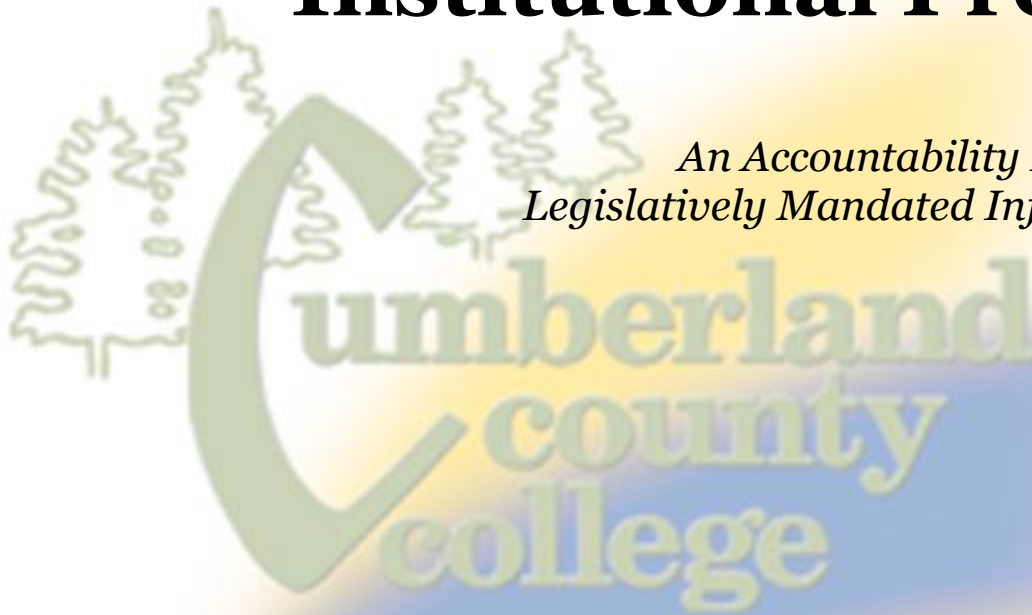


Institutional Profile

*An Accountability Report on
Legislatively Mandated Information*



September 2010

 Cumberland County College
•Pride •Service •Excellence

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Preface to the 2010 Institutional Profile

Accredited by the Middle States Commission on Higher Education, Cumberland County College offers over 100 programs of study leading to Associate Degrees, Academic Certificates, Career Certificates, and Short-Term Training Certificates. As of Fall 2010, over 4,200 students were enrolled in these programs. An additional 1,000 students were enrolled in Professional and Continuing Education courses.

Initiatives related to the College's *Strategic Plan 2006-2011: Access, Alignment, and Accountability* continue to be implemented. Among these initiatives are alignment between high school requirements and college readiness; development of career ladders in healthcare, justice studies, business: retail/tourism/hospitality; assistance to students majoring in Science, Technology, Engineering, Education and Mathematics; and accountability in providing information to the public.

The Cumberland County College *2010 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.

During 2009-10, the College's Board of Trustees appointed its sixth president, formerly the Vice President of Academic Affairs and Enrollment Services at the College. The position of Vice President was filled by a former faculty member and program director, Dr. Jacqueline Galbiati. The College completed a major portion of its *Self-Study Report* and will host a site visit team selected by the Middle States Commission on Higher Education in 2011.

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.cccnj.edu/>.



Thomas Isekenegbe, Ph.D.
President

Introduction

This *2010 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 "Proposed 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 *2009-2010 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 assesses the progress in meeting the goals in its *Strategic Plan 2006-2011: Access, Alignment, and Accountability*, which contains four strategic directions and eight strategic goals. 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 2001 for ten years and was again reaffirmed in November 2006. In 2010- 2011, the College will complete its institution-wide comprehensive Self-Study Report and host a site visit team in Spring 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 2007-2009

Category	Fall 2007	Fall 2008	Fall 2009
Total Students	3527	3822	4014
Full-Time	1938 (54.9%)	2151 (56.3%)	2365 (58.9%)
Part-Time	1589 (45.1%)	1671 (43.7%)	1649 (41.1%)

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

Non Credit Enrollment FY 2007-FY2009

	FY07	FY08	FY09
Total Noncredit Unduplicated Open Enrollment	981	1041	1180

3. Unduplicated Credit Students FY 2009

Headcount Credit Enrollment*	Credit Hours	FTE
5,439	86,838	2,895

*These data provided by the NJ Commission on Higher Education and may not agree with internal institutional data.

