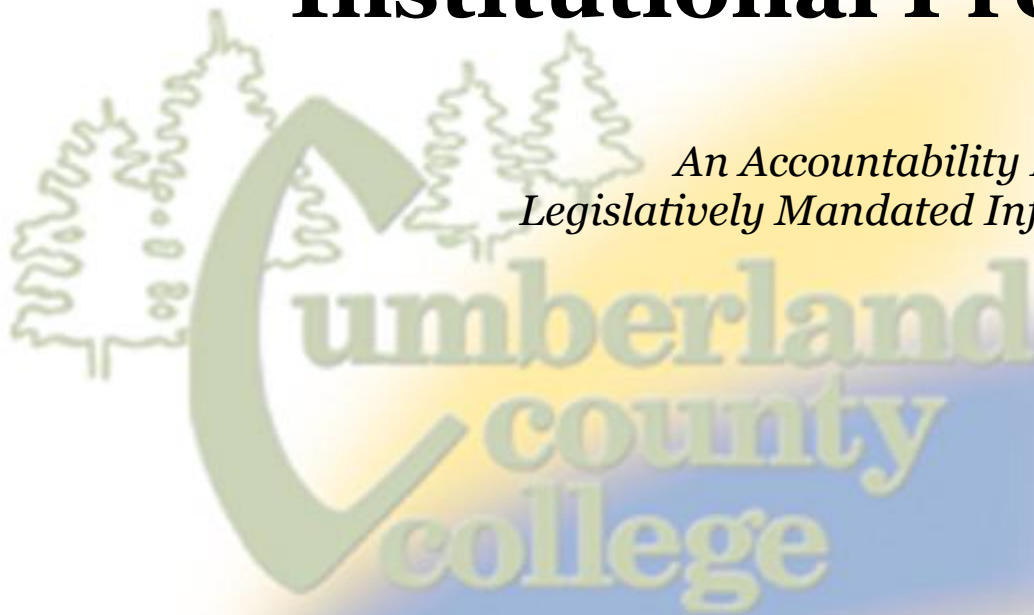


Institutional Profile

*An Accountability Report on
Legislatively Mandated Information*



September 2008

Table of Contents	Page
A. Accreditation Status.....	3
• Institutional Accreditation	
• Professional Accreditation	
B. Number of Students Served	4
• Undergraduates by Attendance Status	
• Non-Credit Students	
• Unduplicated Annual Enrollment	
C. Characteristics of Undergraduate Students.....	5
• Remediation	
• Race/Ethnicity, Gender, Age	
• State Funded Financial Assistance	
• State of Residence	
D. Degrees Conferred	10
• Race/Ethnicity and Gender	
• General Field	
E. Student Outcomes	12
• Overall Graduation Rate	
○ Race/Ethnicity	
○ Low-Income Students	
• Third-Semester Retention Rates	
○ Race/Ethnicity	
○ Low-Income Students	
• Combined Graduation and Transfer Rate	
○ Race/Ethnicity	
○ Low-Income Students	
• Transfer Rates	
F. Faculty Characteristics	16
• Full-time by Race/Ethnicity, Sex and Tenure	
• Percent of Courses Taught by Full-time Faculty	
• Ratio of Full- to Part-time Faculty	
G. Characteristics of the Board of Trustees	19
H. Profile of the Institution	20
• Undergraduate Degree & Certificate Programs	
I. Major Research and Public Service Activities	24
J. Major Capital Projects	33
K. Other	34

Preface to the 2007-08 Institutional Profile

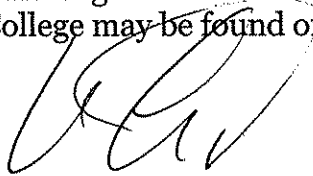
Accredited by the Middle States Association of Colleges and Schools, Cumberland County College offers over 100 programs of study leading to Associate Degrees, Academic Certificates, Career Certificates, and Short-Term Training Certificates. As of Fall 2007, over 3,500 students were enrolled in these programs. An additional 1,000 students were enrolled in Professional and Continuing Education courses.

