0	4291	100.0

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3b. Gender – Fall 2010

Characteristics	Fall 2010	
	Number	Percent
Full-time Male	1001	38.9
Full-time Female	1569	61.1
Part-time Male	542	31.5
Part-time Female	1179	68.5
Total Male	1543	36.0
Total Female	2748	64.0
Total	4291	100.0

3c. Enrollment by Age- Fall 2010

Age Breakdown

Age Category	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	7	0.3	12	0.7	19	0.4
18-19	978	38.1	141	8.2	1119	26.1
20-21	640	24.9	250	14.5	890	20.7
22-24	347	13.5	296	17.2	643	15.0
25-29	219	8.5	302	17.5	521	12.1
30-34	139	5.4	219	12.7	358	8.3
35-39	89	3.5	173	10.1	262	6.1
40-49	110	4.3	220	12.8	330	7.7
50-64	40	1.6	90	5.2	130	3.0
65+	1	0.0	15	0.9	16	0.4
Unknown	0	0.0	3	0.2	3	0.1
Total	2570	100.0	1721	100.0	4291	100.0

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4. Number of Students Receiving Different Types of Financial Aid Awards FY 2010

	<u>Recipients</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>
<u>FEDERAL PROGRAMS</u>			
Pell Grants	2,100	7,069,000	3,366.19
College Work Study	124	103,000	830.65
Perkins Loans	0	0	-
SEOG	198	51,000	257.58
PLUS Loans	2	7,000	3,500.00
Stafford Loans (Subsidized)	766	2,459,000	3,210.18
Stafford Loans (Unsubsidized)	866	3,900,000	4,503.46
SMART & ACG or other	100	76,000	760.00
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	1,226	1,672,000	1,363.78
Educational Opportunity Fund (EOF)	139	109,000	784.17
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	5	5,000	1,000.00
Urban Scholars	50	42,000	840.00
NJ STARS	192	524,000	2,729.17
NJCLASS Loans	7	41,000	5,857.14
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	198	208,000	1,050.51
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

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5. State of Residence

First Time Undergraduate Enrollment Fall 2010

State	Non-State		% State
<u>Residents</u>	<u>Residents</u>	<u>Total</u>	<u>Residents</u>
1,035	3	1,038	99.7%

Source: IPEDS Fall Enrollment Survey

D. Student Outcomes

1. Graduation Rates

a. Two-Year Graduation Rate

This is an additional category requested by the NJ Commission on 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 2007 cohort, there were 548* entering first-time, full-time, degree-seeking freshmen. After two years, 91 of these students or 16.6 percent completed their programs and graduated with a degree or certificate. In addition, after three years, a total of 30.2 percent completed degrees or certificates.

According to the Student Right to Know data for the Fall 2007 entering cohort, another 124 students were still enrolled at the college as of Fall 2010 and 166 or 26.2 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 86.3 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.

Three-Year Graduation & Transfer Rates for Full-Time First-Time Degree-Seeking Freshmen by Race/Ethnicity

Fall 2005-2008

	White	African American	Hispanic	Asian	NR Alien	Other**	Total
Fall 2005 Cohort	332	88	97	4	0	19	540
Graduation or Transfer after 3 yrs.	129 (38.9%)	17 (19.3%)	27 (27.8%)	2 (50.0%)	0 (0.0%)	7 (36.8%)	182 (33.7%)

** Includes American Indian and Unknown Race.

*Please see Fall 2007-2010 table for corrected Fall 2007 cohort.

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Fall 2006-2009**

	White	African Amer.	Hispanic	Asian	NR Alien	Other*	Total
Fall 2006 Cohort	314	119	113	10	0	5	561
Success after 3 years	145 (46.1%)	28 (23.5%)	26 (23.0%)	4 (40.0%)	0	0	203 (36.2%)

Includes transfers to Non-NJ Senior Public Institutions

Source: NJ Commission on Higher Education

* Includes American Indian and Unknown Race.

**Cohort has been corrected by CCC's Office of Instructional Research

Fall 2007 – 2010***

	White	African American	Hispanic	Asian	NR Alien	Other*	Total
Fall 2007 Cohort	349	122	132	12	0	18	633
Graduation or Transfer after 3 yrs.	184 (52.7%)	25 (20.5%)	38 (28.8%)	5 (41.7%)	0	4 (22.2%)	256 (40.4%)

***This cohort data has been modified from that contained in the 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 the NJ Commission on Higher Education included data by race/ethnicity. For the current Institutional Profile, the NJ Commission on 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.

