

ESSEX COUNTY COLLEGE



INSTITUTIONAL PROFILE

(Excellence and Accountability)

Submitted to
The Office of the Secretary of Higher Education

September, 2012

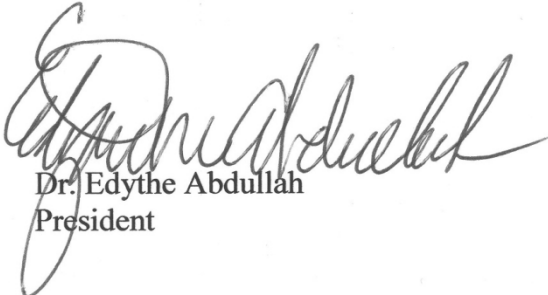
Office of Planning, Research & Assessment
Dr. J. Scott Drakulich, Associate Dean
Dr. Jinsoo Park, Assistant Director



PREFACE

This is the college's 18th institutional profile. The profile fulfills the 1994 Higher Education Restructuring Act mandate to "prepare and make available to the public an annual report on the condition of the institution." The indicators are established by the Commission on Higher Education. These include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, faculty characteristics, characteristics of the trustees, a profile of the institution, and public service and minor capital projects.

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



Dr. Edythe Abdullah
President

FOREWORD

This report would be the college's 18th *Excellence and Accountability* report now known as our *Institutional Profile*.

As in the past, this report contains all mandated accountability indicators. These indicators include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, faculty characteristics, characteristics of the trustees, a profile of the institution, and major capital projects.

With regard to the data element (students served) during the Fall 2011 semester we served 7,791 full-time students (62%) and 4,741 part-time students (38%) for a total of 12,532 students. This is a decrease of 892 students or 6.6%. Our unduplicated head count for FY 11 was 17,414 students. We also served a total of 9,661 non-credit students during FY 11 and provided Customized Training to 1,564 students.

Two important outcome measures continue to be graduation and third-semester (Fall to Fall) retention rates. Our three-year graduation rate increased from 5.1% to 5.5%. Our overall third-semester retention rate for ECC increased to 49.5% from 46.3%. These increases reflect the college's commitment to increasing retention of our students to graduation.

Essex County College continues to increase its number of graduates. During FY 11 the number of degrees and certificates conferred increased from 1,045 to 1,218, an increase of 173 or 16.6%. The largest number of degrees granted was in Health Professions and related programs, followed by Business/Marketing, Education and Liberal Arts/General Studies. Nationally, the college continues to rank high in the number of minority Associate Degrees awarded. According to the June 11, 2012 issue of *Community College Week*, the college ranked 15th (up from 22nd last year) in the total number of Associate Degrees awarded to Blacks in the 2010-11 academic year among two-year colleges.

The general enrollment profile of the institution has remained relatively consistent with regard to ethnicity and gender. For Fall 2011, 45% are Black, 27% Hispanic, 9% White and 3% Asian (unknown and other = 7%). The male/female ratio continues to be 41% male and 59% female. Three percent (3) of our students are lower than 18 years old; 21% are 20 – 21; 16% percent are 22 – 24; and 14% are 25 – 29. Twenty-nine (29) percent are 30 and older.

Other information such as retention and graduation statistics for various cohorts are not presented in this report but may be found in the college's annual Fact Book.

TABLE OF CONTENTS

- I. Table of Contents
 - A. Accreditation Status.....1
 - B. Number of Students Served.....2
 - C. Characteristics of Undergraduate Students.....3 – 11
 - D. Student Outcomes.....12
 - E. Faculty Characteristics.....13 – 14
 - F. Characteristics of the Trustees or Governors.....15
 - G. Profile of the Institution.....16 – 18
 - H. Major Research and Public Service Activities.....19
 - I. Major Capital Projects underway in FY 2011.....20

Appendix A: *Grants Awarded to the College 2011-12*

ESSEX COUNTY COLLEGE
 EXCELLENCE AND ACCOUNTABILITY
 2011-2012

II. Data by Category

A. Accreditation status:

1. Institutional Accreditation

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

In June, 2012 the Middle States Commission on Higher Education acted: To accept the monitoring report and to note the visit by the Commission’s representatives. To note that the institution is now in compliance with Standard 7 (Institutional Assessment). To continue to warn the institution that its accreditation may be in jeopardy because of insufficient evidence that it is in compliance with Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on warning.

2. Professional Accreditation

| Program | Accrediting Agent |
|--|---|
| Dental Assisting (Cert.) | American Dental Association/Council on Dental Education/Dental Assisting Section |
| Dental Hygiene | American Dental Association/Council on Dental Education/Dental Hygiene Section |
| Nursing | National League of Nursing |
| Ophthalmic Dispensing | Commission on Optician Accreditation |
| Physical Therapist Assistant | American Physical Therapy Association’s Commission on Accreditation in Physical Therapy Education |
| Radiography | Commission on Accreditation for Allied Health Education Programs/Joint Review Committee on Education in Radiologic Technology |
| Respiratory Care/Respiratory Technician (Cert.) | Commission on Accreditation for Respiratory Care (COARC) |
| Civil Construction Engineering Tech. Electronic Engineering Tech. and Mechanical Engineering Tech. | Accreditation Board for Engineering and Technology (ABET) |

B. Number of Students Served:

1. Number of undergraduate students by attendance status: Fall 2011*

| Attendance Status | Number of undergraduate students | Percent |
|-------------------|----------------------------------|---------|
| Full-time | 7,791 | 62.2% |
| Part-time | 4,741 | 37.8% |
| Total | 12,532 | 100.0% |

(Source: IPEDS Fall Enrollment Survey)

* Using October 15th census data

2. Number of graduate students by attendance status: N/A

3. Number of non-credit students served:

| | Total Number of Registrations ¹ | Unduplicate d Headcount | Total Clock Hours (One Clock Hour = 60 minutes) | Total FTEs ² |
|---------------------|--|----------------------------|---|-------------------------|
| Open Enrollment | 17,867 | 9,661 | 795,865 | 1,769 |
| Customized Training | 1,564 | | 12,712 | 28 |

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

¹ Includes all registrations in any course that started on July 1, 2010 through June 30, 2011.

² FTEs were computed by converting clock hours to credit hours (dividing by 15), then converting credit hours to FTEs (dividing by 30).