In 2007-08, the College opened the Shirlee and Bernard Brown University Center. This facility provides classroom and office space for seven University Partners offering courses toward baccalaureate and master's degrees in programs such as Behavioral Science, Business Administration, Criminal Justice, Education, General Studies, Human Resources, and Nursing.

Also highlighting the year was the completion of the Paul Navone Healthcare Education Center which houses the College's Allied Health programs. The Navone Center contains Nursing and Radiography labs outfitted with the most current technology. Both facilities are the result of the State's Chapter 12 program and the generosity of County residents and support key initiatives related to the College's *Strategic Plan 2006-2011: Access, Alignment, and Accountability*.

The Cumberland County College *2008 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.

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/>.



Kenneth L. Ender, Ph.D.
President

Introduction

This *2008 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.

Cumberland County College Vision and Mission

Cumberland County College is an open-door, comprehensive community college dedicated to Pride, Service, and Excellence in all that we do. We are committed to the core elements of community college education:

Liberal Arts and Transfer;
Career and Occupational Studies; and
Continuing and Professional Education

VISION...

Cumberland County College will serve 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.

MISSION...

To be 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.

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 *2007-2008 Report to the Community*, the College's annual report, as well as annual evaluation and progress reports submitted to external agencies to monitor achievement of program goals and objectives. The College also reports to accrediting agencies such as the Middle States Commission on Higher Education. In 2006, the College's Board of Trustees approved the new *Strategic Plan 2006-2011: Access, Alignment, and Accountability*, which contains four strategic directions and eight strategic goals.

A. Accreditation Status

1. Institutional Accreditation

Cumberland County College is accredited by the Middle States Association of Colleges and Schools. Accreditation was reaffirmed in June 2001 for ten years and was again reaffirmed in November 2006. The most recent Periodic Review Report was submitted as required in June 2006.

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 2004-2006

Category	Fall 2005	Fall 2006	Fall 2007
Total Students	3260	3426	3527
Full-Time	1720	1881	1938
Part-Time	1540	1545	1589

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 2005-FY2007

	FY 2005	FY 2006	FY 2007
Total Noncredit Unduplicated Open Enrollment	947	927	981

FY 2007 Non Credit Registrations by Course Content

	Avocational	Career	Total
Total Noncredit Registrations (Duplicated) by Type of Program	2,692	247	2,939

3. Unduplicated Credit Students FY 2007

Headcount Credit Enrollment	Credit Hours	FTE
4,832	73,608	2,453

C. Characteristics of Undergraduate Students

1. Race/Ethnicity

Fall 2005

	African Amer.	Amer. Indian	Asian	Hispanic	White Non-Hispanic	Unknown	Total
FT	319	39	20	280	1043	19	1720
PT	253	34	21	275	936	21	1540
Grand Total	572	73	41	555	1979	40	3260

Fall 2006

	African Amer.	Amer. Indian	Asian	Hispanic	White Non-Hispanic	Unknown	Total
FT	368	33	25	328	1119	8	1881
PT	273	29	26	278	918	21	1545
Grand Total	641	62	51	606	2037	29	3426

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

Source: CCC Planning and Research Office

2. Gender

Gender Breakdown

	Fall 2005	Fall 2006	Fall 2007
FT Male	688	716	749
FT Female	1,030	1165	1189
PT Male	477	466	499
PT Female	1,061	1078	1090
Total Male	1,165	1182	1248
Total Female	2,091	2243	2279
Unknown	4	1	0
Grand Total	3,260	3,426	3,527

Source: CCC Planning and Research Office

3. Age

Age Breakdown

Age Category	Fall 2005		Fall 2006		Fall 2007	
	Head-count	%	Head-count	%	Head-count	%
20 and under	1,279	39.2	1479	43.2	1,517	43.0
21-24	693	21.3	630	18.4	699	19.8
25-34	648	19.9	633	18.4	662	18.8
35-44	392	12.0	414	12.1	369	10.5
45-54	183	5.6	191	5.6	216	6.1
55 and over	65	2.0	58	1.7	63	1.8
Unknown	0	0.0	21	0.6	1	0.0
TOTAL	3,260	100.0%	3,426	100.0%	3,527	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 2005 and in Fall 2006 is shown in the table below.