C. Characteristics of Undergraduate Students

1. Race/Ethnicity

Fall 2007

	African Amer.	Amer. Indian	Asian	Hispanic	White Non-Hispanic	Unknown	Total
FT	338	43	26	368	1163	-	1938
PT	278	24	30	278	979	-	1589
Grand Total	616	67	56	646	2142	-	3527

Fall 2008

	African Amer.	Amer. Indian	Asian	Hispanic	White Non-Hispanic	Unknown	Total
FT	427	40	28	417	1230	6	3
PT	313	25	24	308	997	1	3
Grand Total	740	65	52	725	2227	7	6

Fall 2009

	African Amer.	Amer. Indian	Asian	Hispanic	White Non-Hispanic	Unknown	Total
FT	522	43	30	464	1306	0	2365
PT	314	19	38	320	958	0	1649
Grand Total	836	62	68	784	2264	0	4014

Source: CCC Planning and Research Office

2. Gender

Gender Breakdown

	Fall 2007	Fall 2008	Fall 2009
FT Male	749	802	903
FT Female	1189	1349	1462
PT Male	499	502	494
PT Female	1090	1168	1155
Total Male	1248	1305	1397
Total Female	2279	2517	2617
Grand Total	3,527	3,822	4,014

Source: CCC Planning and Research Office

3. Age

Age Breakdown

Age Category	Fall 2007		Fall 2008		Fall 2009	
	Head-count	%	Head-count	%	Head-count	%
20 and under	1,517	43.0%	1,620	42.4%	1,741	43.4%
21-24	699	19.8	786	20.6	826	20.6
25-34	662	18.8	739	19.3	777	19.4
35-44	369	10.5	426	11.1	418	10.4
45-54	216	6.1	184	4.8	189	4.7
55 and over	63	1.8	67	1.8	62	1.5
Unknown	1	0.0	0	0.0	1	0.0
TOTAL	3,527	100.0%	3,822	100.0%	4,014	100.0%

Source: CCC Planning and Research Office

4. Remediation and Developmental Education

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 2007, Fall 2008 and in Fall 2009 are shown in the tables below. Note that data for Fall 2009 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.

Students Tested in Fall 2007

Total Number of Students Tested	Number of Students Needing Remediation in at Least One Skill Area	Number of Recent HS Graduates Tested	Number of Recent HS Graduates Tested and Needing Remediation in at Least One Skill Area
803	601 (74.8%)	492	331 (67.3%)

Students Tested in Fall 2008

Total Number of Students Tested	Number of Students Needing Remediation in at Least One Skill Area	Number of Recent HS Graduates Tested*	Number of Recent HS Graduates Tested and Needing Remediation in at Least One Skill Area
874	648 (74.1%)	604	401 (66.4%)

Students Tested in Fall 2009

Total Number of Students Tested	Number of Students Needing Remediation in at Least One Skill Area	Number of Recent HS Graduates Tested*	Number of Recent HS Graduates Tested and Needing Remediation in at Least One Skill Area
945	734(77.7%)	571	391 (68.5%)

Source: CCC Office of Instructional Research

- a. First-time freshmen needing remediation in Fall 2007, Fall 2008, and Fall 2009

Number and Percentages of First-Time Freshmen (FTF) Needing Remediation in Reading, Writing, Math Computation, and Elementary Algebra by Skill Area in Fall 2007, 2008 and 2009
Number and Percentages of First-Time Freshmen Needing Remediation Who are Recent High School Graduates

Fall 2007				
Skill Area	Number of FTF Needing Remediation	Percent of FTF Needing Remediation	Number of FTF Needing Remediation Who Are Recent HS Graduates	Percentage of FTF Needing Remediation Who Are Recent HS Graduates
Reading	395	49%	227	46%
Writing	267	33%	151	31%
Computation	302	38%	147	30%
Algebra (alone)	252	31%	145	30%

Fall 2008				
Skill Area	Number of FTF Needing Remediation	Percent of FTF Needing Remediation	Number of FTF Needing Remediation Who Are Recent HS Graduates	Percentage of FTF Needing Remediation Who Are Recent HS Graduates
Reading	435	50%	269	45%
Writing	308	35%	173	29%
Computation	354	41%	179	30%
Algebra (alone)	234	27%	169	28%

