

Institutional Profile

*An Accountability Report on
Legislatively Mandated Information*



September 2016

Cumberland County College
2016 Institutional Profile

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Preface to the 2016 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 2015, over 3,400 students were enrolled in these programs. An additional 1,300 students were enrolled in Professional and Continuing Education courses.

During 2015-2016, the College completed work in its fourth year of its 2012-2017 Strategic Plan. The Plan emphasizes three strategic directions: Student Success and Completion; Leadership and Service Learning; Workforce and Economic Development.

The Cumberland County College *2016 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 and Marketing Offices. Additional information about the College may be found on the College website <http://www.ccnj.edu/>.



Yves Salomon-Fernandez, Ph.D.
President

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Introduction

This *2016 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 2015-2016 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 fourth 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 2015

Category	Fall 2015
Total Students	3,453
Full-Time	1,983 (57.4%)
Part-Time	1,470 (42.6%)

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 2015

	Total Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	3,388	1,398	34,114	76
Customized Training	781	n/a	12,467	28

¹ Includes all registrations in any course that started on July 1, 2014 through June 30, 2015

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.

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3. Unduplicated Number of Credit Students for Entire Year- FY 2015

Headcount Credit Enrollment	Credit Hours	FTE
4,892	85,423	2,847

C. Characteristics of Undergraduate Students

Cumberland County College enrolls a diverse student population. In Fall 2015 for example, 57.9 percent of the headcount enrollment in credit courses was comprised of female students. The Fall 2015 enrollment included 51.8 percent of students from under-represented populations: 30.3 percent Hispanic, and 21.3 percent African American/Black.

Headcount enrollment decreased by nearly 3 percent over the previous Fall semester. 65.8 percent of the students enrolled at Cumberland County College were under the age of 25. During the past several years, information has been compiled concerning the number of students needing remediation in the skill areas of English, reading, mathematics and algebra. All of these characteristics are reported in the sections below.

1. Enrollment in Remediation Courses by Subject Area

Cumberland County College primarily uses the Accuplacer© for testing and placement of entering degree seeking students. The total number of students enrolled in remedial courses for Fall 2015 is shown in the tables below.

Total Number of Undergraduates Enrolled in Fall 2015 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
3,453	795	23.0%

Total Number of First-time Full-time (FTFT) Students Enrolled in One or More Remedial Courses in Fall 2015

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
730	392	53.7%

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First-Time Full-Time Students (FTFT) Enrolled in Remediation in Fall 2015 by Subject Area

Subject Area	Number of FTFT Enrolled in:	Percent of all FTFT Enrolled in:
Computation	209	28.6%
Algebra	63	8.6%
Reading (combined with English)	0	0.0%
Writing (included in English)	0	0.0%
English	302	41.4%

2a. Race/Ethnicity – Fall 2015

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
White	1,490	43.2%	648	44.1%	842	42.5%
Black	737	21.3%	323	22.0%	414	20.9%
Hispanic	1,046	30.3%	424	28.8%	622	31.4%
Asian/Nat. Haw/Pac Islander	46	1.3%	28	1.9%	18	0.9%
Am. Indian	29	0.8%	15	1.0%	14	0.7%
Non-Res. Alien	7	0.2%	0	0.0%	7	0.4%
Unknown/Two or More Races	98	2.8%	32	2.2%	66	3.3%
Total	2298	100%	1546	100%	3844	100%

2b. Gender – Fall 2015

Characteristics	Fall 2015	
	Number	Percent
Full-time Male	835	42.1%
Full-time Female	1,148	57.9%
Part-time Male	484	32.9%
Part-time Female	986	67.1%

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Total Male	1,319	38.2%
Total Female	2,134	61.8%
Total	3,453	100%