Students Tested in Fall 2005

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*
737	560 (76.0%)	477	333 (69.8%)

*This total included GED Recipients

Students Tested in Fall 2006

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
744	543 (73.0%)	475	308 (64.8%)

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%)

- a. First-time freshmen needing remediation in Fall 2005, Fall 2006, and Fall 2007

Number and Percentages of First-Time Freshmen (FTF) Needing Remediation in Reading, Writing, Math Computation, and Elementary Algebra by Skill Area in Fall 2005, 2006 and 2007
Number and Percentages of First-Time Freshmen Needing Remediation Who are Recent High School Graduates

Skill Area	Fall 2005			
	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	352	48%	231	49%
Writing	239	33%	153	32%
Computation	357	48%	197	42%
Algebra (alone)	158	21%	97	21%

Skill Area	Fall 2006			
	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	328	44%	195	41%
Writing	238	32%	132	28%
Computation	313	42%	160	34%
Algebra (alone)	186	25%	111	23%

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%

Source: CCC Office of Instructional Research

b. First-time freshmen needing remediation Fall 2005-Fall 2007

**Number and Percentages of First-Time Freshmen Needing Remediation in Reading, Writing, Math Computation, and Elementary Algebra by Skill Area
 Fall 2005 – Fall 2007**

Skill Area	2005				2006				2007			
	FT		PT		FT		PT		FT		PT	
	#	%	#	%	#	%	#	%	#	%	#	%
Reading	261	47	91	52	247	43	81	46	304	47	91	57
Writing	181	32	58	33	181	32	57	33	212	33	55	35
Computation	249	45	108	61	216	38	97	55	224	35	78	49
Algebra (alone)	113	20	45	25	137	24	49	28	193	30	59	37

Source: CCC Office of Instructional Research

5. Number of Students Receiving Financial Assistance under each state-funded aid program, including both need-based and merit-based, both grants and loans

**Number of Students Receiving Different Types of State Awards
FY 2005, FY2006, FY2007**

	FY 2005	FY 2006	FY 2007
TAG	836	898	934
EOF	313	176	165
Distinguished, Garden State, and Urban Scholars	32	38	47
NJ STARS(Began Fall 2004)	105	151	206

Source: HESAA Files. This Table has been revised to reflect the Higher Education Student Assistance Authority data. **Note: This table does not include federal grants and loans; nor does it include institutional, Foundation Scholarships and School Counts! Scholarships.**

6. State of Residence

	Fall 2005	Fall 2006	Fall 2007
NJ Residents	99.9%	99.8%	99.7%
Cumberland County Residents	95.9%	94.7%*	94.7%

Source: NJ Commission on Higher Education

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

D. Degrees Conferred

1. By Race/Ethnicity

Graduation Rates in Headcount and Percent by Ethnicity

FY 2005

Awards	NRA*	African Amer.	Amer. Indian	Asian	Hispanic	White, non-Hispanic	Unknown	Total
Associate's	6	59	8	2	51	247	7	380
Certificate	0	5	0	0	0	11	0	16
Total	6	64	8	2	51	258	7	396

FY 2006

Awards	NRA*	African Amer.	Amer. Indian	Asian	Hispanic	White, non-Hispanic	Unknown	Total
Associate's	2	72	11	5	58	273	4	425
Certificate	0	0	0	0	0	0	0	0
Total	2	72	11	5	58	273	4	425

