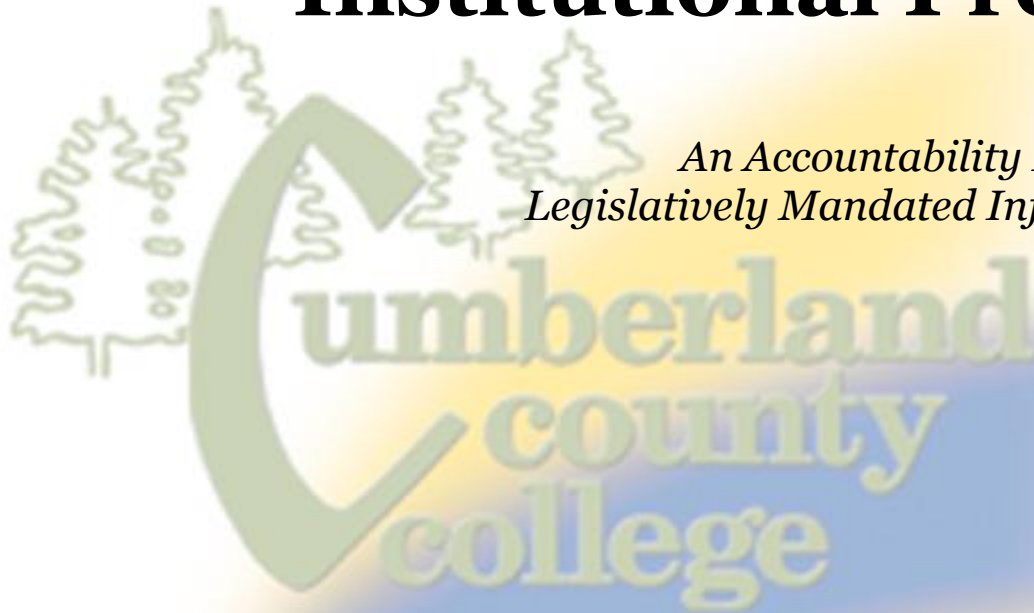


Institutional Profile

*An Accountability Report on
Legislatively Mandated Information*



September 2014



Cumberland County College
2014 Institutional Profile

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Preface to the 2014 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 2013, over 3,900 students were enrolled in these programs. An additional 1,300 students were enrolled in Professional and Continuing Education courses.

During 2013-2014, the College completed work in its second year of its 2012-2017 Strategic Plan. Included in the Plan is a revised Mission statement. The Plan emphasizes three strategic directions: Student Success and Completion; Leadership and Service Learning; Workforce and Economic Development.

The Cumberland County College *2014 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 Public Relations Offices. Additional information about the College may be found on the College website <http://www.ccnj.edu/>.



Thomas Isekenegbe, Ph.D.
President

Cumberland County College
2014 Institutional Profile

Introduction

This *2014 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 2013-2014 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 second 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 2013

Category	Fall 2013
Total Students	3,919
Full-Time	2,335 (59.6%)
Part-Time	1,584 (40.4%)

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 2013

	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs²
Open Enrollment	2,997	1,433	71,209	158
Customized Training	324		15,257	34

¹ Includes all registrations in any course that started on July 1, 2011 through June 30, 2012

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 Number of Credit Students for Entire Year- FY 2013

Headcount Credit Enrollment	Credit Hours	FTE
5,133	86,949	2898

C. Characteristics of Undergraduate Students

Cumberland County College enrolls a diverse student population. In Fall 2013 for example, 62.3 percent of the headcount enrollment in credit courses was comprised of female students. The Fall 2013 enrollment included 50.7 percent of students from under-represented populations: 27.2 percent Hispanic, and 22.3 percent African American/Black. Headcount enrollment decreased by less than 1 percent over the previous Fall semester. 65 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.

2. 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 tested and needing remediation in at least one skill area in Fall 2013 is shown in the tables below.