4. Unduplicated number of students for entire academic year: FY 2011

| | |
|----------------------------|---------|
| Headcount enrollment | 17,414 |
| Credit hours | 320,018 |
| Full-Time Equivalent (FTE) | 10,667 |

(Source: IPEDS 12-Month Enrollment Survey)

C. Characteristics of Undergraduate Students:

1. Mean math, reading, and writing SAT scores: N/A

2. Enrollment in remediation courses by subject area

Total Number of Undergraduate Students Enrolled in Fall 2011

| | |
|---|--------|
| Total Undergraduate Enrollment | 12,532 |
| Number of Students Enrolled in One or More Remedial Courses | 4,952 |
| Percent of Total Enrolled in One or More Remedial Courses | 39.5% |

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2011

| | |
|--|-------|
| Total Number of FTFT Students | 2,276 |
| Number of FTFT Students Enrolled in One or More Remedial Courses | 1,869 |
| Percent of FTFT Enrolled in One or More Remedial Courses | 82.1% |

FTFT students enrolled in remediation in Fall 2011 by subject area

| Subject Area | Number of FTFT Enrolled In: | % of all FTFT Enrolled In: |
|--------------|-----------------------------|----------------------------|
| Computation | 1,133 | 49.8% |
| Algebra | 100 | 4.4% |
| Reading | 240 | 10.5% |
| Writing | 0 | 0.0% |
| English | 1,687 | 74.1% |

(Source: SURE Fall Enrollment file)

3. Race/ethnicity, sex, and age

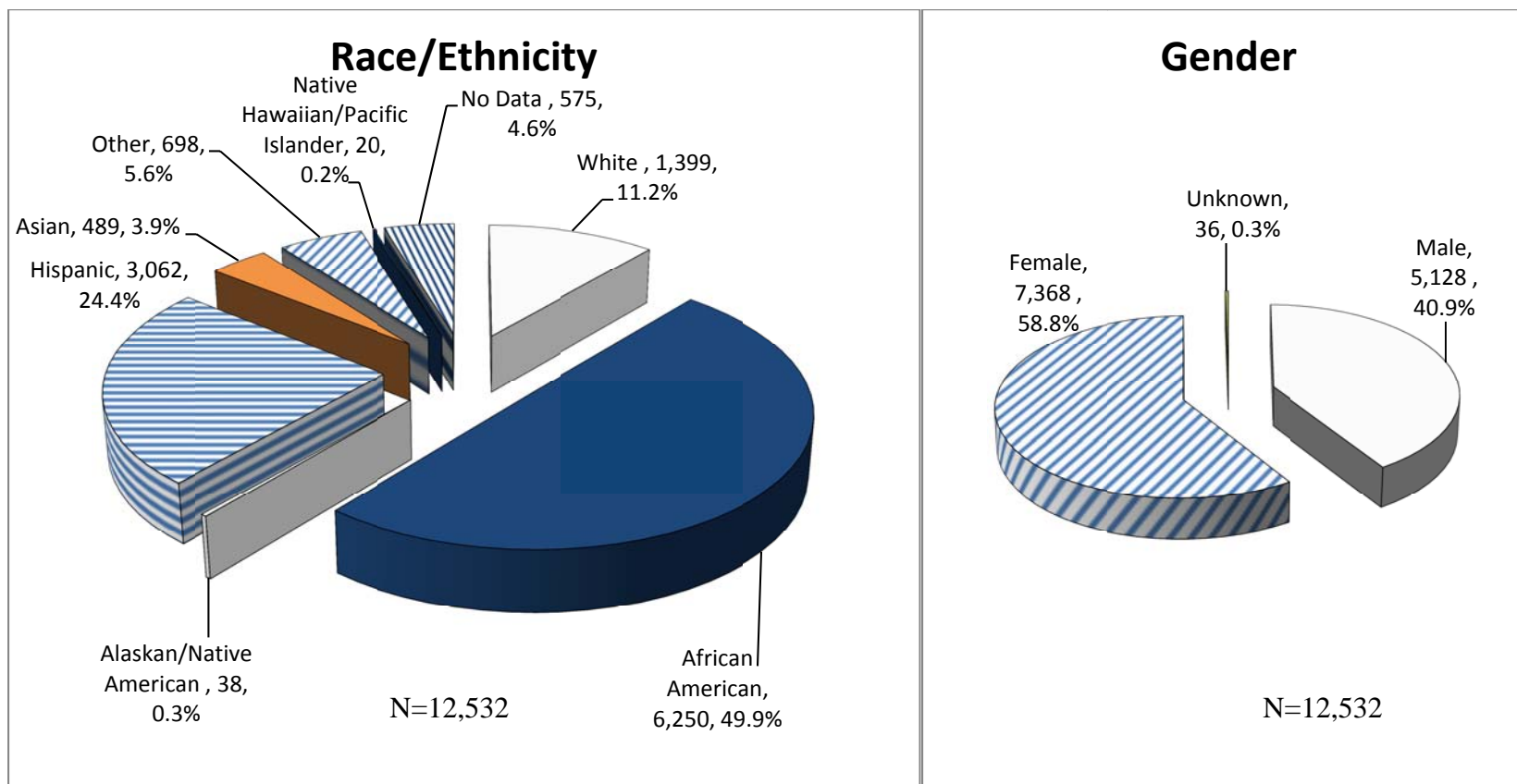
| Essex | | | | | | | | | | | | | | | | |
|---|-------|-------|-------|-------|----------|-------|--------|------|---------------|------|-------|-------|---------------|------|--------|--------|
| Undergraduate Enrollment by Race/Ethnicity, Fall 2011 | | | | | | | | | | | | | | | | |
| | White | | Black | | Hispanic | | Asian* | | American Ind. | | Alien | | Race Unknown* | | Total | |
| | Num | Pct | Num | Pct | Num | Pct | Num | Pct | Num | Pct | Num | Pct | Num | Pct | Num | Pct |
| Full-time | 561 | 7.2% | 3,681 | 47.2% | 2,277 | 29.2% | 190 | 2.4% | 19 | 0.2% | 574 | 7.4% | 489 | 6.3% | 7,791 | 100.0% |
| Part-time | 533 | 11.2% | 1,981 | 41.8% | 1,083 | 22.8% | 186 | 3.9% | 9 | 0.2% | 551 | 11.6% | 398 | 8.4% | 4,741 | 100.0% |
| Total | 1,094 | 8.7% | 5,662 | 45.2% | 3,360 | 26.8% | 376 | 3.0% | 28 | 0.2% | 1,125 | 9.0% | 887 | 7.1% | 12,532 | 100.0% |