Fall 2009				
Skill Area	Number of FTF Needing Remediation	Percent of FTF Needing Remediation	Number of FTF Needing Remediation Who Are Recent HS Graduates	Percentage of FTF Needing Remediation Who Are Recent HS Graduates
Reading	498	53%	232	64%
Writing	378	40%	207	57%
Computation	352	37%	201	55%
Algebra (alone)	312	31%	117	32%

b. First-time freshmen needing remediation Fall 2007-Fall 2009

Number and Percentages of First-Time Freshmen Needing Remediation in Reading, Writing, Math Computation, and Elementary Algebra by Skill Area

Skill Area	2007				2008				2009*			
	FT		PT		FT		PT		FT		PT	
	#	%	#	%	#	%	#	%	#	%	#	%
Reading	304	47	91	57	329	45	106	71	381	50	117	65
Writing	212	33	55	35	232	32	76	51	290	38	88	49
Computation	224	35	78	49	259	36	95	64	259	34	93	52
Algebra (alone)	193	30	59	37	202	28	32	22	253	33	59	33

Source: CCC Office of Instructional Research

c. First-Time Full-time Freshmen Enrollment in Remediation Courses by Subject Area

These data are being requested by the NJ commission on Higher Education for the first time in this format. Data are from the NJ Commission on Higher Education as reported by Cumberland County College.

	Fall 2009	
	Number	Percent
Skill Area	Total N=771	
Reading	351	45.5%
Writing	269	34.9%
Computation	228	29.6%
Algebra (alone)	155	20.1%

5. Number of Students Receiving Different Types of Financial Aid Awards FY 2009*

Program	Number of Students **
Federal Programs	
Pell Grants	1,686
College Work Study (Federal)	114
Federal Supplemental Educational Opportunity Grant	186
Federal Academic Competitiveness Grant	101
Federal Stafford Loans (Subsidized)	647
Federal Unsubsidized Stafford Loans	721
Perkins Loans	0
PLUS Loans	3
State Programs	
Tuition Aid Grant (TAG)	1,057
Educational Opportunity Fund (EOF)	143
EOF Summer	84
NJ State Scholarships: Distinguished, Urban Scholars	61
NJ CLASS Loans	1
NJ STARS	247
Institutional Programs	
Institutional Work Study	164
School Counts!	85
College Scholarships (Trustees and President's)	96
Loans	0
Foundation scholarships	247
Gear Up Scholarships	40

Because the information requested from the NJCHE concerning financial aid was changed, only one year of data are provided. ** The number of students is duplicated; students may have received more than one award.

6. State of Residence

	Fall 2007	Fall 2008	Fall 2009
NJ Residents	99.7%	99.8%	99.9%
Cumberland County Residents	94.7%	95.4%	95.0%

Source: NJ Commission on Higher Education

*These percentages are based on total headcount enrollment and are from the official 10th day enrollment report.

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 2006 cohort, there were 561 entering first-time, full-time, degree-seeking freshmen. After two years, 42 of these students or 7.5 percent completed their programs and graduated with a degree or certificate. In addition, after three years, a total of 148 students or 26.4 percent completed degrees or certificates. In addition, another 62 of these Fall 2006 entering students transferred to another institution prior to receiving their degrees or 11.0 percent.

According to the Student Right to Know data reported for this Fall 2006 entering cohort, another 116 students were still enrolled at the college as of Fall 2009 and 139 or 24.7 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 460 students or 81.9 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 2004-2007

	White	African American	Hispanic	Asian	NR Alien	Other*	Total
Fall 2004 Cohort	268	88	73	3	1	10	443
Graduation or Transfer after 3 yrs.	117 (43.7%)	15 (17.0%)	16 (21.9%)	1 (33.3%)	1 (100.0%)	3 (30.0%)	153 (34.5%)

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.

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

3. 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. Data that follow are from the College's Planning and Research Office.