Total Number of Undergraduates Enrolled in Fall 2013 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
3,919	950	24.2%

Total Number of First-time Full-time (FTFT) Students Enrolled in One or More Remedial Courses in Fall 2013

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
797	372	46.7%

Cumberland County College
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First-Time Full-Time Students (FTFT) Enrolled in Remediation in Fall 2013 by Subject Area

Subject Area	Number of FTFT Enrolled in:	Percent of all FTFT Enrolled in:
Computation	246	30.9%
Algebra	39	4.9%
Reading	0	0.0%
Writing (included in English)	0	0.0%
English	257	32.2%

3a. Race/Ethnicity – Fall 2013

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
White	1053	45.1%	788	49.7%	1841	47.0%
Black	522	22.4%	352	22.2%	874	22.3%
Hispanic	685	29.3%	382	24.1%	1,067	27.2%
Asian*	35	1.5%	38	2.4%	73	1.9%
Am. Ind.	30	1.3%	18	1.1%	48	1.2%
Non-Res. Alien	2	0.1%	2	0.1%	4	0.1%
Unknown*	8	0.3%	4	0.3%	12	0.3%
Total	2,335	100.0	1,584	100.0	3,919	100%

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

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3b. Gender – Fall 2013

Characteristics	Fall 2013	
	Number	Percent
Full-time Male	964	41.3%
Full-time Female	1,371	58.7%
Part-time Male	513	32.4%
Part-time Female	1,071	67.6%
Total Male	1,477	37.7%
Total Female	2,442	62.3%
Total	3,919	100%

3c. Enrollment by Age- Fall 2013

Age Breakdown

Age Category	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	22	0.9	2	0.1	24	0.6
18-19	900	38.5	136	8.6	1036	26.4
20-21	584	25.0	292	18.4	876	22.4
22-24	296	12.7	315	19.9	611	15.6
25-29	204	8.7	284	17.9	488	12.5
30-34	134	5.7	182	11.5	316	8.1
35-39	82	3.5	129	8.1	211	5.4
40-49	78	3.3	147	9.3	225	5.7
50-64	33	1.4	82	5.2	115	2.9
65+	2	0.1	14	0.9	16	.04
Unknown	0	0.0	1	0.1	1	0.0
Total	2335	100.0	1584	100.0	3919	100.0

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4. Number of Students Receiving Financial Assistance under each Federal-, State- & Institution-Funded Aid Program – FY 2013

	<u>Recipients</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>
<u>FEDERAL PROGRAMS</u>			
Pell Grants	2,583	8,916,000	3,451.80
College Work Study	108	89,000	824.07
Perkins Loans		0	-
SEOG	319	79,000	247.65
PLUS Loans	5	47,000	9,400.00
Stafford Loans (Subsidized)	797	2,318,000	2,908.41
Stafford Loans (Unsubsidized)	859	3,340,000	3,888.24
SMART & ACG or other	27	22,000	814.81
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	1,138	1,626,000	1,428.82
Educational Opportunity Fund (EOF)	148	195,000	1,317.57
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	0	0	-
Urban Scholars	4	4,000	1,000.00
NJ STARS	110	315,000	2,863.64
NJCLASS Loans	2	12,000	6,000.00
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	382	459,000	1,201.57
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

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5. State of Residence

**Number and Percentage of First-Time Full-Time Undergraduate Students who
were State Residents in Fall 2013**

<u>State Residents</u>	<u>Non-State Residents</u>	<u>Total</u>	<u>% State Residents</u>
797*		797	100%

Source: IPEDS Fall Enrollment Survey

*Corrected 3/10/15

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 2010 cohort, there were 820 entering first-time, full-time, degree-seeking freshmen. After two years, 78 students (9.5%) completed degrees or certificates. In addition, after three years, 20.9 percent completed degrees or certificates and 13.4 percent transferred prior to receiving degrees or certificates.

