



# Annual Institutional Profile Report for 2015



September 15, 2015

# County College of Morris

## PREFACE

For more than four decades, County College of Morris (CCM) has stood as a quality institution providing an outstanding and affordable education for the residents of Morris County and the surrounding area. The CCM mission is to deliver dynamic, challenging, high-quality, and accessible academic programs and services that support the individual's quest for lifelong learning and professional development. Since the college opened in 1968, more than 47,000 graduates have passed through its halls.

Located in Randolph Township, CCM offers more than 50 associate degrees and more than 25 certificate programs. A dedicated faculty of leading experts in their fields provides CCM students with a learning environment that has produced one of the highest graduation and transfer rates among the state's community colleges.

The college also serves as an important community resource offering numerous cultural activities and events for the public, including its well-respected Longo Planetarium shows, a full performing arts schedule and annual poetry festival.

The Annual Institutional Profile Report for 2015 provides information about characteristics of County College of Morris for the 2015 fiscal year. The New Jersey Higher Education Office of the Secretary provided data gathered from NJ Student Unit Record System (SURE), and Integrated Postsecondary Education Data System (IPEDS) Reports. Other pertinent institutionally gathered data elements are also utilized in the completion of this report.

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."

As president of the County College of Morris, I am pleased to present our Annual Institutional Profile Report for 2015.

Sincerely,



Edward J. Yaw, Ed.D.  
President  
County College of Morris

# County College of Morris

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## II. Data by Category – Institutional Profile Report for 2015

### A. Accreditation status.

#### 1. Institutional accreditation.

County College of Morris is licensed by the State of New Jersey. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. It was initially accredited in 1972. The most recent re-accreditation was reaffirmed by the Commission on Higher Education in 2008. The Periodic Review Report was completed in May 2013.

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U. S. Secretary of Education and the Council for Higher Education Accreditation.

#### 2. Professional accreditation.

The college's *Nursing* program is fully accredited by the *New Jersey Board of Nursing* and the *Accreditation Commission for Education in Nursing (ACEN)*.

The *Respiratory Therapy* program is accredited by the *Committee on Accreditation for Respiratory Care (CoARC)*.

The *Radiography Program* is accredited by the *State of New Jersey Department of Environmental Protection-Radiologic Technology Board of Examiners* and the *Joint Review Committee on Education in Radiologic Technology (JRCERT)*.

The programs in *Electronic Engineering Technology* and *Mechanical Engineering Technology* are accredited by the *Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)*. ABET is the sole national accreditation organization for programs in engineering and engineering technology.

The programs in *Business Unit* that culminate in the Associate of Science and Associate of Applied Science degrees is nationally accredited by the *Accreditation of Council for Business Schools and Programs*.

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B. Number of students served.

1. Number of Undergraduates by Attendance Status.

<b>Table II.B.1</b>		
<b>Fall 2014</b>		
<b>Undergraduate Enrollment by Attendance Status</b>		
<b>Status</b>	<b>Number</b>	<b>Percent</b>
Full-Time	4,129	51.0
Part Time	3,967	49.0
Total	8,096	100.0

2. Number of Graduate Students by Attendance Status.

N/A

3. Number of Non-Credit Students Served.

<b>Table II.B.3</b>				
<b>Fall 2014</b>				
<b>Non-Credit Enrollment</b>				
	<b>Total Number of Registrations<sup>1</sup></b>	<b>Unduplicated Headcount</b>	<b>Total Clock Hours (One Clock Hour = 60 Minutes)</b>	<b>Total FTEs<sup>2</sup></b>
Open Enrollment	6,016	3,651	64,059	142
Customized Training	3,981		32,649	73
<sup>1</sup> Includes all registrations in any course that started on July 1, 2013 through June 30, 2014				
<sup>2</sup> 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.

<b>Table II.B.4</b>		
<b>Unduplicated Number of Students Enrolled and Total Credit Hour Enrollment for AY 2014</b>		
<b>Headcount Enrollment</b>	<b>Credit Hours</b>	<b>FTE</b>
11,757	185,465	6,182

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### C. Characteristics of undergraduate students.

1. Mean math, reading and writing SAT scores (senior public institutions).
2. Enrollment in Remediation Courses by Subject Area.