Fall 2006 – Fall 2007

	Enrolled	Retained	Percent Retained
Full-Time	612	392	64%
Part-time	220	103	47%
Total	832	495	59%

Fall 2007 – Fall 2008

	Enrolled	Retained	Percent Retained
Full-Time	690	466	68%
Part-time	201	89	44%
Total	891	555	62%

Fall 2008 – Fall 2009

	Enrolled	Retained	Percent Retained
Full-Time	772	535	69%
Part-time	187	92	49%
Total	959	627	65%

E. Faculty Characteristics

1. Faculty by Race/Ethnicity and Gender

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 2007 Full-Time Faculty by Race/Ethnicity and Gender

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White Non-Hispanic	Total
Faculty FT Male	1		1		22	24
Faculty FT Female	2			1	22	25
Total	3		1	1	44	49

Fall 2008 Full-Time Faculty by Race/Ethnicity and Gender

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White Non-Hispanic	Total
Faculty FT Male	1				23	24
Faculty FT Female	2			1	23	26
Total	3			1	46	50*

*IPEDS instructions include faculty on leave as well as replacements.

Fall 2009 Full-time Faculty by Race/Ethnicity and Gender

Faculty	African Am./ Black	Amer. Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White Non-Hispanic	Total
Faculty FT Male	1				21	22
Faculty FT Female	2		1	1	21	25
Total	3		1	1	42	47

Source: NJ Commission on Higher Education, as reported on IPEDS forms; Staff Survey.

2. Full-Time Faculty by Tenure Status

Fall 2007 Tenured Faculty by Gender/Ethnicity

Faculty	African Am./ Black	America Indian/ Alaskan Native	Asian or Pacific Islander	Hispanic	White, Non Hispanic	Total
Full-Time Male	1				16	17
Full-Time Female	1			1	11	13
Total	2			1	27	30

Fall 2008 Tenured Faculty by Gender/Ethnicity

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian or Pacific Islander	Hispanic	White, Non Hispanic	Total
Full-Time Male	1				15	16
Full-Time Female	1			1	14	16
Total	2			1	29	32

Fall 2009 Tenured Faculty by Gender/Ethnicity

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White Non Hispanic	Total
Full-Time Male	1				14	15
Full-Time Female	1			1	11	13
Total	2			1	25	28

Source: NJ Commission on Higher Education, as reported on IPEDS forms; Staff Survey, IPEDS-S, and Middle States AIP.

Tenured full-time faculty make up 60 percent of all full-time faculty as of Fall 2009. The proportion of full-time teaching faculty with a masters degree or higher is 100 percent; 11.0 percent of full-time teaching faculty have a doctorate.

3. Percentage of Course Sections Taught by Full-Time Employees

According to institutional data for Fall 2007, Fall 2008 and Fall 2009 the percentage of course sections taught by full-time and by part-time employees is as follows*:

Course sections taught by:	2007	2008	2009
Full-time Employees	46%	43%	44%
Part-time Employees	54%	57%	56%

*Data include sections taught by full-time employees, some of whom may not be classified as faculty for IPEDS.

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

Fall 2007

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
632	254	40.2%	340	53.8%	38	6.0%

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%

5. Ratio of Full- to Part-Time faculty

	Full Time Faculty	Part Time Faculty	Total
FY 2006	45 (19.0%)	192 (81.0%)	237 (100.0%)
FY2007	49 (19.3%)	205 (80.7%)	254 (100.0%)
FY 2008	50 (18.2%)	225 (81.8%)	275 (100.0%)

Source: NJ Commission on Higher Education (CHE) from IPEDS data.

F. Characteristics of the Trustees

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

The information below is as of 2009-2010:

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 2009-2010

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
Bunny De Palma	Alumni Trustee	Realtor

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

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

G. A Profile of the Institution

1. Degree and Certificate Programs

Cumberland County College's degree and certificate programs are described in-depth in the College catalog; a listing of these programs as of the 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

Agriculture AAS

Agribusiness AAS

Horticulture AAS

Horticulture AC

Aquaculture AC

Floriculture CC

Landscape Technician CC

American Studies

Liberal Arts/American Studies AA

Business

LA/Business Administration AA

Business Management AAS

- 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

Engineering

Engineering AS

Engineering Technologies

Engineering Technology AAS

Engineering Technology AC

Engineering Technologies/Electronics Technology AC

Engineering Technologies/Electronics Technology CC

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
(Joint degree program w/UMDNJ)