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

| Undergraduate Enrollment by Sex, Fall 2011 | | | | | | | | | | | | | | | |
|--|-------|--------|-------|-------|-----------|-------|--------|-------|-------|-------|-------|--------|-------|--------|--|
| Full-time | | | | | Part-time | | | | | Total | | | | | |
| Male | Pct | Female | Pct | Total | Male | Pct | Female | Pct | Total | Male | Pct | Female | Pct | Total | |
| 3,241 | 41.6% | 4,550 | 58.4% | 7,791 | 1,923 | 40.6% | 2,818 | 59.4% | 4,741 | 5,164 | 41.2% | 7,368 | 58.8% | 12,532 | |

| Undergraduate Enrollment by Age, Fall 2011 | | | | | | | | | | | | | |
|--|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|---------|--------|
| | | LT 18 | 18-19 | 20-21 | 22-24 | 25-29 | 30-34 | 35-39 | 40-49 | 50-64 | 65+ | Unknown | Total |
| Full-time | Num | 87 | 2,151 | 1,757 | 1,154 | 978 | 621 | 362 | 486 | 185 | 10 | 0 | 7,791 |
| | Pct | 1.1% | 27.6% | 22.6% | 14.8% | 12.6% | 8.0% | 4.6% | 6.2% | 2.4% | 0.1% | 0.0% | 100.0% |
| Part-time | Num | 301 | 423 | 693 | 816 | 777 | 491 | 379 | 575 | 254 | 32 | 0 | 4,741 |
| | Pct | 6.3% | 8.9% | 14.6% | 17.2% | 16.4% | 10.4% | 8.0% | 12.1% | 5.4% | 0.7% | 0.0% | 100.0% |
| Total | Num | 388 | 2,574 | 2,450 | 1,970 | 1,755 | 1,112 | 741 | 1,061 | 439 | 42 | 0 | 12,532 |
| | Pct | 3.1% | 20.5% | 19.5% | 15.7% | 14.0% | 8.9% | 5.9% | 8.5% | 3.5% | 0.3% | 0.0% | 100.0% |

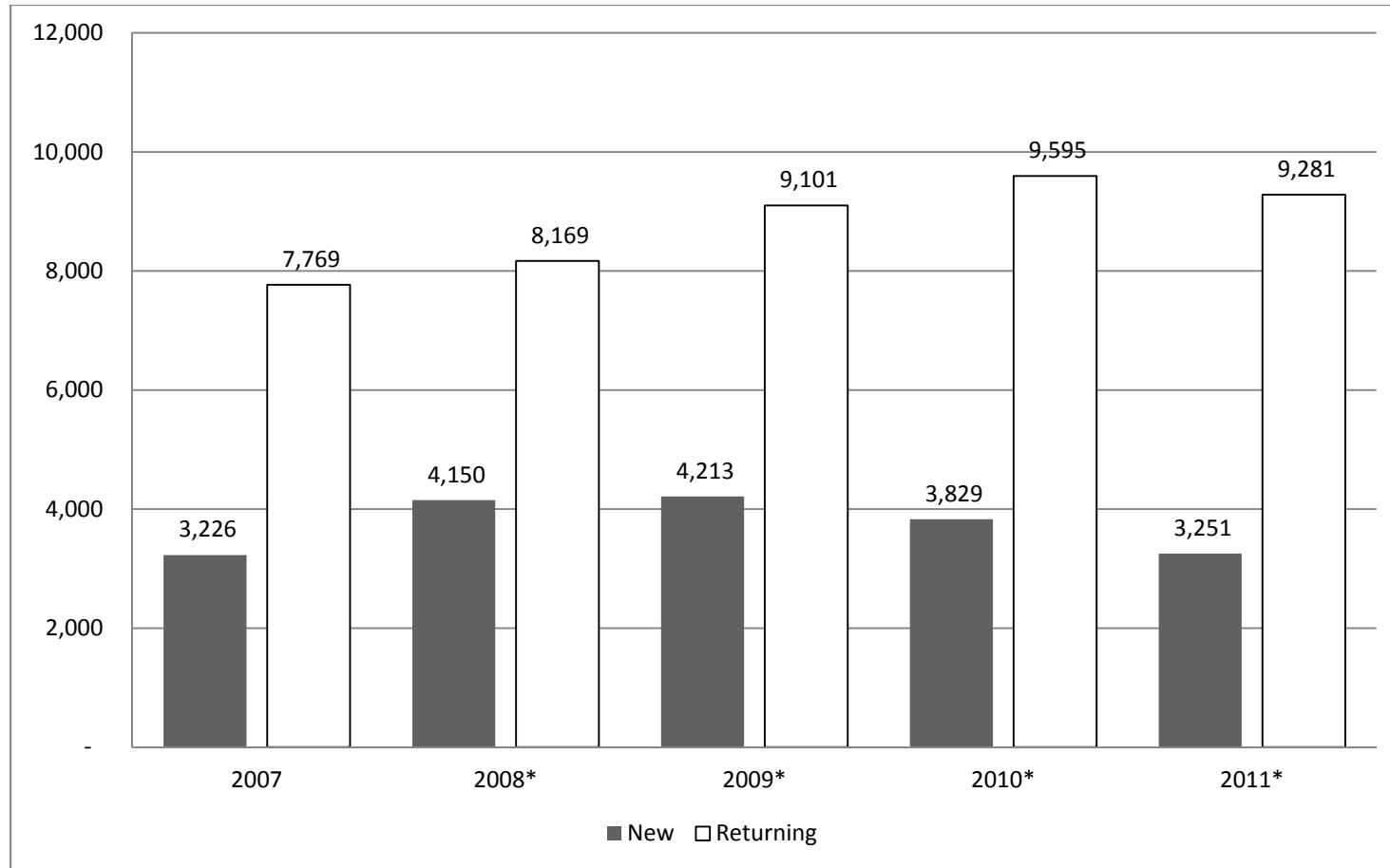
FALL 2011 ENROLLMENT BY RACE/ETHNICITY AND GENDER



Note: Percent of Race/Ethnicity is different from state data on page 4 as Aliens not included as separate category.