<b>Table II.C.2</b>		
<b>Number and Percent of First-Time, Full-Time (FTFT) Students Enrolled in Remediation by Subject Area in Fall 2014</b>		
<b>Subject Area</b>	<b>Number of FTFT Enrolled</b>	<b>Percent of All FTFT Enrolled</b>
<b>Reading</b>		
<b>Writing</b>	521	39.7%
<b>Computation</b>	378	28.8%
<b>Algebra</b>	103	7.8%
<b>English</b>		
<b>Total Number and Percent of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2014</b>		
<b>Total Number of FTFT Students</b>	<b>Number of FTFT Students Enrolled in One or More Remedial Courses</b>	<b>Percent of FTFT Enrolled in One or More Remedial Courses</b>
1,313	712	54.2%
<b>Total Number of Undergraduate Students Enrolled in Fall 2014</b>		
<b>Number and Percentage of Students Enrolled in One or More Remedial Courses</b>		
<b>Total Fall 2014 Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>Percent of Total</b>
8,096	1,702	21.0%

The college's placement test (Accuplacer) provides information to the college about a student's skill level in English, mathematics, algebra, and information (computer) literacy. The results of the test(s) are used to determine the proper placement of students in academic courses. The following students must take the placement test:

- All students who apply for matriculation into a program of study leading to a degree or certain specified certificate.
- All students who intend to register for an English or mathematics course, or for a course that requires a proficiency.
- All students transferring to CCM who are not exempt from placement testing as specified in "Exemptions from Placement Testing."
- Any applicant whose first language is not English and who is attempting to register for a credit course.

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- Any applicant who is exempt from the Mathematics section of the exam but who wishes to attempt to place into a higher-level mathematics course, e.g., Pre-calculus, Calculus I, etc.
- All pre-college age students who enroll at the college through the Challenger or Academy programs or any of the college's pre-college age programs who intend to register for an English or mathematics course, or for a course that requires a proficiency measured by a placement test.
- All non-matriculated students who have completed 12 credits of coursework at CCM and whose enrollment is not covered by an exemption as specified in the Exemptions from Placement Test.

### **Exemptions:**

1. Students who have taken SATs or ACTs and have earned scores of:
  - a. SAT = 540V and 530M
  - b. ACT = 23 for English and 23 for mathematics.
2. Students who have earned college credit in appropriate English or mathematics courses from a regionally accredited college or university.
3. Students who have passed the appropriate remedial coursework at another college or university.

If the placement test results indicate that specific basic skills are lacking, the college reserves the right to require students to take non-credit remedial/developmental courses in writing, mathematical computation, and basic algebra, and or intermediate algebra. Pre-college age students are not permitted to take any remedial/developmental courses at CCM.

Students who intend to register for courses in engineering, physics, mathematics, biology or chemistry may be required to take the College Level Mathematics (CLM) test prior to registration to determine placement in higher level mathematics.

Students who intend to register for performance courses in the Music and Music Technology programs are required to take the Basic Musicianship Test prior to registration for Music Theory.

All students will be required to take the Information (Computer) Literacy Competency exam at the same time they take the Accuplacer test(s). Students who do not pass the exam must take a 1-3 credit designated course in technology recommended through their respective program.

Students who identify themselves as being disabled may request testing accommodations by submitting the appropriate documentation to the Disability Services office.

If English is not your native language, you have the option to submit TOEFL, SAT or ACT scores or other proficiency evidence to support your admission application to CCM. However, upon arrival on campus, all students will be required to take an additional placement examination administered by CCM before registering for classes or other academic work.



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### 3. Enrollment status by race/ethnicity, gender, and age (separately).

#### a. Enrollment by status and race/ethnicity.

##### Legend of Race/Ethnic Categories

**NRA** = Non-Resident Alien                      **B** = Black/African American  
**AI/AN** = American Indian/Alaskan Native   **A/PI** = Asian/Pacific Islander  
**H** = Hispanic/Latino                                **W** = White  
**U** = Unknown also includes 2 or more Races

<b>Table II.C.3.a:</b>								
<b>Undergraduate Enrollment Status by Race/Ethnicity, Fall 2014</b>								
<b>Undergraduate</b>	<b>NRA</b>	<b>B</b>	<b>AI/AN</b>	<b>A/PI</b>	<b>H</b>	<b>W</b>	<b>U</b>	<b>Total</b>
<b>Full-time</b>	99	187	16	228	764	2,419	416	4,129
<b>Percent Full-time</b>	2.4	4.5	0.4	5.5	18.5	58.6	10.1	100.0
<b>Part-time</b>	98	200	10	216	704	2,339	400	3,967
<b>Percent Part-time</b>	2.5	5.0	0.3	5.4	17.7	59.0	10.1	100.0
<b>Grand Total</b>	197	387	26	444	1,468	4,758	816	8,096
<b>Percent of Total</b>	2.4	4.8	0.3	5.5	18.1	58.8	10.1	100.0