Radiography AAS

Respiratory Therapy Prep AAS

(Joint degree program 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

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

Degrees Conferred

1. By Race/Ethnicity

Degrees Conferred by Race/Ethnicity

FY 2007

Awards	NRA*	African Amer.	Amer Indian	Asian	Hispanic	White, non Hispanic	Unknown	Total
Associate's	8	51	5	7	67	272	-	410
Certificate	1	3	-	1	1	7	1	14
Total	9	54	5	8	68	279	1	424

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

2. By Gender

Degrees and Certificates Conferred by Gender

Fiscal Year	Male	Female
2007	137	287
2008	135	355
2009	163	409

H. Research and Public Service Activities

During the 2009-2010 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 2009-2010 faculty and staff also were actively involved in evaluating and revising existing curricula and courses, and developing new programs.

Dr. Thomas A. Isekenegbe, President as of March 2010 and Interim President beginning in July 2009, has made presentations to numerous 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 has participated in such professional activities as the New Jersey Council of Presidents, the NJ Task Force on Transition from Secondary to Postsecondary Education, the NJ Council of County Colleges Presidents' Council.

The College president's Public Service activities include the Millville, Vineland, and Bridgeton Chambers of Commerce, the YMCA Advisory board, the United Way Cumberland County Board and Campaign Chair for the 2009 Public Sector, the Cumberland County Economic Development Board, and the Blue Ribbon Committee, Cumberland County Technical Education Center.

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.

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.

Highlights of selected faculty, administration, and staff research projects, publications, grant proposals, presentations and appointments include:

- Lucy Acevedo, Senior Admissions Counselor participates in such organizations as ASPIRA of New Jersey, La Zeta radio station, and has coordinated several events for Hispanic students as well as NJ STARS.
- Dr. Robert K. Clark is a Commissioner of the Middle States Commission on Higher Education. He also continued to serve as a Visiting Scientist in the Department of Neurology/Pediatrics, Children’s Hospital of Philadelphia.
- Dr. Adrian DeWindt-King is a member of New Jersey Commission on Higher Education and she has served as director of the College Bound/STEM program.
- Dr. Charles Kocher and Darren Stocker have had several articles published in publications such as: *Journal of Emergency Management*, the *Garden State Law Enforcement Journal: NJ COPS*, and *The Police Chief*.
- Humanities faculty published articles and poems in *L’Esprit* and in other College publications.
- Dr. Steve Stolar and Ms. Diana Appel prepared and presented on “Maintaining Campus Safety” for the NACADA National Conference.
- Mary Padden conducted a pilot study to “Investigate the Effects of Guided Reflective Journaling on Nursing Students’ Self-Awareness and Clinical Decision Making Skills.”
- Anne Daly Eimer presented a workshop at the Middle States Association of College Registrars and Officers of Admission.
- Dr. Maud Fried Goodnight and Anne Daly Eimer presented a workshop titled, “Engagement at the Front Door: Career Aligned New Student Orientations” at the League for Innovation.
- Mary Ann Westerfield, Tanya Usyk and David Stump developed a proposal that was funded by the National Center for Academic Transformation to re-design the remedial mathematics curriculum.
- The College also recently received Title III funding from the U.S. Department of Education for development of a Center for Academic and Student Success as well as for other initiatives to improve student success.
- Two academic divisions developed and hosted the High School Alignment and Professional Development Workshop.
- Rebecca Sheppard served on the NJ Council of County College’s Developmental Education Initiative and presented findings at the NJ Council of County College’s Best Practices Conference.
- Project Assist conducted a regional learning disability conference with a nationally recognized keynote speaker in the field of learning disabilities.
- Two of the CCC Librarians presented a poster session at the VALE Information Literacy Symposium at Rutgers University.

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 College and University Information Technology Managers Association
- NJ Community College Public Relations Directors Group
- NJ Council for Resource Development
- NJ County College Business Officers Association
- NJ Health Sciences Advisory Board
- NJ Task Force on Transition from Secondary to Post Secondary Education
- 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
- Tri-State Consortium

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 2009-10, more than 10,000 hours of customized training were delivered to area business on such topics as Blueprint Reading, Troubleshooting, Supervision, Customer Service, Communications, Team Building, Manufacturing Simulations, and Marketing.

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 more than 7,000 certificates; 139 School Counts! students have graduated from CCC; record numbers of School Counts! students are enrolling at the College.