Source: Fall 2011 October 17th Enrollment Data

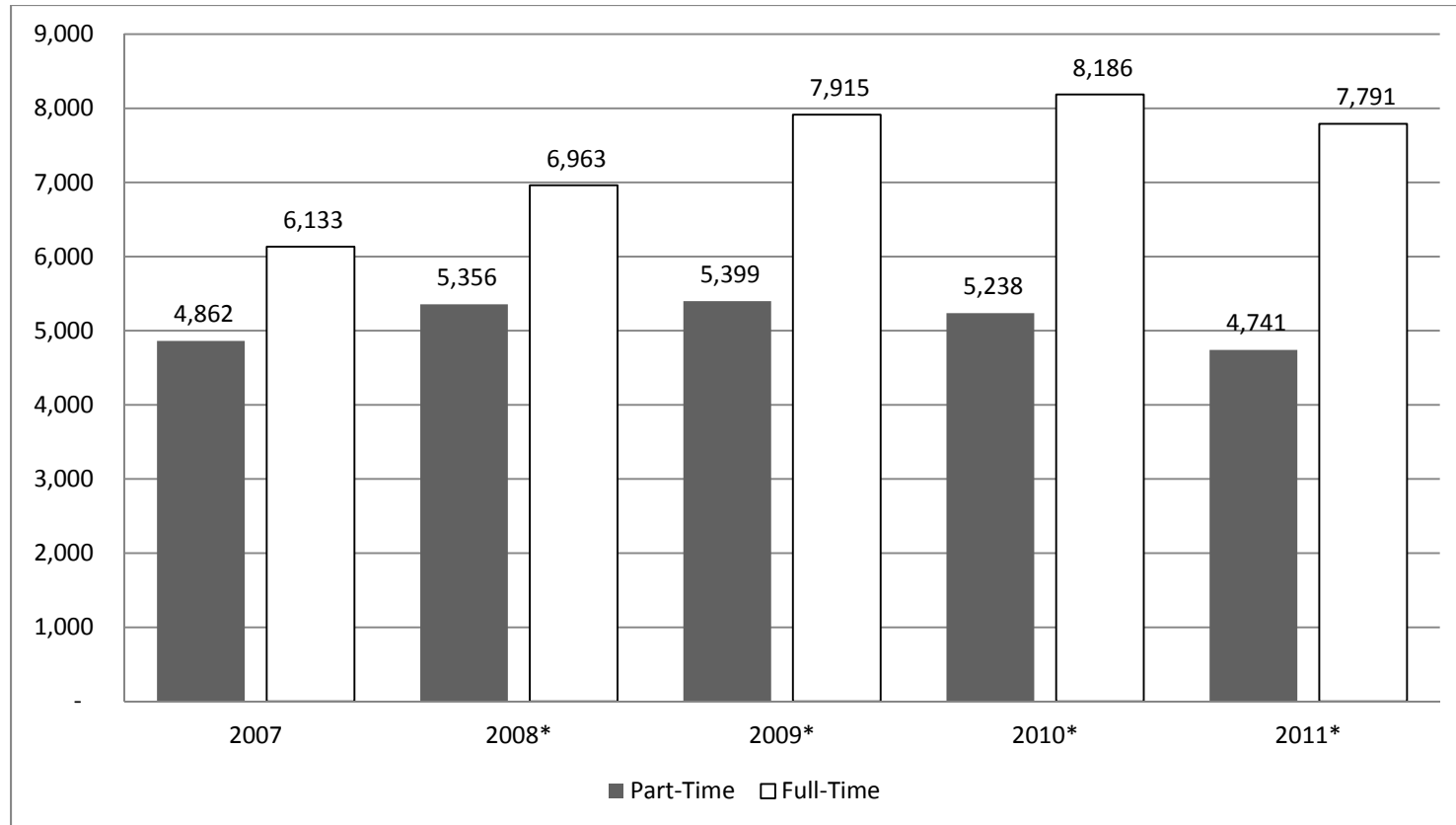
FALL ENROLLMENT NEW/RETURNING COMPARISON 2007-2011



*October 15

Source: ECC Fall Enrollment Data

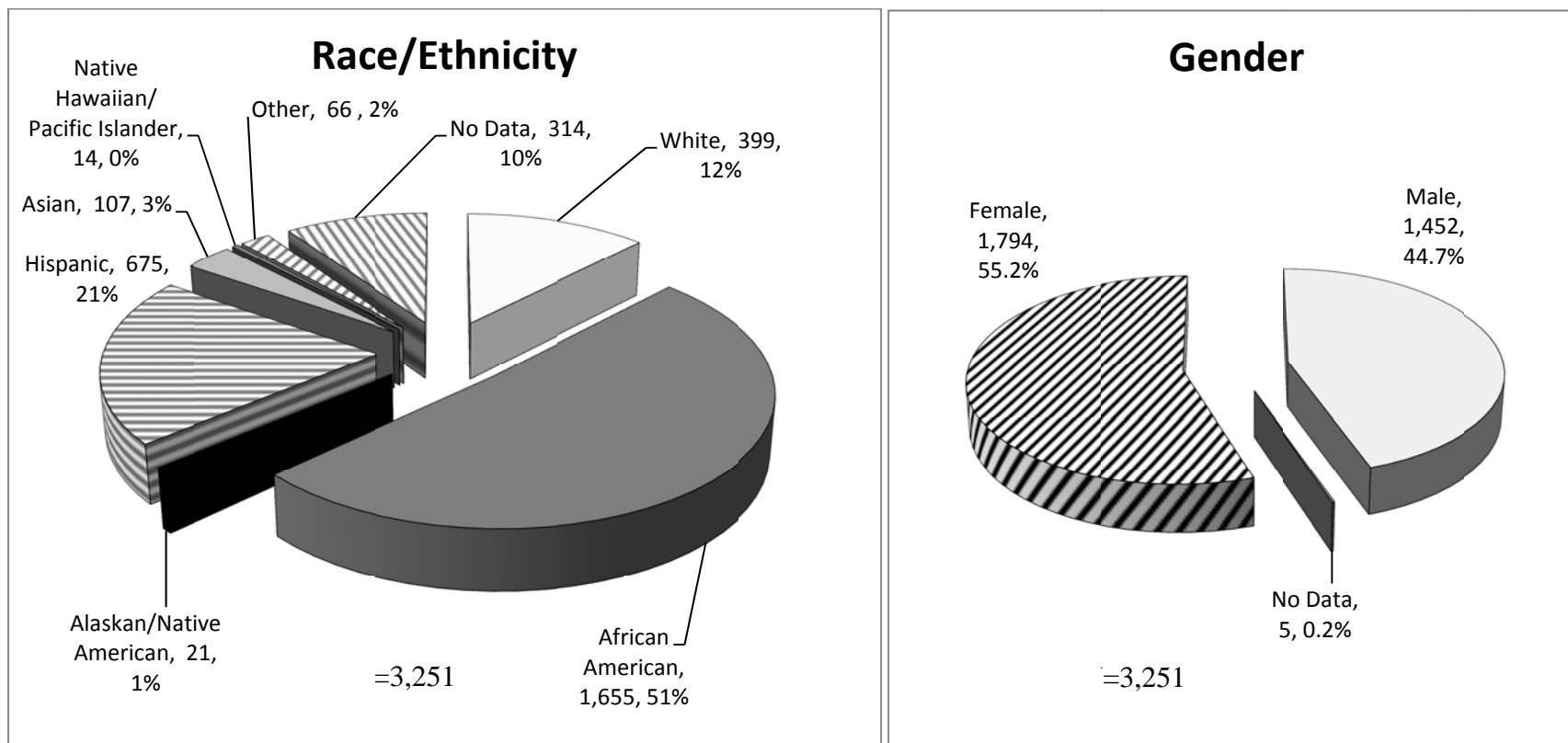
FALL ENROLLMENT FULL-TIME/PART-TIME COMPARISON 2007-2011