#### b. Enrollment status by gender.

<b>Table II.C.3.b:</b>						
<b>Undergraduate Status by Gender, Fall 2014</b>						
<b>Undergraduate</b>	<b>Full-time</b>	<b>Percent</b>	<b>Part-time</b>	<b>Percent</b>	<b>Grand Total</b>	<b>Percent of Total</b>
<b>Female</b>	1,869	45.3	2,140	53.9	4,009	49.5
<b>Male</b>	2,260	54.7	1,827	46.1	4,087	50.5
<b>Total</b>	4,129	51.1	3,967	49.0	8,096	100.0

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c. Enrollment status by age.

<b>Table II.C.3.c:</b>						
<b>Undergraduate Enrollment Status by Age, Fall 2014</b>						
<b>Age Category</b>	<b>Full-Time</b>	<b>Percent of Full-Time</b>	<b>Part-Time</b>	<b>Percent of Part-Time</b>	<b>Total Headcount</b>	<b>Percent of Total Headcount</b>
<b>Less Than 18</b>	40	1.0	86	202	126	1.6
<b>18-19</b>	1,893	45.8	628	15.8	2,521	31.1
<b>20-21</b>	1,315	31.8	871	22.0	2,186	27.0
<b>22-24</b>	482	11.7	853	21.5	1,335	16.5
<b>25-29</b>	234	5.7	595	15.0	829	10.2
<b>30-34</b>	82	2.0	260	6.6	342	4.2
<b>35-39</b>	27	0.7	184	4.6	211	2.6
<b>40-49</b>	34	0.8	253	6.4	287	3.5
<b>50-64</b>	13	0.3	180	4.5	193	2.4
<b>65+</b>	1	0.0	50	1.3	51	0.6
<b>Unknown</b>	8	0.2	7	0.2	15	0.2
<b>Total</b>	4,129	100.0	3,967	100.0	8,096	100.0

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4. Numbers of students receiving financial assistance under each State-, Federal- and institution-funded aid programs – need-based and merit-based, grants and loans.

<b>Table II.C.4: Financial Aid from State, Federal and Institutional-Funded Programs, FY 2014</b>			
<b>Award</b>	<b>Recipients</b>	<b>Dollars(\$)</b>	<b>\$/Recipient</b>
<b><u>State Programs</u></b>			
<b>Tuition Aid Grants (TAG)</b>	919	1,557,000	1,694.23
<b>Educational Opportunity Fund (EOF)</b>	66	58,000	878.79
<b>Outstanding Scholars (OSRP)</b>	0	0	-
<b>Distinguished Scholars</b>	0	0	-
<b>Urban Scholars</b>	0	0	-
<b>NJCLASS Loans</b>	12	55,000	4,583.33
<b>NJSTARS</b>	56	167,000	2,982.14
<b><u>Federal Programs</u></b>			
<b>Pell Grants</b>	2,272	7,764,000	3,417.25
<b>College Work Study</b>	112	154,000	1,375.00
<b>Perkins Loans</b>	0	0	-
<b>SEOG</b>	310	125,000	403.23
<b>Stafford Loans (Subsidized)</b>	966	2,703,00	2,798.14
<b>Stafford Loans (Unsubsidized)</b>	945	3,110,000	3,291.01
<b>Plus Loans</b>	31	148,000	4,774.19
<b>SMART &amp; ACG or other</b>	0	0	-
<b><u>Institutional Programs</u></b>			
<b>Grants/Scholarships</b>	241	216,000	896.27
<b>Loans</b>	0	0	-

# County College of Morris

5. Percentage of First-Time Full-Time students who are New Jersey residents.

<b>Table II.C.5: First-Time Undergraduate Student Enrollment by State of Residence in Fall 2014</b>		
<b>Residence</b>	<b>Number</b>	<b>Percent</b>
In-State	1,781	99.8
Out-of-State	4	0.2
Total	1,785	100.0

# County College of Morris

## D. Student outcomes.

### 1. Graduation rates.

- a. Four- five- and six-year graduation rate (*senior publics*).
- b. Two-year graduation rates (*community colleges*).