Full-Time			Part-Time		
Fall 2009	Retained		Fall 2009	Retained	
First-Time	in	Retention	First-Time	in	Retention
Undergraduates	Fall 2010	Rate	Undergraduates	Fall 2010	Rate
771	520	67.4%	216	105	48.6%

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 the NJ Commission on Higher Education, the part-time data are omitted in this edition of the Profile.

Fall 2010 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>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	0	1	0	1	0	0	0	0	0	0	0	2
Associate Prof.	11	7	1	1	0	1	0	0	0	0	12	9
Assistant Prof.	4	6	0	0	0	0	0	0	0	0	4	6
All Others	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	15	14	1	2	0	1	0	0	0	0	16	17
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.	6	3	0	1	0	0	0	1	0	0	6	5
All Others	1	5	0	0	0	0	0	0	0	0	1	5
TOTAL	7	8	0	1	0	0	0	1	0	0	7	10
Total												
Professors	0	1	0	1	0	0	0	0	0	0	0	2
Associate Prof.	11	7	1	1	0	1	0	0	0	0	12	9
Assistant Prof.	10	9	0	1	0	0	0	1	0	0	10	11
All Others	1	5	0	0	0	0	0	0	0	0	1	5
TOTAL	22	22	1	3	0	1	0	1	0	0	23	27

Note: Cumberland has no faculty in the non-resident alien or unknown categories

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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 2008

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
678	241	35.5%	388	57.2%	49	7.2%

Fall 2009

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	268	38.0%	398	56.4%	40	5.7%

Fall 2010

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
742	261	35.2%	438	59%	43	5.8%

3. Ratio of Full- to Part-Time faculty

	Full Time Faculty	Part Time Faculty	Total
Fall 2008	49 (19.3%)	205 (80.7%)	254 (100.0%)
Fall 2009	50 (18.2%)	225 (81.8%)	275 (100.0%)
Fall 2010	50 (16.2%)	258 (83.8%)	308 (100.0%)

Source: NJ Commission on Higher Education (CHE) 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 2010-2011:

Governing Body	African American	American Indian/Alaskan	Asian/Pacific Islander	Hispanic	White	Unknown	Total
Male	2				4		6
Female	1				4		5
Total	3				8		11

Source: CCC President's Office

2. List of Trustees with Titles and Affiliations as of 2010-2011

Name	Board Title	Affiliation
Charles A. Thomas	Chairman	Employment and Training Director (retired)
Charles J. Brett, Jr.	Vice Chairman	Grant Evaluation Coordinator, Education Institute, Rowan Univ.
Jeffrey E. DuBois	Treasurer	Senior V.P. South Jersey Industries
Keith C. Figgs, Ed.D.	Secretary	Supt. for Administration, Vineland School District(retired)
Ginger Chase		Owner, Sir Speedy Printing
Richard Stepura, Ed.D.		County Superintendent of Education
Edward J. Geletka		President, CEO and Director, Colonial Bankshares, Inc.
Carole D. S. Green		Consultant
Barbara A. Logan R.N.		Colonel, U.S. Air Force (retired)
Elizabeth Riley-Wasserman, Ph.D.		Sr. V.P. Human Resources & Org. Dev., Mercy Health System
Pamela Ann Sjogren		Special Education Committee, Cumberland Christian School
Toya Edmeads	Alumni Trustee	Student, Richard Stockton College

3. URL's of webpages with information on trustees/governors

<http://www.ccnj.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 2009-2010 academic year is included on the following pages.

CUMBERLAND COUNTY COLLEGE Programs of Study

General Education – An outline that provides the courses you'll need to take in the various types of programs to enhance your background and skills in communication, critical thinking, ethics, and diversity and culture.

Program Electives – A listing of courses that will fulfill designated discipline electives, but may not meet General Education designations

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

- AA – Associate in Arts *AA degrees in this listing with an LA prefix are Liberal Arts options.*
- AFA – Associate in Fine Arts
- AS – Associate in Science
- AAS – Associate in Applied Science
- AC – Academic Certificate
- CC – Career Certificate
- ST – Short-Term Training

Accounting

Accounting AAS
Accounting AC

Agriculture/Horticulture

Agribusiness AAS
Agriculture AAS
Horticulture AAS
Horticulture AC
Floriculture CC
Landscape Technician CC

American Studies

Liberal Arts/American Studies AA

Business

LA/Business Administration AA
Business Management AAS

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- E-Business AAS
- Entrepreneurship AAS
- Finance AAS
- Human Resources AAS
- Insurance AAS
- International AAS
- Marketing AAS