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

Source: NJ Commission on Higher Education

*NRA is Non-Resident Alien

2. By Gender

Degrees and Certificates Conferred by Gender

Fiscal Year	Male	Female
2005	121	275
2006	119	306
2007	137	287

3. By General Field

Summary of Graduates in Selected Fields

Subbaccalaureate Degrees/Certificates Conferred by General Field FY2005, FY2006, FY2007				
IPEDS CIP Code	Major Category	2005	2006	2007
11	Computer Science	7	7	11
13	Education^	10	19	10
15	Engineering Technology	5	7	3
22	Law and Legal Studies	7	2	7
24	Liberal Arts & Sciences*	197	195	184
43	Security/Protective Services- Criminal Justice	37	48	37
44	Public Administration - Social Service	10	32	19
51	Health Professions	75	66	97
52	Business/Management	29	44	44
	Other Program Categories***	8	3	12
	TOTAL	396	425	424

Notes: ^ Includes Early Childhood Education A.A.S. only. Elementary/ Secondary Education A.A. and Early Childhood/Elementary Education A.A. are included in Liberal Arts

*Visual and Performing Arts are included in Liberal Arts and Sciences.

* Math, Science, and Engineering are included in Liberal Arts

**Includes Communication Technology (Graphic Design/Desktop Publishing)
Construction, Agriculture/Horticulture, and Fine Arts.

E. Student Outcomes

1. Graduation Rates by Race/Ethnicity and Income:

Two-and Three-Year Success Rates (Combined Graduation & Transfer) of Full-Time First-Time Freshmen by Race/Ethnicity

Fall 2002-2005

	White	African Amer	Hispanic	Asian	Alien	Other*	Total
Fall 2002 Cohort	197	61	76	8	2	13	357
Success after 2 years	43 (21.8%)	9 (14.8%)	12 (15.8%)	1 (12.5%)	2 (100.0%)	0 (0.0%)	67 (18.8%)
Success after 3 years	77 (39.1%)	12 (19.7%)	19 (25.0%)	1 (12.5%)	2 (100.0%)	3 (23.1%)	114 (31.9%)

Includes transfers to Non-NJ Senior Public Institutions

Fall 2003-2006

	White	African Amer	Hispanic	Asian	Alien	Other*	Total
Fall 2003 Cohort	225	64	72	6	1	15	383
Success after 2 years	35 (15.6%)	5 (7.8%)	4 (5.6%)	0 (0.0%)	0 (0.0%)	2 (13.3%)	46 (12.0%)
Success after 3 years	76 (33.8%)	9 (14.1%)	11 (15.3%)	2 (33.3%)	0 (0.0%)	3 (20.0%)	101 (26.4%)

Does not include transfers to Non-NJ Senior Public Institutions

Fall 2004-2007

	White	African Amer.	Hispanic	Asian	Alien	Other*	Total
Fall 2004 Cohort	268	88	73	3	1	10	443
Success after 2 years	45 (16.8%)	5 (5.7%)	3 (4.1%)	0 (0.0%)	1 (100.0%)	2 (20.0%)	56 (12.6%)
Success after 3 years	117 (43.7%)	15 (17.0%)	16 (21.9%)	1 (33.3%)	1 (100.0%)	3 (30.0%)	153 (34.5%)

* Includes American Indian and Unknown Race.

Source: NJ Commission on Higher Education

2. Two- and Three-year Combined Graduation and Transfer Rate

Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Full-Time First-Time Freshmen by Income (Supplemental Report including transfers to Non-NJ Senior Public Institutions)

	Low Income*	Non-Low Income	Unknown	Total
Fall 2002 Cohort	122	143	92	357
Success after 2 years	14 (11.5%)	29 (20.3%)	24 (26.1%)	67 (18.8%)
Success after 3 years	21 (17.2%)	58 (40.6%)	35 (38.0%)	114 (31.9%)

	Low Income*	Non-Low Income	Unknown	Total
Fall 2003 Cohort	99	167	117	383
Success after 2 years	4 (4.0%)	26 (15.6%)	16 (13.7%)	46 (12.0%)
Success after 3 years	14 (14.1%)	52 (31.1%)	35 (29.9%)	101 (26.4%)

	Low Income*	Non-Low Income	Unknown	Total
Fall 2004 Cohort	131	205	107	443
Success after 2 years	8 (6.1%)	28 (13.7%)	20 (18.7%)	56 (12.6%)
Success after 3 years	31 (23.7%)	80 (39.0%)	42 (39.3%)	153 (34.5%)

* Low Income is defined as students with a NJ Eligibility Index between 1 and 24,999.