2c. Age – Fall 2015

Age Breakdown

Age Category	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	12	0.6%	10	0.7%	22	0.6%
18-19	882	44.5%	141	9.6%	1,023	29.6%
20-21	495	25.0%	243	16.5%	738	21.4%
22-24	207	10.4%	283	19.3%	490	14.2%
25-29	177	8.9%	308	21.0%	485	14.0%
30-34	66	3.3%	164	11.2%	230	6.7%
35-39	57	2.9%	102	6.9%	159	4.6%
40-49	58	2.9%	134	9.1%	192	5.6%
50-64	28	1.4%	79	4.8%	98	2.8%
65+	0	0.0%	15	1.0%	15	0.4%
Unknown	1	0.1%	0	0.0%	1	0.0%
Total	1,983	100%	1,479	100%	3,453	100%

3. Number of Students Receiving Financial Assistance under each Federal, State- & Institution-Funded Aid Program – FY 2015

	<u>Recipients</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>
<u>FEDERAL PROGRAMS</u>			
Pell Grants	3,005	9,327,000	3,103.83

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College Work Study		111	95,000	855.86
Perkins Loans		0	0	-
SEOG		268	92,000	343.28
PLUS Loans		9	71,000	7,888.89
Stafford Loans (Subsidized)		925	2,571,000	2,779.46
Stafford Loans (Unsubsidized)		1,060	3,778,000	3,564.15
SMART & ACG or other		0	0	-
<u>STATE PROGRAMS</u>				
Tuition Aid Grants (TAG)		1,152	1,784,000	1,548.61
Educational Opportunity Fund (EOF)		136	124,000	911.76
Outstanding Scholars (OSRP)		0	0	-
Distinguished Scholars		13	9,000	692.31
Urban Scholars		2	1,000	500.00
NJ STARS		115	321,0000	2,791.30
NJCLASS Loans		0	0	-
<u>INSTITUTIONAL PROGRAMS</u>				
Grants/Scholarships		443	533,000	1,203.16
Loans		0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

4. State of Residence

Number and Percentage of Enrolled Undergraduate Students who were State Residents in Fall 2015

<u>State Residents</u>	<u>Non-State Residents</u>	<u>Total</u>	<u>% State Residents</u>
3450	3	3453	99.9%

Source: IPEDS Fall Enrollment Survey

Number and Percentage of First-Time Full-Time Enrolled Undergraduate Students who were State Residents in Fall 2015

<u>State Residents</u>	<u>Non-State Residents</u>	<u>Total</u>	<u>% State Residents</u>
935	1	936	99.9%

Source: IPEDS Fall Enrollment Survey

D. Student Outcomes

1. Graduation Rates

a. Two-Year Graduation Rate

This is an additional category requested by NJ Higher Education. Previously, community colleges have been required to report graduation rates within 150% of the catalog time; in other words, a three- year graduation rate. According to the data reported for the Fall 2012 cohort, there were 784 entering first-time, full-time, degree-seeking freshmen. After two years, 53 students (6.8%) completed degrees or certificates. In addition, after three years, 26.1% percent completed degrees or certificates and 14.3% percent transferred prior to receiving degrees or certificates.

According to the Student Right to Know data for the Fall 2012 entering cohort, another 14% percent of students were still enrolled at the college as of Fall 2015 and 21% 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 75% 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 2012 – 2015**

	White	African American	Hispanic	Asian*	NR Alien	Other*	Total
Fall 2012 Cohort	375	161	221	3	0	24	784
Graduation after 3 yrs. Number and %	134(35.7%)	12 (7.5%)	49 (22.2%)	1 (0%)	0 (0%)	9 (37.5%)	205 (26.1%)
Transfers after 3 yrs. prior to graduation Number and %	65 (17.3%)	17 (10.6%)	25 (11.3%)	0 (0%)	0 (0%)	5 (20.8%)	112 (14.3%)

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

Source: IPEDS Graduation Rate Survey

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2a. 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.