Business Management AC

Entrepreneurship/Small Business Leadership CC

Insurance AC

Retail Sales CC

Retail Sales ST

Communications

LA/Communications AA

Computer Science

Computer Science AS

- Information Systems AS

Network Management AAS

- Cyber Security AAS

Construction Supervision

Construction Supervision AAS

Construction Supervision CC

Education

Liberal Arts/Elementary/Secondary Education AA

Elementary Education/American Studies Major AA

Early Childhood/Preschool Education AAS

Early Childhood/Preschool Education AC

Teacher's Aide in Early Childhood Education CC

Early Childhood Education Management ST

Energy Technology

Nuclear Energy Technology (w/Salem)

Sustainable Energy Technology (w/Salem)

Engineering

Engineering AS

Engineering Technologies

Engineering Technology AAS

Engineering Technology AC

Engineering Technologies/Electronics Technology AC

Engineering Technologies/Electronics Technology CC

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Fine and Performing Arts

Fine Arts AFA

Theatre/Acting AFA

Fine and Performing Arts AA

- Art Education/Art Therapy AA
- Ceramics AA
- Design/Fine Arts AA
- Music AA
- Theatre AA

Ceramics AC

Graphic Design

Graphic Design AA

Graphic Design AAS

Computer Graphics/Desktop Publishing AC

Health Sciences

Biomedical Science AS

- Healthcare AS

Health Science AAS

Health Science AC

Nursing AAS

Practical Nursing AC

Psychosocial Rehabilitation Prep AS(w/UMDNJ)

Radiography AAS

Respiratory Therapy Prep AAS(w/UMDNJ)

Journalism

Liberal Arts/Journalism AA

Justice Studies

Criminal Justice AS

Corrections AS

Forensics & Technology AS

Homeland Security AS

Criminal Justice AC

Gangs/Juvenile Delinquency AC

Homeland Security AC

Private Security CC

Homeland Security CC

Liberal Arts

Liberal Arts/Humanities AA

Liberal Arts/Social Sciences AA

Mathematics/Science

Mathematics/Science AS

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Office Administration

Health Service Administration AAS
Health Service Administration AC
Health Service Administration CC
Office Administration AAS
• Government AAS
Office Administration AC
Office Administration CC
Office Administration/Government AC
Office Administration/Government CC
Office Administration/Legal CC
Office Administration ST

Paralegal Studies

Paralegal Studies AS
• Paralegal Studies/Spanish AS

Philosophy and Religion

Liberal Arts/Philosophy & Religion AA

Public Administration

Public Administration AS

Social Service

Social Service AS
• Gerontology AS

Technical Studies

Technical Studies AAS

Television Production

Liberal Arts/Television Production AA

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Degrees Conferred

1. By Race/Ethnicity

Degrees Conferred by Race/Ethnicity

FY 2008

Awards	NRA*	African Amer.	Amer Indian	Asian	Hispanic	White, non-Hispanic	Unknown	Total
Associate's	4	67	8	3	73	318	0	473
Certificate	0	4	1	0	2	10	0	17
Total	4	71	9	3	75	328	0	490

FY 2009

Awards	NRA*	African Amer.	Amer. Indian	Asian	Hispanic	White, Non Hispanic	Unknown	Total
Associate's	1	60	9	8	73	403	0	554
Certificate	0	1	0	1	2	14	0	18
Total	1	61	9	9	75	417	0	572

Source: NJ Commission on Higher Education

*NRA is Non-Resident Alien

FY 2010

Awards	NRA*	African Amer.	Amer. Indian	Asian	Hispanic	White, Non Hispanic	Unknown	Total
Associate's	0	53	12	9	102	379	0	555
Certificate	0	9	3	0	3	11	0	26
Total	0	62	15	9	105	390	0	581

2. By Gender

Degrees and Certificates Conferred by Gender

Fiscal Year	Male	Female
2008	135	355
2009	163	409
2010	182	399

H. Research and Public Service Activities

During the 2010-2011 academic year, faculty and staff participated in the following types of selected research and professional 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 2010-2011 faculty and staff also were actively involved in evaluating and revising existing curricula and courses, and developing new programs.

The College's president, Dr. Thomas A. Isekenegbe, has made numerous presentations to groups such as The College Board Forum in New York City, the American Association of Community Colleges, and the League for Innovation in the Community College. Dr. Isekenegbe is a member of the Transfer Committee of the New Jersey Presidents' Council (NJPC), the Academic Affairs Council of the New Jersey Council of County Colleges (NJCCC), and he's a member of the New Jersey Community College Presidents (NJCCP).

Dr. Jacqueline Galbiati, Vice President of Academic Affairs and Enrollment Services has served as the Director of the Healthcare Career Pathways career ladder funded by the U.S. Department of Labor under its Community-Based Job Training program and is a member of the Academic Officers Association.