According to the Student Right to Know data for the Fall 2010 entering cohort, another 154 students were still enrolled at the college as of Fall 2013 and 242 or 29.5 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 82.6 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 2010 – 2013

	White	African American	Hispanic	Asian*	NR Alien	Other*	Total
Fall 2010 Cohort	439	164	194	15	2	6	820
Graduation after 3 yrs. Number and %	119 (27.1%)	18 (11.0%)	30 (15.5%)	3 (20%)	0 (0%)	1 (16.7%)	171 (20.9%)
Transfers after 3 yrs. prior to graduation Number and %	65 (14.8%)	14 (8.5%)	26 (13.4%)	4 (26.7%)	0 (0%)	1 (16.7)	110 (13.4%)

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

Source: IPEDS Graduation Rate Survey

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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.

Full-Time			Part-Time		
Fall 2012	Retained		Fall 2012	Retained	
First-Time	in	Retention	First-Time	in	Retention
Undergraduates	Fall 2013	Rate	Undergraduates	Fall 2013	Rate
780	508	65.1%	250	117	46.8%

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 2013 Full-Time Faculty by Race/Ethnicity, Gender, Tenure and Rank

	White		Black		Hispanic		Asian		American Ind.		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tenured												
Professors	0	1	0	1	0	0	1	0	0	0	1	2
Associate Prof.	9	7	0	0	0	1	0	0	0	0	9	8
Assistant Prof.	5	7	0	1	1	0	0	0	0	0	6	8
All Others	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	14	15	0	2	1	1	1	0	0	0	16	18
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	3	1	0	0	0	0	0	0	0	2	3
All Others	1	4	0	0	0	1	0	0	0	0	1	5
TOTAL	2	7	1	0	0	1	0	0	0	0	3	8
Total												
Professors	0	1	0	1	0	0	1	0	0	0	1	2
Associate Prof.	9	7	0	0	0	1	0	0	0	0	9	8
Assistant Prof.	6	10	1	1	1	0	0	0	0	0	8	11
All Others	1	4	0	0	0	1	0	0	0	0	1	5
TOTAL	16	22	1	2	1	2	1	0	0	0	19	26

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 2013

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
710	243	34%	360	51%	107	15%

Source: CCC APR Office.

3. Ratio of Full- to Part-Time Faculty 2011-2013

	Full Time Faculty	Part Time Faculty	Total
Fall 2011	49 (17.0%)	240 (83.0%)	289 (100.0%)
Fall 2012	46 (15.5%)	250 (84.5%)	296 (100.0%)
Fall 2013	45 (15.4%)	247 (84.6%)	292 (100.0%)

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 2013-2014:

Governing Body	African American	American Indian/Alaskan	Asian/Pacific Islander	Hispanic	White	Unknown	Total
Male	1			1	4		6
Female					6		6
Total	1			1	10		12

Source: CCC President's Office

2. List of Trustees with Titles and Affiliations as of 2013-2014

Name	Board Title	Affiliation
Keith C. Figgs, Ed.D.	Chairman	Retired
Ginger Chase	Vice Chairwoman	Owner, Sir Speedy Printing Vineland, NJ
Pamela Ann Sjogren	Treasurer	Community Activist
Donna M. Perez	Secretary	Senior Registered Client Associate, Wells Fargo Advisors
Charles J. Brett, Jr.	Trustee	Retired
Richard Stepura, Ed.D.	Trustee	Cumberland County Superintendent of Education
Patrick W. McGrory	Trustee	Financial Advisor, Ameriprise Financial Services, Inc.
Michael R. DeLeon	Trustee	Founder, Steered Straight, Inc. Vineland, NJ
Christine L. Ward Garrison, Ph.D.	Trustee	Development and Communications Coordinator, YMCA of Vineland/Cumberland Cape Atlantic YMCA
Joseph P. Cassisi	Trustee	Retired
Elizabeth Riley Wasserman	Trustee	Sr. V.P. Human Resources & Org. Dev., Mercy Health System
Chris-Anne Fox	Alumni Trustee	CCC Graduate

3. URL's of webpages with information on trustees

<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 2013-2014 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 *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 Certificate

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
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

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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

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

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- *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

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

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

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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 2013-2014 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 2012-2013 faculty and staff also were actively involved in evaluating and revising existing curricula and courses, and developing new programs.