*October 15

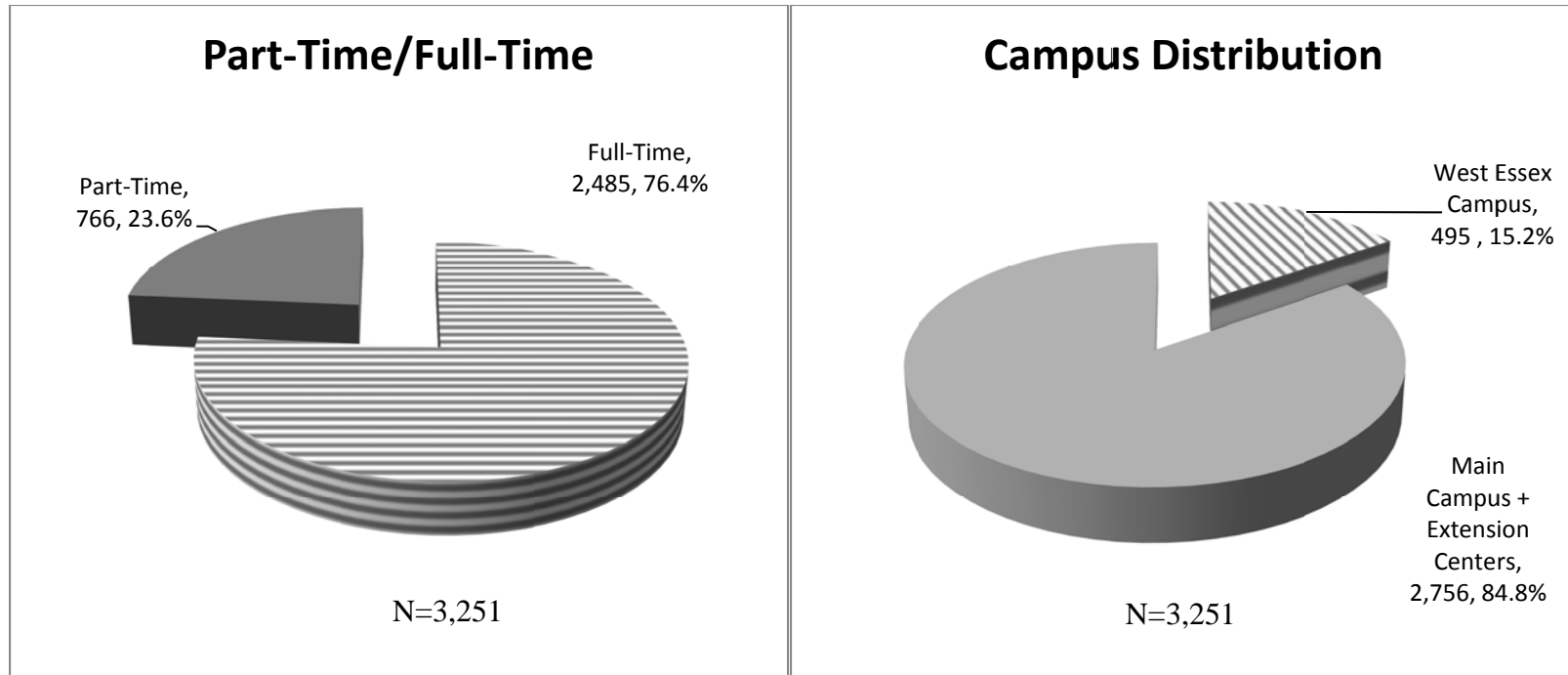
Source: ECC Fall Enrollment Data

FALL 2011 FRESHMAN PROFILE By race/ethnicity and gender



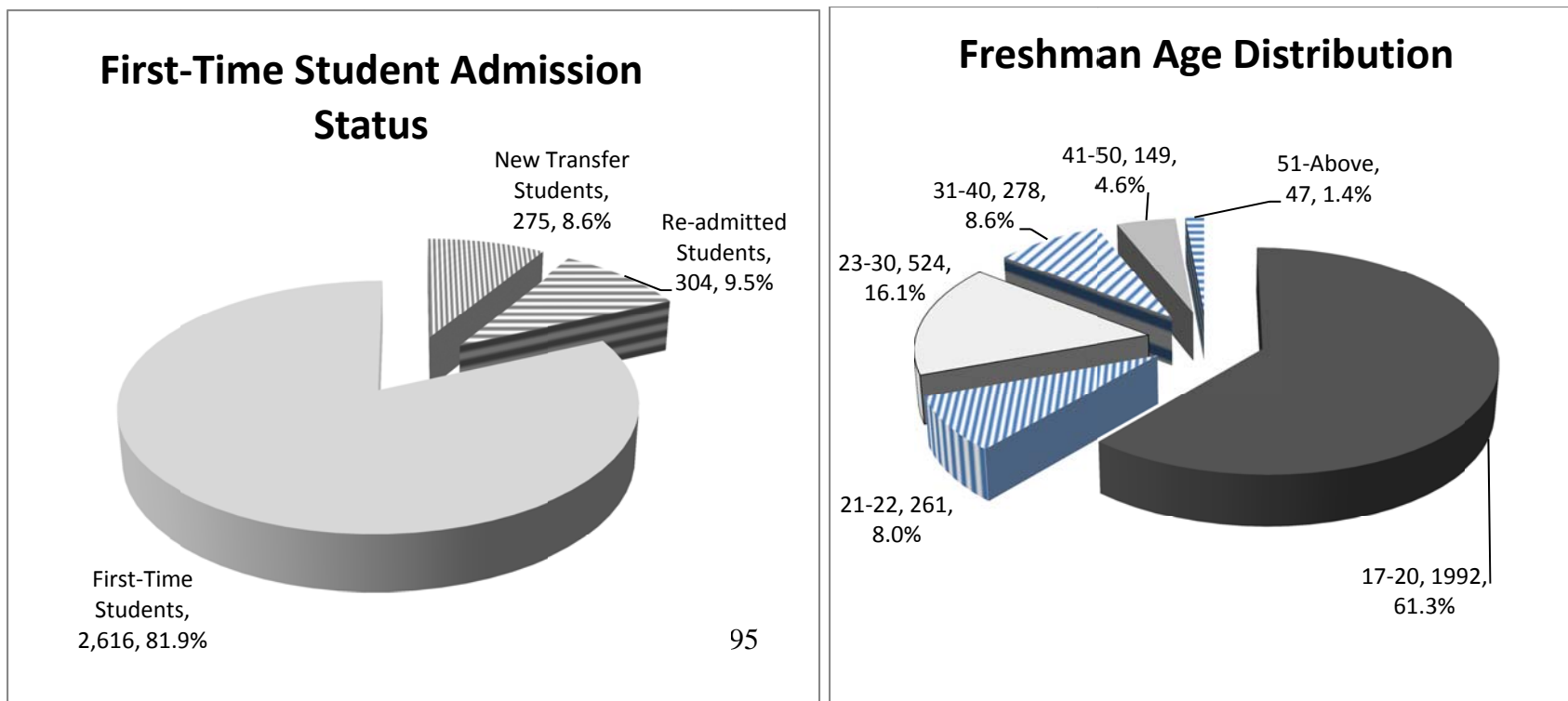
Source: Fall 2011 October 17th Enrollment Data