<b>Table II.D.1.b:</b>		
<b>2-Year Graduation Rate of Fall 2011 Full-Time First Time Degree/Certificate Seeking Freshmen</b>		
Fall 2011 Cohort	Graduated after 2 Years	Percent
1,511	142	9.4

- c. Three-year graduation and transfer rates by race/ethnicity (*community colleges*).

<b>Table II.D.1.c:</b>					
<b>3-Year Graduation and Transfer Rates of Fall 2011 Full-Time First Time Degree/Certificate Seeking Freshmen by Race/Ethnicity</b>					
Race/Ethnicity	Fall 2011 Cohort	Graduated after 3 Years	3-Year Graduation Rate	Transferred by end of 3 <sup>rd</sup> Year	3-Year Transfer Rate
Non-Resident Alien	4	3	75.0	0	0.0
Black/African Amer	71	8	11.3	18	25.4
Asian	56	15	26.8	12	21.4
Hispanic	250	74	29.6	35	14.0
White	986	273	27.7	207	21.0
Other*	144	38	26.4	32	22.2
<b>Cohort Totals</b>	1,511	411	27.2	304	20.1

\* Other includes American Indian, Native Hawaiian, Pacific Islander, 2 or more races and Race Unknown

- 2. Third semester retention rates by attendance status (*community colleges*).

<b>Table II.D.2:</b>					
<b>Third Semester Retention of First Time Undergraduates for Fall 2013 to Fall 2014 by Attendance Status</b>					
Full-Time			Part-Time		
Fall 2013 First-Time Undergraduates	Retained in Fall 2014	Retention Rate	Fall 2013 First-Time Undergraduates	Retained in Fall 2014	Retention Rate
1,386	1,018	73.4	445	250	56.2

# County College of Morris

## E. Faculty characteristics.

### 1. Full-time faculty by race/ethnicity, gender, tenure status, and academic rank (simultaneously).

#### Legend of Race/Ethnic Categories

<b>NRA</b> = Non-Resident Alien	<b>B</b> = Black/African American
<b>AI/AN</b> = American Indian/Alaskan Native	<b>A/PI</b> = Asian/Pacific Islander
<b>H</b> = Hispanic/Latino	<b>W</b> = White
<b>U</b> = Unknown also includes 2 or more Races	

#### Legend of Gender Categories

**M** = Male                      **F** = Female

<b>Table II.E.1:</b>																	
<b>Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2014</b>																	
	<b>W</b>		<b>B</b>		<b>H</b>		<b>A/PI</b>		<b>AI/AN</b>		<b>NRA</b>		<b>U</b>		<b>Total</b>		<b>Grand Total</b>
	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>All</b>
<b>Tenured</b>																	
Professors	23	16	1	3	3	0	1	0	0	0	0	0	0	0	28	19	47
Associate Prof.	19	12	1	3	0	3	1	2	1	0	0	0	0	0	22	20	42
Assistant Prof.	7	12	2	0	1	1	1	0	0	0	0	0	0	0	11	13	24
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>49</b>	<b>40</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>	<b>52</b>	<b>113</b>
<b>Without Tenure</b>																	
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	2	3	0	0	0	0	0	0	0	0	0	0	0	0	2	3	5
Assistant Prof.	14	20	0	0	0	0	0	1	0	0	0	0	0	0	14	21	35
All Others	1	4	0	0	0	1	1	0	0	0	0	0	0	0	2	5	7
<b>TOTAL</b>	<b>17</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>29</b>	<b>47</b>
<b>Total All</b>																	
Professors	23	16	1	3	3	0	1	0	0	0	0	0	0	0	28	17	47
Associate Prof.	21	15	1	3	0	3	1	2	1	0	0	0	0	0	24	23	47
Assistant Prof.	21	32	2	0	1	1	1	1	0	0	0	0	0	0	25	34	59
All Others	1	4	0	0	0	1	1	0	0	0	0	0	0	0	2	5	7
<b>TOTAL</b>	<b>66</b>	<b>67</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>79</b>	<b>81</b>	<b>160</b>