<u>Full-Time</u>			<u>Part-Time</u>		
Fall 2014 First-Time Undergraduates	Retained in Fall 2015	Retention Rate	Fall 2014 First-Time Undergraduates	Retained in Fall 2015	Retention Rate
753	459	61.0%	246	99	40.2%

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 2015 Full-Time Faculty by Race/Ethnicity, Gender, Tenure and Rank

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Unknown</u>		<u>Total</u>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured																
Professors	1	1	0	1	0	0	1	0	0	0	0	0	0	0	2	2
Associate Prof.	8	10	0	0	0	1	1	0	0	0	0	0	0	0	9	11
Assistant Prof.	6	3	0	1	0	0	0	0	0	0	0	0	0	0	6	4
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	15	14	0	2	1	1	1	0	0	0	0	0	0	0	17	16
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	1	2	1	0	0	0	0	0	0	0	0	0	0	0	2	2
All Others	2	3	0	0	0	0	0	0	0	0	0	0	0	0	2	3
TOTAL	3	5	1	0	0	1	0	0	0	0	0	0	0	0	4	5
Total																
Professors	1	1	0	1	0	0	1	0	0	0	0	0	0	0	2	2
Associate Prof.	8	10	0	0	1	1	0	0	0	0	0	0	0	0	9	11
Assistant Prof.	7	5	1	1	0	0	0	0	0	0	0	0	0	0	8	6
All Others	2	3	0	0	0	0	0	0	0	0	0	0	0	0	2	3
TOTAL	18	19	1	2	1	1	1	0	0	0	0	0	0	0	21	22

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 2015

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
723	254	35%	396	55%	72	10%

Source: CCC APR Office.

3. Ratio of Full- to Part-Time Faculty 2013-2015

	Full Time Faculty	Part Time Faculty	Total
Fall 2013	45	247	292
Fall 2014	44	230	274
Fall 2015	43	220	263

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 2015-2016:

Governing Body	African American	American Indian/Alaskan	Asian/Pacific Islander	Hispanic	White	Unknown	Total
Male				1	2		3
Female	1				6		7
Total	1			1	8		10

Source: CCC President's Office

2. List of Trustees with Titles and Affiliations as of 2015-2016

Name	Board Title	Affiliation
Pamela Ann Sjogren	Chair	WHIBCO, Inc.
Donna M. Perez	Vice Chair	Wells Fargo Advisors
Christine L. Ward Garrison, Ph.D.	Treasurer	Cumberland, Atlantic, Cape May YMCA
Joseph P. Cassisi	Secretary	Retired
Michelle D. Brown	Trustee	Tri-County Community Action Partnership
Ginger Chase	Trustee	Retired
Michael R. DeLeon	Trustee	Steered Straight
Patrick W. McGrory	Trustee	Beacon Bridge Wealth Partners
Peggy Nicolosi	Trustee	NJ Department of Education
Chelsea Charlesworth	Alumni Trustee	Student

3. URLs of webpages with information on trustees

<http://www.ccnj.edu/about/board-trustees>

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 2015-2016 academic year is included on the following pages.

CUMBERLAND COUNTY COLLEGE **Programs of Study**

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

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

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

Accounting

- Accounting AAS
- Accounting AC

Agriculture/Horticulture

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

Business

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

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
 - *LA/Music option AA
 - *LA/Theatre Education option AA

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Ceramic Technology AC

Glass Technology

Glass Art AFA (collaborative program with Salem CC)

Scientific Glass Technology AAS (collaborative program with Salem CC)

Graphic Design

Graphic Design AAS

•*LA/Graphic Arts AA

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

Computer Graphics/Desktop Publishing AC

Health Sciences

Biomedical Science AS

•Healthcare option AS

•Exercise Science option AS

Health Science AAS

Health Science AC

Health Information Technology AAS (joint program with Camden CC)

Medical Coding AC (joint program with Camden CC)

Nursing AAS

Occupational Therapy Assistant AS (joint program with Rutgers)

Psychosocial Rehabilitation and Treatment AS (joint program with Rutgers)

Radiography AAS

Respiratory Therapy AAS (joint program with Rutgers)