FALL 2011 FRESHMAN PROFILE Part-Time/Full-Time Status and Campus Distribution



Source: Fall 2011 October 17th Enrollment Data

FALL 2011 FIRST-TIME STUDENT ADMISSION STATUS AND FRESHMAN AGE DISTRIBUTION



Source: Fall 2011 October 17th Enrollment Data

4. Numbers of students receiving financial assistance under federal-, state-, & institution-funded aid program: AY 2010-11

| | Recipients | Dollars (\$) | \$/Recipient |
|--------------------------------------|------------|--------------|--------------|
| <u>FEDERAL PROGRAMS</u> | | | |
| Pell Grants | 7,995 | 31,083,000 | 3,887.80 |
| College Work Study | 205 | 658,000 | 3,209.76 |
| Perkins Loans | | 0 | |
| SEOG | 1,086 | 240,000 | 220.99 |
| PLUS Loans | | 0 | |
| Stafford Loans (Subsidized) | | 0 | |
| Stafford Loans (Unsubsidized) | | 0 | |
| SMART & ACG or other | 93 | 80,000 | 860.22 |
| <u>STATE PROGRAM</u> | | | |
| Tuition Aid Grants (TAG) | 4,064 | 5,765,000 | 1,418.55 |
| Educational Opportunity Fund (EOF) | 1,127 | 944,000 | 837.62 |
| Outstanding Scholars (OSRP) | | 0 | |
| Distinguished Scholars | 5 | 4,000 | 800.00 |
| Urban Scholars | 33 | 23,000 | 696.97 |
| NJ STARS | 55 | 140,000 | 2,545.45 |
| NJCLASS Loans | 94 | 473,000 | 5,031.91 |
| <u>INSTITUTIONAL PROGRAMS</u> | | | |
| Grants/Scholarships | 247 | 566,000 | 2,291.50 |
| Loans | | 0 | |

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

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

5. Percentage of students who are New Jersey residents

Fall 2011 Full-time First-time Undergraduate Enrollment by State Residence

| In-State | Out-of-State | Total | % of state residents |
|----------|--------------|-------|----------------------|
| 2,254 | 22 | 2,276 | 99.0% |

(Source: IPEDS Fall Enrollment Survey)

Fall 2011 Undergraduate Enrollment by County Residence

| In-County | Out-of-County | Total | % of county residents |
|-----------|---------------|--------|-----------------------|
| 11,301 | 1,231 | 12,532 | 90.2% |

(Source: ECC Enrollment Data, October 17, 2011)

D. Student Outcomes:

1. Graduation Rates

a. Four-, Five- and six-year graduation rate by race/ethnicity: N/A

b. Two-year graduation rate

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

| | Num | Pct |
|-------------------------|------------|------------|
| Fall 2008 Cohort | 2,596 | |
| Graduated after 2 Years | 34 | 1.3% |

(Source: IPEDS Graduation Rate Survey)

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

Three-Year Graduation and Transfer Rates of Fall 2008 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

| | White | | Black | | Hispanic | | Asian | | Alien | | Other * | | Total | |
|-------------------------|--------------|------------|--------------|------------|-----------------|------------|--------------|------------|--------------|------------|----------------|------------|--------------|------------|
| | Num | Pct | Num | Pct | Num | Pct | Num | Pct | Num | Pct | Num | Pct | Num | Pct |
| Fall 2008 Cohort | 169 | | 1,343 | | 600 | | 48 | | 284 | | 152 | | 2,596 | |
| Graduated after 3 Years | 16 | 9.5% | 64 | 4.8% | 25 | 4.2% | 5 | 10.4% | 26 | 9.2% | 7 | 4.6% | 143 | 5.5% |
| Transfers | 27 | 16.0% | 143 | 10.6% | 48 | 8.0% | 8 | 16.7% | 17 | 6.0% | 18 | 11.8% | 261 | 10.1% |

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

(Source: IPEDS Graduation Rate Survey)

NOTE: 3 year GRS Completers $143/2,596 = 5.5\%$ Transfers $261/2,596 = 10.1\%$

2. Third Semester Retention Rates:

a. By attendance status

Third Semester Retention of First-time Undergraduates, Fall 2010 to Fall 2011.

Full-Time

First-Time Fall 2010 = 2,646 Retained Fall 2011 = 1,311 or 49.5%

Part-Time

First-Time Fall 2010 = 363 Retained Fall 2011 = 121 or 33.3%

E. Faculty Characteristics:

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

Fall 2011 Summary here - also see page 15

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

| <u>FACULTY (All FT)</u> | <u>B</u> | <u>A/PI</u> | <u>H</u> | <u>W</u> | <u>Un</u> | <u>TOTAL</u> |
|--------------------------------|-----------------|--------------------|-----------------|-----------------|------------------|---------------------|
| FT Male | 19 | 3 | 6 | 33 | 1 | 62 |
| FT Female | 23 | 7 | 10 | 23 | 1 | 64 |
| Total | 42 | 10 | 16 | 56 | 2 | 126 |

| <u>TENURED FACULTY</u> | <u>B</u> | <u>A/PI</u> | <u>H</u> | <u>W</u> | <u>Un</u> | <u>TOTAL</u> |
|-------------------------------|-----------------|--------------------|-----------------|-----------------|------------------|---------------------|
| FT Male | 14 | 2 | 4 | 29 | 1 | 50 |
| FT Female | 20 | 5 | 9 | 19 | 1 | 54 |
| Total | 34 | 7 | 13 | 48 | 2 | 104 |

Source: CHE

- 82.5% Percent of the faculty are tenured.