Mr. John Pitcher, CPA, MBA, Vice President of Finance and Administrative Services, is a member of the New Jersey County Colleges Business Officers Association, the New Jersey Society of Certified Public Accountants, and the American Institute of Certified Public Accountants.

Proposals for several grant-funded projects have been completed and the College has been selected to receive a federal Title III grant for strengthening institutions. Among the initiatives as part of this grant are those that will increase retention and completion rates and implementation of a new computer system. The College also received a grant from the National Center for Academic Transformation to re-design the developmental mathematics program.

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Professional Association Memberships

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

- American Association of Community Colleges
- American Association of Collegiate Registrars and Admissions Officers
- American Association for Higher Education
- Association for Institutional Research
- Association for Supervision and Curriculum Development
- College and University Personnel Association
- Consortium of Distance Education
- Council for Resource Development
- Delaware Valley Marketing Group
- EOF Professional Association of New Jersey
- FEMA's Emergency Management Higher Education Project
- Human Resources Association
- League for Innovation
- Network of Occupational Training and Education
- National Council of Teachers of Mathematics and Research Council on Mathematics Learning
- National Academic Advising Association
- National Association for Developmental Education
- National Council for Marketing and Public Relations
- National Council for Research and Planning
- National Education Business Association
- New Jersey Council of County Colleges
- New Jersey Library Association
- New Jersey Presidents' Council
- NJ Board of Nursing
- NJ Health Sciences Advisory Board
- NJ Virtual Community College Consortium
- NJEdge.Net
- Phi Delta Kappa
- South Jersey Math Alliance
- South Jersey Regional Library Cooperative
- The National Association of Developmental Educators

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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.

Professional and Community Education Programs

During 2010-11 short-term career certification programs were offered in healthcare fields and the alternate route New Pathways to Teaching in New Jersey was offered to accelerate the process of teacher certification.

K-12 Programs

The School Counts! Program has issued approximately 10,000 certificates to students in grades 9-12 ; 169 School Counts! students have graduated from CCC.

College and high school faculty met to align curricula in language arts and mathematics as part of a continuing effort to increase the number of high school graduates who are college-ready.

Fine and Performing Arts Programs

Performing arts programs included over 200 different events attended by nearly 20,000 people:

- Art shows and exhibits of faculty, student, and community art work
- sponsored by the Arts and Humanities Division
- The Family Time Series for all generations of community residents
- One Book One College presentation by Steve Lopez, author of *The Soloist*.
- Concerts by the Bay Atlantic Symphony
- Productions included "The Man Who Came to Dinner," and the Broadway musical, "Damn Yankees," as well as several concerts.

The Humanities Division offered the annual Poets on Campus Day, produced the College literary magazine *L'Esprit*, and the student newspaper, *The Voice*.

Other Community Programs and Events

During 2009-2010 examples of selected activities included:

- Southern New Jersey ESL Migrant Worker Program
- The Annual Seeking Out Alternative Roads (SOAR) Conference
- Cumberland County Science Fair
- Unity Week activities
- Hispanic Leadership Conference
- Phi Theta Kappa programs
- Cinco de Mayo celebration and performances

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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.

Individual Public Service Activities

Faculty, staff, and administrators have participated in the following associations and service groups and offered their expertise in several areas such as:

- South Jersey Hospital Community Advisory Board
- The Cumberland County Cultural and Heritage Commission
- The New Jersey State Council of the Arts
- Presentation for School Counts! Students at local high schools
- Zonta Club of Cumberland County
- Big Brothers/Big Sisters
- Bayshore Discovery Project
- Community health and wellness programs offered by Nursing department
- ASPIRA of NJ Taskforce
- Latin American Educational Foundation
- Martin Luther King Outreach and Social Services Agency
- La Zeta Spanish Radio
- Cumberland Hispanic Literacy events
- New Jersey State Chamber of Commerce, Board of Directors
- South Jersey Healthcare, Board of Directors
- American Heart Association Heart Walk
- Vineland Education Foundation

In addition to the selected groups listed above, College faculty and staff participate in numerous other service organizations such as United Way, Rotary, Kiwanis, Lions Club, AAUW. College employees also serve in leadership roles and on boards of various local and state associations.

I. Major Capital Projects/Improvements

In 2010-2011 the final phase of planned Central Plant expansion was completed. Also initiated in 2010-11 were the design and completion of athletic program projects. In addition, various projects related to roads and parking lots were completed. A solar energy project is under review for future completion.

The College has recently selected an architectural firm to begin the process of designing a new facilities master plan.