Practical Nursing AC

Certified Nurse Aide/Home Health Aide CC

Certified Nurse Aide ST

Home Health Aide ST

Justice Studies

Justice Studies AS

•Justice Studies/Corrections AS

•Justice Studies/Forensics & Technology AS

•Justice Studies/Homeland Security AS

Justice Studies/Criminal Justice AC

Justice Studies/Emergency Management AC

Justice Studies/Gangs & Juvenile Delinquency AC

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

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

Mathematics/Science

Mathematics & Science AS

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

Office Administration

Office Administration AAS

- Government Office option AAS
- Health Service option AAS

Office Administration AC

Office Administration CC

Office Administration ST

Office Administration/Government AC

Office Administration/Government CC

Office Administration/Health Service AC

Office Administration/Health Service CC

Office Administration/Legal Office CC

Paralegal Studies

Paralegal Studies AS

- Spanish AS

Public Administration

Public Administration AS

Social Service

Social Service AS

- Gerontology option AS

Alcohol & Drug Counseling AC

Technical Studies

Technical Studies AAS

H. Major Research and Public Service Activities

During the 2015-2016 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 2015-2016 faculty and staff also were actively involved in evaluating and revising existing curricula and courses and developing new programs. Grants continue to play an important role at Cumberland County College. The Grant Development Office is managing \$2.4 million in grants during 2015-2016.

The College's grant portfolio includes critical student support grants such as Title V Hispanic Serving Institutions (entering Year 2 of 5) and Student Support Services (entering Year 2 of 5), both from the U.S. Department of Education; and the Educational Opportunity Fund grant, from New Jersey Higher Education. These three grant programs have the capacity to provide academic and personal counseling and academic support for as many as 500 low-income or first-generation Cumberland students.

Many of the College's programs of study are supported by the Carl D. Perkins Career and Technical Education grant, which provides instructional equipment and supplies, supplemental instruction, and professional development for college faculty in Perkins-approved career and technical education programs.

The College's grant-funded GEAR UP/College Bound program (entering Year 6 of 6), funded by the federal government as part of a statewide N.J.-managed project, provides academic support, college preparation and awareness, tutoring, college financial aid financial literacy workshops, and special activities and field trips for 240 Bridgeton School District students, plus an intensive six-week summer program for up to 100 Bridgeton students. This year, CCC will be reapplying for six more years of GEAR UP/College Bound funding.

Professional Association and Consortium Memberships

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

- Academy of Criminal Justice Sciences
- Achieving the Dream

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- American Association of Community Colleges
- American Association of Collegiate Registrars and Admissions Officers
- American Association for Higher Education
- American Criminal Justice Association
- American Library Association
- Association of Community College Trustees
- Association of Fundraising Professionals
- Association of Theatre in Higher Education (ATHE)
- American Society of Criminology
- Association for Institutional Research
- American Association for Paralegal Educators
- College and University Personnel Association
- College Art Association (CAA)
- Council for Adult and Experiential Learning
- Council for Advancement and Support of Education
- 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
- Human Resources Association of Southern New Jersey
- International Chiefs of Police
- International Visitors Council
- League for Innovation
- Libraries of Gloucester/Salem/Cumberland Information Network
- Middle States American Association of Collegiate Registrars and Admissions Officers
- Middle States Commission on Higher Education
- Modern Language Association
- National Academic Advising Association (NACADA)
- National Association of College & University Business Officers
- National Association for Community College Entrepreneurship
- National Association of Community College Teacher Education Programs
- National Association for Developmental Education
- National Association of Social Workers
- National Career Development Association
- National Council for Marketing and Public Relations
- National Council of Teachers of English
- National Communication Association
- Network of Occupational Training and Education
- New Jersey Association of Higher Education & Disabilities
- New Jersey Council of Associate Degree Nurses

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- New Jersey Council of County Colleges
- New Jersey County College Joint Purchasing Consortium
- New Jersey Distance Education Affinity Group
- New Jersey Health Sciences Advisory Board
- New Jersey Information Technology Affinity Group
- New Jersey Library Association
- New Jersey Nurse Collaboration Council
- New Jersey Nurse Leadership Council
- New Jersey Nursing Institute
- New Jersey Presidents' Council
- New Jersey State Bar Association
- New Jersey Testing Administrators Special Interest Group
- New Jersey Transfer
- New Jersey Transfer Coordinators Association
- NJEDge.Net
- Phi Delta Kappa
- South Jersey Math Alliance
- The Chair Academy
- The City of Millville Green Team
- The City of Millville Zoning Board
- Virtual Academic Library Environment
- Workforce Consortium of NJ
- Workforce Development Strategic Planning Committee

Selected Publications and Presentations

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

Bradshaw, D., (2015) Director/Producer, "Hairspray".