2. Percent of course sections taught by full-time faculty: Fall 2011

Fall 2011 sections = 1,514

Taught by Full-time = 458 or 30.3%

Taught by Part-time = 1,056 or 69.7%

(Source: Institutional Research)

3. Ratio of full- to part-time faculty: Fall 2011

| | Full-time | Part-time | Total |
|---------|-----------|-----------|--------|
| Number | 126 | 565 | 691 |
| Percent | 18.2% | 81.8% | 100.0% |

(Source: IPEDS Human Resources Survey)

Full-Time Faculty by Race/Ethnicity, Sex, Tenure and Academic Rank, Fall 2011

| | <u>White</u> | | <u>Black</u> | | <u>Hispanic</u> | | <u>Asian*</u> | | <u>American Ind.</u> | | <u>Alien</u> | | <u>Race Unknown*</u> | | <u>Total</u> | |
|-----------------------|--------------|------------|--------------|------------|-----------------|------------|---------------|------------|----------------------|------------|--------------|------------|----------------------|------------|--------------|------------|
| | <u>Men</u> | <u>Wom</u> | <u>Men</u> | <u>Wom</u> | <u>Men</u> | <u>Wom</u> | <u>Men</u> | <u>Wom</u> | <u>Men</u> | <u>Wom</u> | <u>Men</u> | <u>Wom</u> | <u>Men</u> | <u>Wom</u> | <u>Men</u> | <u>Wom</u> |
| Tenured | | | | | | | | | | | | | | | | |
| Professors | 12 | 5 | 2 | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 18 | 7 |
| Associate Prof. | 6 | 7 | 6 | 4 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 14 |
| Assistant Prof. | 7 | 4 | 5 | 10 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 12 | 19 |
| All Others | 4 | 3 | 1 | 6 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 14 |
| TOTAL | 29 | 19 | 14 | 20 | 4 | 9 | 2 | 5 | 0 | 0 | 0 | 0 | 1 | 1 | 50 | 54 |
| Without Tenure | | | | | | | | | | | | | | | | |
| Professors | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Associate Prof. | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Assistant Prof. | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 |
| All Others | 4 | 4 | 2 | 2 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 |
| TOTAL | 4 | 4 | 5 | 3 | 2 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 10 |
| Total | | | | | | | | | | | | | | | | |
| Professors | 12 | 5 | 2 | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 18 | 7 |
| Associate Prof. | 6 | 7 | 6 | 5 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 15 |
| Assistant Prof. | 7 | 4 | 8 | 10 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 16 | 19 |
| All Others | 8 | 7 | 3 | 8 | 1 | 3 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 23 |
| TOTAL | 33 | 23 | 19 | 23 | 6 | 10 | 3 | 7 | 0 | 0 | 0 | 0 | 1 | 1 | 62 | 64 |

(Source: IPEDS Human Resources Survey)

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

F. Characteristics of the trustees or governors:

1. Race/ethnicity and sex

| | White | Black | Hispanic | Asian | American Indian | Non-Res Alien | Unknwn | Total |
|--------|-------|-------|----------|-------|-----------------|---------------|--------|-------|
| Male | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 7 |
| Female | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 |
| Total | 3 | 7 | 1 | 0 | 0 | 0 | 0 | 11 |

2. List of trustees/governors with titles and affiliations

| <u>Name</u> | <u>Title</u> | <u>Occupation</u> | <u>ETH</u> | <u>GEN</u> |
|--|------------------|--|------------|------------|
| Reginald T. Jackson | Chairperson | Bishop | B | M |
| Thomas P. Scrivo | Vice Chairperson | Attorney | W | M |
| Dr. Lawrence Feinsod | Trustee | Essex County Executive Superintendent of Schools | W | M |
| Joseph Fiordaliso | Trustee | Commissioner of the NJ Board of Public Utilities | W | M |
| Jeweline Grimes | Trustee | Community Outreach Coordinator | B | F |
| Stacey LG Jennings | Trustee | Corporate Executive | B | F |
| Calvin Souder | Trustee | Attorney | B | M |
| Michellene Davis | Trustee | Attorney/Corporate Executive | B | F |
| Elvin Esteves | Trustee | Attorney | H | M |
| Gerald Owens | Trustee | Labor Leader | B | M |
| Rita Sallis | Trustee | Corporate Executive | B | F |
| President Edythe M. Abdullah and ex-officio member | | | | |

(Source: President's Office)

Note: ETH – Ethnic Background; GEN – Gender

3. URLs of webpages with information on trustees/governors

http://www.essex.edu/admin/ecc_trustee_members.html

G. Profile of the institution

1. Degree and Certificate Programs by Divisions/Departments

DIVISION OF ALLIED HEALTH

Dental Assisting, C
Dental Hygiene, AAS
Dietary Management, C
Health Science, AS
Physical Therapist Assistant, AAS
Radiography, AAS
Respiratory Care, AS
Vision Care Technology, AAS

DIVISION OF BILINGUAL STUDIES

Liberal Arts: Spanish Language Option, AA

DIVISION OF BIOLOGY AND CHEMISTRY

Biology, Pre-Medicine, AS
Biotechnology, AAS
Biotechnology, C
Chemical Technology, AAS
Chemical Technology, C
Chemistry, AS
Environmental Science, AAS
General Science, AS

DIVISION OF BUSINESS

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

Degrees and Certificate Programs continued:

DIVISION OF ENGINEERING TECHNOLOGIES AND COMPUTER SCIENCE

Applied Computer Science, AS
Architectural Technology, AAS
Civil Construction Engineering Technology, AAS
Civil Construction Engineering Technology: Land Surveying Option, AAS
Computer-Aided Design Technology, C
Computer Information Systems, AS
Computer Science, AS
Electronic Engineering Technology, AAS
Energy Utility Technology, AAS
Engineering, AS
Geographic Information Systems, C
Internetworking Technology, C
Mechanical Engineering Technology, AAS
Mechanical Engineering Tech: Manufacturing Engineering Tech. Option, AAS
Network Technology, C
Technical Studies, AAS
Technical Studies Program, Uniform Construction Code Tech. Option, AAS

DIVISION OF HUMANITIES

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

DIVISION OF MATHEMATICS AND PHYSICS

Mathematics, AS

DEPARTMENT OF NURSING

Nursing, AAS
Nursing, LPN Articulation Option, AAS
LPN Certificate Program, C

Degrees and Certificate Programs continued:

DIVISION OF SOCIAL SCIENCES

Childhood Development Associate Certification Program

Criminal Justice, AS

Education, AA

Human and Social Services AAS – offering specializations in Psychology, Alcohol and Substance Abuse and Social Work

Human and Social Services, C

Legal Secretary Certificate, C

Nurse Paralegal Certificate, C

Massage Therapy, C

Paralegal Certificate, C

Paralegal Studies Program, AS

Physical Education, AS

Psychosocial Rehabilitation and Treatment Program, AAS

Social Science, AS

COMMUNITY AND CONTINUING EDUCATION

Building Code Technology, C

Electrical Code Technology, C

Fire Code Technology, C

Plumbing Code Technology, C

2. Other

Articulation Agreements:

Berkeley College

Bloomfield College

Centenary College

Clark Atlanta University

Drexel University

Fairleigh Dickinson University

Felician College (nursing)

John Jay College of Criminal Justice

Kean University of New Jersey

Mercy College

Montclair State University

New Jersey City University

New Jersey Inst. of Technology

New York University

Palmer College of Chiropractic

Rutgers University

St. Peter's College

Seton Hall University

Thomas Edison State College

University of Phoenix

William Patterson College

H. Major research and public service activities:

See Appendix A on grants received 2011-2012.