Proposals for several grant-funded projects have been completed, including a workforce education consortium proposal focused on advanced manufacturing under the Trade Adjustment Assistance Community College Career Training program administered by the U.S. Department of Labor. Acquisitions under the College's state-funded Equipment Leasing Fund grant are well under way, with major equipment purchases for programs in the STEM, Criminal Justice, Theatre and Journalism programs as well as new smart boards and laptops for the Paula Ring center, new computer workstations for the developmental labs, and new laptops for the University Center. In the past year, grant-funded renovations to the Academic Building and the College's IT infrastructure have been completed, with a new lobby, elevator, windows, student collaboratoriums, and runoff remediation for the Academic Building, an entirely new fiber-optic computer network throughout campus, and the new Network Operations Center behind the library. The College recently received a \$169,000 award from the state Department of Children and Families, Division on Women, for a Displaced Homemakers' grant for 90 students affected by Hurricane Sandy. This grant will be administered by the College's Workforce & Community Education Division. Meanwhile, CCC continues to implement objectives related to the U.S. Department of Education Title III A Strengthening Institutions grant that has now entered the fifth and final year of the program. Among the initiatives of this grant are efforts that will increase retention and completion rates and implementation of a new computer system, which has enable data-driven decision-making and creation of a student Web portal. The College continues its work as an "Achieving the Dream" institution, one of four in New Jersey. The ATD program emphasizes student success with goals and objectives that complement the College's Strategic and Title III efforts.

Professional Association and Consortium 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
- American Library Association
- Association of Fundraising Professionals
- Association for Institutional Research

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- College and University Personnel Association
- 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
- Network of Occupational Training and Education
- National Academic Advising Association (NACADA)
- National Association of College & University Business Officers
- National Association for Community College Entrepreneurship
- National Association for Developmental Education
- National Council for Marketing and Public Relations
- National Community College Council for Research and Planning
- New Jersey Council of County Colleges
- New Jersey County College's Joint Purchasing Consortium
- New Jersey Library Association
- New Jersey Presidents' Council
- New Jersey Nursing Institute
- New Jersey Council of Associate Degree Nurses
- New Jersey Nurse Leadership Council
- New Jersey Nurse Collaboration Council
- NJ Health Sciences Advisory Board
- NJEdge.Net
- Phi Delta Kappa
- South Jersey Math Alliance
- The Chair Academy
- The City of Millville Green Team
- The City of Millville Shade Tree Commission
- The City of Millville Zoning Board
- Virtual Academic Library Environment
- Workforce Consortium of NJ
- Workforce Development Strategic Planning Committee

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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.

Workforce Education Division, Cumberland County College

During 2012-13 short-term career certification programs were offered in healthcare fields, advanced manufacturing, Lean Six Sigma and the alternate route to teaching. 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. Two hundred and seventy seven 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, 835 freshman and 506

sophomores have utilized the School Counts! scholarships. To date, the Cumberland County College Foundation has awarded \$1,232,617 in School Counts! scholarships.

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 numerous events attended by more than 16,000:

- Major programming of the season included Craig Schulman On Broadway, the Moscow Festival Ballet "Sleeping Beauty", Tao: Phoenix Rising, the New York Gilbert and Sullivan Players "The Pirates of Penzance", and 5 concerts by the Bay Atlantic Symphony
- Cumberland County College Theater Arts was active with their major production of Les Miserables. This production was honored as one of BroadwayWorld.com's 2013 Best of Philly/South Jersey and has just received 9 nominations for the Perry Awards through NJACT, including Best Production of a Musical.
- The Mid Atlantic Arts Foundation grant allowed the Guaracini Center to present the Pedrito Martinez Group concert. This was made possible through a grant from the Jazz Touring Network program of the Mid Atlantic Arts Foundation with support of the National Endowment for the Arts. The Concert also included a pre-show discussion/ Master class with the Mr. Martinez and his Band.