Source: NJ Commission on Higher Education

3. Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity

Fall 2004 – Fall 2005

	White	African American	Hispanic	Asian	American Indian	Alien	Unknown	Total
Retained	168 (70.3%)	40 (47.6%)	36 (51.4%)	3 (100.0%)	4 (80.0%)	1 (100.0%)	3 (60.0%)	255 (62.7%)
Not Retained	71 (29.7%)	44 (52.4%)	34 (48.6%)	0 (0.0%)	1 (20.0%)	0 (0.0%)	2 (40.0%)	152 (37.3%)
Total	239 (100.0%)	84 (100.0%)	70 (100.0%)	3 (100.0%)	5 (100.0%)	1 (100.0%)	5 (100.0%)	407 (100.0%)

Fall 2005 – Fall 2006

	White	African American	Hispanic	Asian	American Indian	Alien	Unknown	Total
Retained	180 (63.2%)	46 (57.5%)	52 (58.4%)	2 (100.0%)	8 (80.0%)	0	3 (42.9%)	291 (61.5%)
Not Retained	105 (36.8%)	34 (42.5%)	37 (41.6%)	0 (0.0%)	2 (20.0%)	0	4 (57.1%)	182 (38.5%)
Total	285 (100.0%)	80 (100.0%)	89 (100.0%)	2 (100.0%)	10 (100.0%)	0	7 (100.0%)	473 (100.0%)

Fall 2006 – Fall 2007

	White	African American	Hispanic	Asian	American Indian	Alien	Unknown	Total
Retained	200 (72.2%)	55 (54.5%)	57 (60.6%)	7 (87.5%)	4 (100.0%)	1 (50.0%)	2 (66.7%)	326 (66.7%)
Not Retained	77 (27.8%)	46 (45.5%)	37 (39.4%)	1 (12.5%)	0	1 (50.0%)	1 (33.3%)	163 (33.3%)
Total	277 (100.0%)	101 (100.0%)	94 (100.0%)	8 (100.0%)	4 (100.0%)	2 (100.0%)	3 (100.0%)	489 (100.0%)

Source: NJ Commission on Higher Education

4. Third Semester Retention of Full-time First-time Freshmen by Income

2004-2005

	Low Income*	Non-Low Income	Unknown	Total
Retained	74 (59.7%)	123 (66.1%)	58 (59.8%)	255 (62.7%)
Not Retained	50 (40.3%)	63 (33.9%)	39 (40.2%)	152 (37.3%)
Total	124 (100.0%)	186 (100.0%)	97 (100.0%)	407 (100.0%)

2005-2006

	Low Income*	Non-Low Income	Unknown	Total
Retained	79 (59.8%)	151 (65.9%)	61 (54.5%)	291 (61.5%)
Not Retained	53 (40.2%)	78 (34.1%)	51 (45.5%)	182 (38.5%)
Total	132 (100.0%)	229 (100.0%)	112 (100.0%)	473 (100.0%)

2006-2007

	Low Income*	Non-Low Income	Unknown	Total
Retained	92 (57.5%)	156 (74.6%)	78 (65.0%)	326 (66.7%)
Not Retained	68 (42.5%)	53 (25.4%)	42 (35.0%)	163 (33.3%)
Total	160 (100.0%)	209 (100.0%)	120 (100.0%)	489 (100.0%)

* Low Income is defined as students with a NJ Eligibility Index between 1 and 24,999.

Source: NJ Commission on Higher Education

5. These transfer rates are based on the entering cohort of students who transferred to another postsecondary institution within three years of entry and prior to completing an associate degree at Cumberland County College.