I. Major Capital projects underway in FY 2012:

Completed Biology and Chemistry labs.

APPENDIX A

GRANTS AWARDED TO THE COLLEGE

2011 - 2012

**Essex County College
2011-12 External Funding**

Predominantly Black Institutions Formula Grant \$273,879: U.S. Department of Education Office of Postsecondary Education, funding will be used to implement three comprehensive activities that address the needs of our student population who are in need of mathematics and English remediation. Activities will be provided through an integrated array of proven strategies, including block scheduled learning communities, peer-assisted supplemental instruction, recitation sessions, group counseling, and accelerated remedial education. The three activities will include: 1) Developmental Education; 2) Support for a special population; and 3) Retention strategies.

Carl D. Perkins Vocational & Technical Education Act \$394,802: New Jersey Department of Education, purpose to support the High School Initiatives program which provides high school students with an early start with college credits and/or developmental education, credit for postsecondary courses that are not only transferable to other colleges but also satisfy secondary graduation requirements, exposure to the rigors of college courses, and assimilation to a college campus environment; to embed career development into the academic curriculum by offering a Fall and Spring 2-credit course to matriculated students working on degrees which should end in employment in their chosen field; to support the Allied Health Computer Aided Instruction program. The program will increase the number of hours students spend in the skills lab for practice, decrease the percentage of students who report being unprepared for clinical practice after graduation, and improve program retention rates; to support faculty development that will be offered to both full-time and part-time faculty in instructional technology and its integration into curricula; and to provide full and part-time support to maintain the SMART classrooms and mobile multimedia stations. Individuals will work with faculty on the proper usage of equipment, and faculty training for curriculum integration.

Educational Opportunity Fund \$577,456: New Jersey Commission on Higher Education, purpose to provide access to higher education for those who have been burdened with economic and educational disadvantages.

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

Gateway to College Program \$1,047,500: Wal-Mart Foundation via the Gateway to College National Network, to provide alternative pathways to out-of-school youth. An arrangement between Essex County College and Newark Public Schools allows program participants to satisfy their high school requirements by completing designated course work at the college while also pursuing their associate degree. Participants will be awarded their high school diploma from their home district, while also having accumulated significant college credit.

Adult Basic Education Grant \$1,401,556: New Jersey Department of Labor, to provide adult basic education that also includes English as a Second Language and GED preparation.

Pathway to College \$87,822: City of Newark, to provide students who have dropped out of high school with the opportunity to earn their high school diploma and in the process also earn college credits towards an associate's degree.

Project Degree \$96,609: Gateway to College Network, to provide 18-26 year olds who have earned a high school diploma with developmental education as a cohort in a learning community environment in an effort to prepare them for college-level course work.

Training, Inc., \$479,150: Essex County Division of Training and Employment, to support vocational training for TANF (Temporary Assistance for Needy Families) clients, job search for TANF clients, GED practice testing and Basic Skills for older youth.

Training, Inc., \$399,500: NewarkWORKS, supported vocational training for TANF clients and job search for clients on General Assistance.

Training, Inc., \$100,000: Prudential Foundation, to provide general operating support.

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

Training, Inc., \$35,000: Community Foundation of New Jersey (Thomas Fund), to provide general operating support.

Training, Inc., \$29,531: Single Stop USA funds provided to operate a Single Stop site at Essex County College during the second half of 2011.

Training, Inc., \$15,000: The Local 1199J Youth Transition to Work program, supported Certified Nurse Aide training to 10 youth who are no younger than 18 years of age.

Next Step Program \$91,000: the Nicholson Foundation, to assist individuals from halfway and recovery houses with re-entry into society.

Forge grant \$95,000: The Nicholson Foundation, to provide female offenders with one-stop services in an effort to reduce recidivism in Essex County.

Child Development Center \$159,943: U.S. Department of Human Services, funding is to support Abbott eligible students.

Law Enforcement Officers Training and Equipment Fund \$55,955: New Jersey State Division of Criminal Justice Police Training Commission, to support the development and provision of basic and in-service training courses for law enforcement officers and the purchase of training equipment.

Health Information Technology Grant \$327,247: U.S. Department of Health and Human Services, to provide training that prepares students for employment in the electronic healthcare information technology industry.

Homeland Security Grant \$100,000: U.S. Department of Homeland Security Transportation Security Administration, a nine (9) credit pilot program that includes instructors from federal security personnel such as Passenger Screeners, Behavioral Detection Officers and Air Marshals at Newark Liberty International Airport.

Northern New Jersey Healthcare Consortium Grant \$326,086: New Jersey Department of Employment and Training, to provide 95 low-income participants with the portable skills, competencies and credentials needed to secure and retain employment in New Jersey's healthcare sector.

Louis Stokes Alliance for Minority Participation (LSAMP) \$45,048: National Science Foundation, to provide a three part program that includes recruitment of scholars, financial support, and academic support of students interested in pursuing a degree in the Science, Technology, Engineering and Math (STEM) fields.

Division of Youth and Family Services \$91,971: New Jersey Department of Human Services, to provide parenting skills training for DYFS referred clients which includes interactive observations between parent and child.

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

Truancy Alternative Program \$33,860: Newark Board of Education & Newark Municipal Court, to provide parenting skills to parents of chronic truant students.

College Access Challenge Grant \$7,500: New Jersey Commission on Higher Education, purpose to provide direct assistance to students and their families in completing and submitting the Free Application for Federal Student Aid (FAFSA).

Newark Early College High School \$30,000: Woodrow Wilson National Fellowship Foundation, to prepare students in grades 6th through 12th for postsecondary experiences by offering rigorous academic experiences with the primary goal of students completing 30-60 college credits prior to high school graduation.

Journalism Lab \$8,000: American University New Voices sub-grant, to operate a year-round news service to report on issues in the City of Newark.

Certified Homemaker (TANF) \$100,000: NewarkWorks One -Stop Center, to provide vocational training in Certified Home Health Aide careers to TANF (Temporary Assistance to Needy Families) clients.

Adult Learning Center Supplemental Grant \$62,627: NewarkWorks One-Stop Center, to provide GED preparation and vocational training.