Bradshaw, D., (2015) Director/Producer, "Our Town".

Bradshaw, D. (2015) Arranged CCC Student actors to assist Nursing program with student actors to role play patients and family members for clinical teaching purposes.

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

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Piccone, J. (2016) “Digital Strategies and Learning Analytics in a Liberal Arts Context”.
Composition Course Leaders’ Summit for Teaching and Learning Excellence,
Tampa, FL

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

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 2015-16 short-term career certification programs were offered in non-credit
rapid re-employment programs in allied health, advanced manufacturing,
Transportation, Logistics & Distribution, CDL A & B license training, and others. A
portion of the Healthcare instruction was offered at the Paula J. Ring Center for
Healthcare Education in Millville. Community education programs as well as
customized training programs for business and industry continue to be offered by this
College division this year seating 1,069 students in everything from ‘brush-up’ classes to
prepare for college testing to personal enrichment courses at Clay College.

Twenty-four small, regional, national and international companies and non-profit
organizations of all sizes have been served with contract, direct pay and customized
training sessions. Highlights include the Cumberland County College INSPIRA Health
Care training partnership that trained 400 Health Care Concierges, a new Inspira career
path and the Annual Nipro Americas Meeting training of the Quality Assurance Team.

The New Jersey Business & Industry Association funded training for 12 local businesses
for incumbent worker training.

The department has initiated and expanded social services interactions to enrich and
support families at the Inspira family Success Center in nearly townships and in public
housing and libraries.

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K-12 Programs

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

Twelve high schools continued participation in the School Counts! program encouraging workforce readiness. Three hundred and twenty one high school seniors received four School Counts! certificates demonstrating they were workforce ready and eligible for the School Counts tuition scholarship at Cumberland County College. Since the program's inception in 2001, 1,088 freshman and 652 sophomores have utilized the School Counts! scholarships. To date, the Cumberland County College Foundation has awarded \$1.5 million in School Counts! scholarships.

In an effort to improve college readiness in Mathematics, Bridgeton High School piloted the College's Developmental Math program by administering the Accuplacer® to sophomore level students. Students who needed remediation enrolled in the College's computer-based modularized course at their home site. Upon successful completion, student were awarded a certificate and equivalency of pre-college mathematics.

Fine and Performing Arts Programs

At the Guaracini Performing Arts Center:

Approximately 7,000 patrons entered our campus and were *exposed to the arts* through the efforts of our diverse programming.

- Major programming of the season included: Bésame Mucho, Vienna Boys Choir, Second City, Celtic Nights, Taylor 2 Dance Company and five concerts by the Bay Atlantic Symphony. These concerts included a pre-concert lecture for all patrons to become more familiar with the musical performers and music presented.
- The productions of “Hairspray” and “Our Town” were presented by the Cumberland County College’s Arts and Humanities Division, under the direction of Broadway veteran, Deborah Bradshaw. The College’s production of “Our Town” received four Perry Award nominations from the New Jersey Association of Community Theatres (NJACT). Director, Deborah Bradshaw, was nominated for Best Overall Production.
- We supported our local veterans. World-renowned artists and illustrators created and donated an original editorial visual statement illustrating their thoughts on either war or veterans called “52 Reasons to Love a Vet”. The College hosted this exhibit in our Gallery during the month of March. We also partnered with our local Veteran’s Association to provide Ella Rue, exhibit curator, to speak at their annual Veteran’s Medal Ceremony.
- FamilyTime and school-day productions were included in the season’s programming. The performances of “The Monster Who Ate My Peas” and “Amber Brown is Not a Crayon”, both presented by ArtsPower, were provided

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at low cost so children within our community could be exposed to the arts and learn valuable lessons.