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- The FamilyTime productions were popular, as were their school-day performances. These featured performances by Theatreworks USA in "Alexander and the Terrible, Horrible, No Good Very Bad Day" and "Junie B. Jones".
- Jazz programming was provided by the Pedrito Martinez Group. The night featured Pedrito Martinez, an award-winning hand drummer and master percussionist with a passionate voice where Jazz, Samba and Merengue were played simultaneously with pulse-quickenning results.
- The very popular Down Jersey Series continued this year with three large concerts, including the annual Celtic Celebration. In addition, the Down Jersey On Stage series was launched. This series of intimate concerts transformed the Luciano stage into Cumberland County's only "Listening Room." The audience was limited to 100 people who were seated on stage with the artists. The series featured some of the region's best acoustic, folk, country, bluegrass, and singer/ songwriters. Additionally, Visual artists of varying styles and mediums were on display at each performance.

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

Other Community Programs and Events

During 2013-2014 examples of selected activities included:

- Community Day
- Cinco de Mayo Celebration
- Hispanic Leadership Conference
- Migrant Education Program
- Dress Drive
- 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, 145 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 25 service organizations throughout the county. The College received a \$1,000 mini grant from Campus Compact to assist in this meaningful effort. A total of 363 community service hours were recorded over a two day period.

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

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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.

As part of the College's Strategic Goal #2: Leadership and Service Learning, the institution set a goal to offer 8 courses with a service learning component. In Fall 2013, 19 service learning courses were offered by 17 different faculty members. An additional 27 service learning courses were offered by 16 different faculty members in Spring 2014. As part of the service learning initiative led by Dr. Kimberly Ayres, the College has connected with over 60 community partners. Cumberland County College had 478 student participants in service-learning representing 9,022 hours of community service.



Special events incorporating leadership and service learning included a second trip to Belize where 7 students and 3 faculty members created greenhouses for year round agriculture, developed a sustainable community garden and worked directly with students from the local elementary school, teaching gardening and sustainability. In addition, the horticulture students in the Plant Propagation class planted a community garden on campus, with the vegetables grown donated to the Bridgeton food bank.

The Intro to Health Careers class held a Community Health Fair on May 10th in the gym with 15 vendors/agencies. Various health screenings and awareness information were made available to the public at no cost. The biology students hosted 70 elementary students from Dane Barse School on Earth Day, teaching recycling, offering craft projects, and planting throughout campus.



All of our athletes are also required to do service projects. In 2013-14, 97 students and 12 staff completed special projects that included: reading to students in elementary schools; mobile mammography; thanksgiving baskets, working with the STEPS program at Inspira helping overweight children adopt a regimen of fitness; collecting slightly used prom dresses for domestic violence victims. The athletes contributed 871 hours of community service.

In 2013, Cumberland County College continued as a charter member of NJ Campus Compact, with President Isekenegbe joining Dr. Saatkamp, President of Stockton College to lead the NJ Chapter's Board. Campus Compact is a national coalition of colleges committed to community partnership and engagement.

I. Major Capital Projects Underway in Fiscal Year 2014

In 2011-2012 the College completed its Facilities Master Plan 2011-2018, outlining several major capital projects and improvements. Selected projects completed in 2013-2014 include:

- Addition to the Administration building with complete renovation of existing offices, electrical, and mechanical systems.
- Addition to the Academic building including new classrooms, student collabortoriums, and improved ADA accessibility
- Renovation to Distance Learning Center to convert into new Network Operation Center (NOC) including new underground fiber throughout the campus
- Addition of various site improvements including improved pedestrian walkways, vehicle drop off areas, and increased bus stop shelter capacity
- Renovation of the Paula J. Ring Education Center in Millville, NJ

Photos: Before & After Photos Academic & Administration Building Renovations