**Three-Year Transfer Rate of Full-time First-time Freshmen
to all other postsecondary institutions
Fall 2002**

Total Full-Time First-Time Freshmen Fall 2002		Transfers to Other Postsecondary Institutions thru Fall 2005	
Number	Percent	Number	Percent
357	100.0%	45	12.6%

Fall 2003

Total Full-Time First-Time Freshmen Fall 2003		Transfers to Other Postsecondary Institutions thru Fall 2006	
Number	Percent	Number	Percent
383	100.0%	59	15.4%

Fall 2004

Total Full-Time First-Time Freshmen Fall 2004		Transfers to Other Postsecondary Institutions thru Fall 2007	
Number	Percent	Number	Percent
443	100.0%	53	12.0%

Source: NJ Commission on Higher Education and National Student Clearinghouse

Cumberland County College's Student Right to Know data includes information on fall entering cohorts of first-time, full-time, freshmen. In addition to percentages of this group of students who complete a degree or certificate or who transfer to another institution prior to completing a degree or certificate, success rates also can include percentages of these students who are still enrolled at the College and students who left the institution with a cumulative GPA of 2.00 or above. When these groups of students -persisters and stop-outs- are included in the success rate, the College has an 81.7 percent success rate for the entering Fall 2004 cohort.

F. Faculty Characteristics

1. Faculty by Race/Ethnicity and Gender

Fall 2005 Faculty by Race/Ethnicity

Faculty	African Am./ Black	Amer. Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White Non-Hispanic	Unknown	Total
Faculty FT Male	1		1		21		23
Faculty FT Female	2			1	20		23
Faculty PT Male	3		1		79		83
Faculty PT Female	5				88		93
Total Faculty	11		2	1	208		222

Fall 2006 Faculty by Race/Ethnicity

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White Non-Hispanic	Unknown	Total
Faculty FT Male	1		1		20		22
Faculty FT Female	2			1	20		23
Faculty PT Male	5		2	1	102		110
Faculty PT Female	9		1	3	114		127
Total Faculty	17		4	5	256		282

Fall 2007 Faculty by Race/Ethnicity

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White Non-Hispanic	Unknown	Total
Faculty FT Male	1		1		22		24
Faculty FT Female	2			1	22		25
Faculty PT Male	3		1	2	21	63	90
Faculty PT Female	3		2	1	18	91	115
Total Faculty	9		4	4	83	154	254

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

2. Full-Time Faculty by Tenure Status

Fall 2005 Tenured Faculty by Gender/Ethnicity

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic Origin	White Non-Hispanic	Unknown	Total
Full-Time Male	1				17		18
Full-Time Female	2			1	9		12
Total	3			1	26		30

Fall 2006 Tenured Faculty by Gender/Ethnicity

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian or Pacific Islander	Hispanic Origin	White, non-Hispanic	Unknown	Total
Full-Time Male	1				16		17
Full-Time Female	2			1	9		12
Total	3			1	25		29

Fall 2007 Tenured Faculty by Gender/Ethnicity

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

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 61.2 percent of all full-time faculty as of Fall 2007. The proportion of full-time teaching faculty with a masters degree or higher is 100 percent; 11.1 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 2005, Fall 2006, and Fall 2007 the percentage of course sections taught by full-time and by part-time employees is as follows*:

Course sections taught by:	2005	2006	2007
Full-time Employees	47%	43%	46%
Part-time Employees	53%	57%	54%

*Data include sections taught by full-time employees, some of whom may not be classified as faculty for IPEDS. Percentages for 2005 were revised after publication of 2006 Profile.

**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%

Note: "Others" includes Full-time Administrators, counselors and/or librarians. Breaking out Full-time Faculty and Other Full-time employees is a new CHE requirement for the 2008 Institutional Profile.