## County College of Morris

2. Percentage of course sections taught by full-time faculty.

<b>Table II.E.2: Number and Percentage of Courses Taught by Full-Time and Part-Time Faculty, Fall 2014</b>		
<b>Total Number of Course Sections = 1,471</b>	<b>Sections</b>	<b>Percent</b>
<b>Taught by Full-Time Faculty</b>	790	52.1
<b>Taught by Part-Time Faculty</b>	696	46.0
<b>Taught by Others (includes Full-Time Administrators and Teaching Assistants)</b>	29	1.9

3. Ratio of full- to part-time faculty.

<b>Table II.E.3: Ratio of Full- to Part-Time Faculty, Fall 2014</b>		
<b>Status</b>	<b>Number</b>	<b>Percent</b>
<b>Full-Time</b>	160	29.4
<b>Part-Time</b>	384	70.6
<b>Total</b>	544	100.0

## County College of Morris

F. Characteristics of the trustees or governors.

1. Race/ethnicity and gender of the trustees or governors.

<b>Table I.F.1:</b>								
<b>Race/Ethnicity and Gender of the Governing Board</b>								
	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>American Indian</b>	<b>Non-Resident Alien</b>	<b>Unknown</b>	<b>Total</b>
Male	8	1	0	0	0	0	0	9
Female	2	0	0	0	0	0	0	2
<b>TOTALS</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

2. Members of the Board of Trustees with Titles and Affiliations.

<b>Table II.F.2:</b>		
<b>List of Board of Trustees with Titles and Affiliations</b>		
<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Stanley T. Omland, P.E., P.P.	Chair	<i>Principal</i> ; Omland Engineering Associates, a Bowman Consulting Company
Jeffrey M. Advokat, Esq.	Vice Chair	<i>Attorney</i> ; Advokat & Rosenberg
Dr. Joseph L. Ricca, Jr.	Treasurer	<i>Superintendent of Schools</i> , Elmsford Union Free School District, Elmsford, NY
Paul R. Licitra	Secretary	<i>Insurance Executive</i>
Laurie Bogaard, Esq.		<i>Attorney</i> ; Bogaard & Associates, LLC
Dr. Barbara L. Hadzima		<i>Retired Educator</i>
Roger A. Jinks		<i>Executive County Superintendent</i> ; Morris-Union Counties
J. Richard Rajoppi		<i>Human Resources Consultant</i>
William Schievella		<i>Undersheriff</i> , Morris County Sheriff's Office
Michael A. Van Allen		<i>Vice Principal</i> ; Newark Board of Education
Dr. Joseph S. Weisberg		<i>Retired Educator</i>

3. If your organization has a web site that includes information on your governing board, please report the URL. <http://www.ccm.edu/aboutCCM/Trustees>



# County College of Morris

## G. Profile of the institution.

### 1. Degree and certificate programs.

#### ***Degree Programs***

Aviation Flight Technology	Landscape and Horticultural Technology
Biotechnology	Agribusiness Option
Business Administration	Landscape Management & Design Option
Business Career	Turf & Turf Management Option
Chemical Technology	Liberal Arts and Sciences
Environmental Science Option	Human Services Option
Computer Information Systems	International Studies Option
Administrative Support Option	Media Studies Option
Game Development Option	Broadcasting Arts & Tech. Emphasis
Management Information Systems Option	Journalism Emphasis
Technical Support Option	Music Option
Computer Science	Social Science Option
Criminal Justice	Mechanical Engineering Technology
Communications	Music Technology
Culinary Arts & Science	Electronic Music Option
Digital Media Technology	Music Recording Option
Early Childhood Education	Musical Theatre
Electronics Engineering Technology	Nursing
Biomedical Equipment Option	Occupational Therapy Assistant
Engineering Science	Photography Technology
Exercise Science	Public Administration
Fine Arts	Radiography
Dance Option	Respiratory Therapy
Design Option	Science and Mathematics
Drama Option	Biology Option
Visual Arts Option	Chemistry Option
Fire Science Technology	Mathematics Option
Graphic Design	Technical Studies Information Technologies
Hospitality Management	Telecommunications Systems Technology
Restaurant & Culinary Management Option	Networking Option

#### ***Academic Certificate Programs***

CAD Technology Academic Certificate  
Early Childhood Development Academic Certificate

County College of Morris offers both full- and part-time students an opportunity to take honors courses and/or earn an Honors degree in their major or program of study. Students can apply to take honors courses or seek an Honors degree directly from high school or while enrolled at the college. Admission from high school requires an SAT score of at least 1100 or ACT equivalent and/or graduation in the top 20 percent of the class.