College and high school faculty met to align curricula in language arts and mathematics as part of the College's Strategic Plan.

The Summer Academy for Kids included a 9 week program for ages 5-14.

The Fine and Performing Arts Student Matinee Series offered live performances for more than 3,700 school children.

Fine and Performing Arts Programs

Performing arts programs included approximately 220 different events attended by nearly 20,000 people:

- Art shows and exhibits of faculty, student, and community art work
- *Bye-Bye Birdie, Lend Me a Tenor* and *Guys and Dolls* sponsored by the Arts and Humanities Division
- The Family Time Series for all generations of community residents
- One Book One College presentation by Amy Hill Hearth, author of *Strong Medicine Speaks: A Native American Elder Has Her Say*
- Concerts by the Bay Atlantic Symphony

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

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
- The New Jersey State Horticultural Society, Director
- Presentation for School Counts! Students at local high schools
- Southwoods Prison Ministry
- Cumberland County 4H Advisory Committee
- Zonta Club of Cumberland County
- Big Brothers/Big Sisters
- Court-Appointed Special Advocate
- Bayshore Discovery Project, Board Chair
- 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

- Leadership Cumberland County, Advisory Board
- Vineland Education Foundation

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

I. Major Capital Projects/Improvements

Within the past two years, the College completed such major projects as construction of the Shirlee and Bernard Brown University Center and the Paul Navone Healthcare Education Center.

Both the Academic Building and the Library have undergone major renovations.

New Music and Art studios were added to the Fine and Performing Arts Center.

In 2008-09, the College completed site improvements including access roads, parking lots, and signage as part of the Chapter 12 funded construction.

In 2009-2010, the final phase of planned Central Plant expansion was scheduled to be completed. Also completed in 2009-10 were the design and completion of two Athletic Program support projects.

Also completed and dedicated in 2010 was the Trustees' Fountain dedicated to William Milam, former Chair of the College's Board of Trustees and benefactor of the College.

III. Other Institutional Information (Optional)

In 2005-06 Cumberland County College adopted its *Strategic Plan 2006-2011: Access, Alignment, and Accountability*. The Plan contains Four Strategic Directions and Eight Strategic Goals as listed below.

<p>Strategic Direction 1. Increase the number of Cumberland County high school graduates who have knowledge and skill sets commensurate with postsecondary education expectations and/or entry level skills for the 21st Century job market.</p>
<p>Strategic Goal 1. With high school partners develop and articulate a high school curriculum that if successfully pursued, will provide high school graduates with the knowledge and skills necessary to enter post-secondary education without remedial education.</p>
<p>Strategic Direction 2. Identify and develop educational/career pathways (9th grade through associate and/or baccalaureate degree) aligned with “family sustaining” jobs that have high growth potential for Cumberland County.</p>
<p>Strategic Goal 2. Implement career/academic educational clusters for high school students and others in: (1) Architecture and Construction; (2) Business Management and Administration with Pathways in Hospitality, Tourism, and Retail; (3) Education and Training; (4) Health Science; (5) Law, Public Safety, and Security, through the community education, certificate, associate and baccalaureate degree levels.</p>
<p>Strategic Goal 4. Construct and open a University Center on CCC’s campus that will provide baccalaureate degrees, through partnerships, in programs aligned with appropriate associate degree programs and high growth industries in Cumberland County and the region.</p>
<p>Strategic Goal 5. Develop and deliver a variety of “work readiness” credentials.</p>
<p>Strategic Direction 3. Increase the achievement rate of all students while reducing the “achievement gaps” between and among various student cohorts at Cumberland County College.</p>
<p>Strategic Goal 3. Develop programs designed to attract and aid the entry of historically underrepresented populations into career clusters specifically within science, technology, engineering, mathematics, and education.</p>
<p>Strategic Goal 6. Provide multiple options for curriculum and services delivery aligned with student needs and availability.</p>
<p>Strategic Goal 7. Communicate effectively with constituents from diverse language backgrounds.</p>
<p>Strategic Direction 4. Identify, disseminate, and report on data points measuring a continuous improvement process.</p>
<p>Strategic Goal 8. Develop strategies for measuring student success and utilize results to provide targeted support.</p>

Strategic objectives based on these goals are developed each year and monitored through the College’s Strategic Dashboard.