4. Ratio of Full- to Part-Time faculty

	Full Time Faculty	Part Time Faculty	Total
FY 2005	46 (20.7%)	176 (79.3%)	222 (100.0%)
FY 2006	45 (19.0%)	192 (81.0%)	237 (100.0%)
FY2007	49 (19.3%)	205 (80.7%)	254 (100.0%)

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

G. Characteristics of the Trustees

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

The information below is as of 2007-2008:

Governing Body	African American	American Indian/Alaskan	Asian/Pacific Islander	Hispanic	White	Unknown	Total
Male	2				7		9
Female	1				2		3
Total	3				9		12

Source: CCC President's Office

2. List of Trustees with titles and affiliations as of 2007-08

Name	Board Title	Affiliation
Francis J. Reilly	Chairman	Principal, FJ Reilly Communications
Barbara A. Logan MacMurray, R.N.	Vice Chairman	Colonel, U.S. Army (retired)
Keith C. Figgs, Ed.D.	Treasurer	Supt. for Administration, Vineland School District
Jeffrey E. DuBois	Secretary	Senior V.P. South Jersey Industries
Charles Brett, Jr.		Education Institute, Rowan Univ.
David W. Gray		Cumberland County Administrator, (retired)
Carole D.S. Green		Consultant
Daniel Mastrobuono, Ed.D.		County Superintendent of Schools
William F. Milam		Chairman of the Board, Foundry Service Corporation
Joseph J. Riley, D.O.		Physician
Charles A. Thomas		Employment and Training Director (retired)
Catherine J. Forand	Alumni Trustee	Administrative Specialist

H. 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 2007-2008 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

American Studies

LA/American Studies AA

Aviation Maintenance AAS

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 AC

- Electrical Technology AC

Construction Supervision CC

Criminal Justice

Criminal Justice AS

- Corrections AS

Criminal Justice AC

- Private Security CC
- Homeland Security CC

Education

LA/Elementary/Secondary Education AA
LA/Early Childhood Education 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 Technologies/CAD AAS
• Industrial Technology AAS
Engineering Technologies/CAD AC
Engineering Technologies/CAD CC
Engineering Technologies/Electronics Technology AC
Engineering Technologies/Electronics Technology CC
Engineering Technologies/Industrial Technology AC

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

Health Science AAS
Nursing RN AAS
Nursing RN-LPN Challenge AAS
Radiography AAS
Respiratory Therapy AAS
Health Science AC

Journalism

LA/Journalism AA

Liberal Arts

Liberal Arts-Humanities AA

Liberal Arts-Social Sciences AA

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

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

LA/Philosophy and Religion AA

Public Administration

Public Administration AS

Social Service

Social Service AS

- Gerontology AS

Technical Studies

Technical Studies AAS

Television Production

LA/Television Production AA

I. Research and Public Service Activities

During the 2007-2008 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 2006-2007 faculty and staff also were actively involved in evaluating and revising existing curricula and courses, and developing new programs.

Dr. Kenneth L. Ender, President of Cumberland County College, has made numerous presentations to national, state, and community groups during 2007-08. A selection of these presentations is listed below.

- “Improving Access and Affordability at County Colleges,” New Jersey Association of Counties, Atlantic City, NJ.
- “State Level Community College Initiatives,” College Board, Community College Advisory Panel, New York, NY.
- “*School Counts!* Community Meeting,” Madisonville Community College, Madisonville, KY.
- “Advocacy at the Local Level: President’s View,” Association of Community College Trustees Annual Conference, Leadership Academy, Washington, D.C.

The College president’s Public Service activities include Board of Directors memberships for several organizations including the NJ State Chamber of Commerce, South Jersey Healthcare, Leadership Cumberland County, Cumberland County Inter-Municipality Empowerment Zone, Cumberland County Economic Development Board, Cumberland County Workforce Investment Board, and United Way of Cumberland County.

Dr. Thomas Isekenegbe, Vice President of Academic Affairs and Enrollment Services, and Mr. John Pitcher, CPA, Vice President of Finance and Administrative Services, have made presentations to numerous groups and have participated in such professional activities as the New Jersey Academic Officers Association, the NJ Task Force on Transition from Secondary to Postsecondary Education, the NJ Council of Presidents: Transfer Articulation Committee, the Millville, Vineland, and Bridgeton Chambers of Commerce, the New Jersey County Colleges Business Officers Association, the New Jersey Society of Certified Public Accountants, and the American Institute of Certified Public Accountants.