- Attendees were seated on stage during our popular Down Jersey concert On-Stage Series. These seven intimate concerts included some of the region's best acoustic, folk, country, bluegrass and singer/songwriters. To complete the experience, visual arts were also on display at each performance.

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

Other Community Programs and Events

During 2015-2016 examples of selected activities included:

- Community Day
- Cinco de Mayo Celebration
- Migrant Education Program
- Thanksgiving- Adopt a Family
- 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 host for community events, business and industries 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 January, Cumberland County College students, faculty and staff members honored the work of civil rights leader Dr. Martin Luther King Jr. by serving the community as volunteers at service organizations throughout the county. The service sites included: Bayshore Discovery Project, Bethel Development Corporation, Big Brothers/Big Sisters of Cumberland & Salem Counties, Bishop McCarthy Residence, Bridgeton Public Library, Cohanzick Zoo, Cumberland County Habitat for Humanity, Cumberland County Office of Veterans Affairs, Cumberland County SPCA, Dr. William Mennies Elementary School, Family Success Center of Commercial Township, NJ Veteran's Memorial Home, R.D. Wood School, Rossi School, Senior Care of Bridgeton, Spirit & Truth Ministries, Spring Oak Assisted Living, Wheaton Arts Cultural Center.

Leadership Cumberland County (LCC) is a personal leadership development and community awareness program developed by CCC nearly 16 years ago. Modeled after similar programs across the nation, LCC offered established and emerging leaders the

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opportunity to expand their personal leadership skill set while studying several key topics that represent regional challenges and assets. During the 2015-2016 year, 19 leaders from the business, government, education and nonprofit sector convened monthly, for nine months, to develop learning days around criminal justice, education, health and social services, economic development, environment, agriculture and culture/diversity. Their program year began with an intensive two day retreat that had participants reflecting first on their own leadership and communication styles, and then on the conditions across Cumberland County. The ultimate goal of the program is to generate engaged leaders committed to resolving the systemic problems that plague Cumberland County. With over 300 alumni of the program, LCC grads are active and involved in civic, service, and volunteer commitments in all corners of the Cumberland County.

Under Strategic Direction 2, Leadership and Service Learning, the college continues to integrate service into curriculum across all departments. In the 2015-2016 academic year, 33 sections of service-learning courses were offered. Approximately 20 instructors have incorporated service-learning into their curriculum. The service-learning courses by themselves have provided over 6,000 hours of service to the community during the fall and spring semesters. Examples of service assignments include creating a community-need based informative magazine for distribution in local schools (SO 220), creating a brochure to promote and fundraise for Code Blue (EN 103), and making a visual journal documenting art pieces created with consumers during the SL placement (AR 104). Students are placed in schools, child care facilities, community service organizations, healthcare providers, and businesses. CCC students work closely with community shareholders to enhance their professional skills, enhance their classroom learning, and facilitate a lasting commitment to our local community.

I. Major Capital Projects Underway in Fiscal Year 2016

The Capital projects in progress or completed reflect the College's Facilities Master Plan 2011-2018, which outlines several major capital projects and improvements. Selected projects initiated in 2015-2016 include:

- The renovation of the Student Services Center including an addition have been completed. The college has transitioned programming of the building to a “one transaction” style. Renovations included expansion to bookstore, cafeteria and server area, and reconfigured offices. The addition houses the Center for Academic and Student Success (CASS), Tutoring and New Student Orientation (NSO) activities.
- Construction has started on our satellite campus known as the Millville Fine Arts Building. Located in downtown Millville, this building will house Clay College as well as a center for Innovations.
- Construction is nearing completion on our Student Center Gymnasium renovation. Renovated items included new dimmable LED lighting, new mechanical equipment for heating, ventilation, and air conditioning, including updated controls, new bleachers, including a third bank to increase capacity, new paint, new roof, and a flooring recoating.
- Access control systems were expanded in the Gymnasium project bringing the entire Student Center building to 100% exterior access control. This allows for an automated security as well as the ability to secure during a campus lock down.
- A mass notification system was installed in the Student Center project with plans to include all campus buildings.