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To earn the Honors Degree, students enrolled in A.A., A.S., and A.F.A. programs must complete eighteen (18) credits of Honors courses distributed among the areas of communications, humanities, social science, mathematics and science. Students enrolled in Associate in Arts, Associate in Fine Arts, and Associate in Science programs must complete twenty-one (21) credits distributed among the same disciplines.

County College of Morris offers 10 Teacher Education specializations designed to meet the requirements of the first two years of a baccalaureate-level teacher education program in elementary or secondary education (K-12). The Teacher Education areas of specialization are offered in Biology, Chemistry, English, Exercise Science Health/Physical Education, History, Mathematics, Psychology, Sociology, Spanish, and Visual Arts.

## 2. Other

### ***County College of Morris Certificate of Achievement Programs***

Administrative Support	Landscape & Horticultural Tech Apprentice
Advanced Electronics	Information Security
Advanced Mechanical Analysis	Landscape Contractor
Assembly & Testing	Landscape Design
Basic Electronics	Mechanical CAD
Basic Telecommunications Fundamentals	Media Technology
Computer Software Applications	Personal Trainer
Culinary Arts	Restaurant Management & Event Planning
Digital Technology	Routing (CISCO CCNA)
Engineering Technology	Small Business Management
Finance	Systems Networking
Garden Center	Web Development
Grounds Maintenance	

English for Speakers of Other Languages is a non-credit program of study designed for students whose native language is not English but who already have some fundamental knowledge of English as determined by a placement examination administered on the CCM campus. The academically oriented curriculum provides international students with the linguistic knowledge, cultural awareness and strong study skills appropriate for college studies. Students in the program will be allowed to matriculate in a college curriculum upon satisfactory completion of the program.

CCM became a certified provider of continuing education courses for nurses and allied health professionals. The certification was granted by the New Jersey State Nurses Association (NJSNA), which is accredited by the American Nurses Credentialing Center's Commission on Accreditation. Active and inactive nurses and allied health professionals will be able to earn the continuing education credits they need to upgrade their skills and renew their specialty certification and licenses.

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## H. Major research and public service activities.

### 2. Public Service Activities

CCM pursues funding from both public and private external sources to fund scholarships, improve teaching and learning, acquire state-of-the-art equipment and provide public services. During the 2014-2015 fiscal year, the CCM Foundation raised \$486,386 for a number of projects and needs including:

- The new *Alex DeCroce Media Center* (broadcast studio) for the college. The Foundation has completed a three-year, \$2 million campaign (*Visioning the Future*) to create a modern facility for students. The campaign was capped off by a \$1 million grant from the Morris County Board of Chosen Freeholders.
- One hundred thirty-four thousand dollars (\$134,000) was raised for scholarships to assist students with tuition and fees. As a result, more than 200 CCM students received assistance in disciplines ranging from liberal arts to nursing to the sciences.
- The Foundation continued to fund such programs as the annual *Teen Arts Day* for Morris County middle- and high-school students, a *CCM Celebrates Seniors Day*, which educated seniors on issues ranging from healthcare to driver safety, and the *Women Who Dare* event, which introduces high-school women to careers in the sciences.
- The annual CCM Scholarship Gala raised net proceeds of nearly \$100,000 for the scholarship program at the May 1, 2015 event. Dr. Joseph A. Trunfio, retiring president and CEO of the Atlantic Health System, received the Foundation's 2015 *Leadership Award*.

During 2014-2015 academic year, the Special Events department provided public service through events that stimulated and enriched the social, cultural, professional and recreational climate of the community. Many of the programs were co-sponsored by the Office of Campus Life. Program expenses are subsidized by the College to keep ticket prices affordable and accessible to the local communities.

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## I. Major capital projects.

### 1. Capital projects underway in FY2015:

- Renovations of the Physics, Biology, and Chemistry Labs were completed
- Renovation of the Health and Physical Education Building including upgrades to the Aquatic Center, Dance Studio, Fitness Center, locker rooms, restrooms, classrooms, and offices was completed
- Renovation of 675 building is underway including HVAC improvements to the server room and connection to city sewer
- Construction of a new access road to Rt. 10 was started
- Construction of a 22,000 square foot Music Technology addition to the Dragonetti Auditorium began which will house the Performing Arts and Music programs
- Renovation to the Media Center to include the addition of an instructional studio
- Replacement of concrete patios was completed
- Replacement of main electrical switchgear commenced