Selected faculty, administration, and staff research projects, publications, grant proposals, and presentations included:

- Lucy Acevedo, Senior Admissions Counselor, made presentations to such organizations as ASPIRA of New Jersey, La Zeta radio station, and Hispanic ProEducacion.
- Dr. Robert K. Clark served as a Visiting Scholar at the Center for Animal Transgenesis and Germ Cell Research, College of Veterinary Medicine, University of Pennsylvania (2007-08) and 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.
- Dr. Charles Kocher and Darren Stocker were published in the May 2008 *Journal of the International Association of Emergency Managers*, and in the *Garden State Law Enforcement Journal: New Jersey COPS*. In addition, they made a presentation to the annual meeting of the Middle Atlantic-Great Lakes Organized Crime Law Enforcement Network.
- Patti Schmid, Head Librarian, made a presentation on Library Website Redesign at the League for Innovation in the Community College's National Conference on Information Technology in November 2007.
- Rebecca Sheppard made a presentation to the American Association of Community College's Council for the Study of Community Colleges Annual Conference in Philadelphia, titled "The Developmental Climb: Reading and English Developmental Coursework."
- Dr. Wayne King completed research titled, "An Evaluation of Freshman Seminars with Learning Communities at a Community College," in February 2008, and made a presentation on the same topic at Atlantic Cape Community College.
- Valerie Gouse and Mary Thorstensen made a presentation on Collaborating with High School Librarians at the 2008 Virtual Academic Library Environment (VALE) Users' Group Conference in January 2008.
- Michael Mills represented the College on the Statewide General Education Committee.
- Humanities faculty published articles and poems in *L'Esprit* and in other College publications.
- Walter Johnson published articles in the *English Journal* and the *N.J. English Journal*.
- Joseph Hibbs and Shawn Ferris presented "Scoring Athletics" at the NJ Council of County Colleges' Best Practices Conference.
- Dr. Cathy Mack, Dr. Kenneth Ender, and Jacqueline Galbiati presented "Academic Alignment and Career/Academic Pathways" at the American Association of Community Colleges (AACC) national convention.
- Dr. Thomas Isekenegbe and Jacqueline Galbiati presented "Professional Learning Communities: Connecting Secondary and Higher Education" at the College and Career Transitions Initiative (CCTI) League of Innovation conference.

Memberships in Professional Associations

Faculty and staff are members of several different professional associations and those included below include only a selected list:

- EOF Professional Association of New Jersey
- Tri-State Consortium
- FEMA's Emergency Management Higher Education Project
- League for Innovation
- Human Resources Association
- Network of Occupational Training and Education
- The National Association of Developmental Educators
- National Council of Teachers of Mathematics and Research Council on Mathematics Learning
- South Jersey Math Alliance
- National Education Business Association
- National Association for Developmental Education
- National Academic Advising Association
- Criminal Justice Program accepted as part of the US Department of Homeland Security/Emergency Management Institution Higher Education Project.
- NJ Task Force on Transition from Secondary to Post Secondary Education.
- New Jersey Council of County Colleges; Presidents' Council; Chair, Presidents Council.
- New Jersey Presidents' Council
- National Academic Advising Association
- Association for Supervision and Curriculum Development
- American Association for Higher Education
- Phi Delta Kappa
- National Association for Developmental Education
- American Association for Higher Education
- Association for Institutional Research
- National Council for Research and Planning
- National Council for Marketing and Public Relations
- Council for Resource Development
- NJ Council for Resource Development
- Delaware Valley Marketing Group
- NJ Community College Public Relations Directors Group
- NJ County College Business Officers Association
- College and University Personnel Association
- NJ College and University Information Technology Managers Association
- South Jersey Regional Library Cooperative
- New Jersey Library Association
- Consortium of Distance Education
- NJ Virtual Community College Consortium
- NJEDge.Net

New Program and Course Development in Academic Areas

Faculty and staff developed a new A.S. degree program in Biomedical Science which will be offered in Fall 2008. This program is designed as a transfer program and includes options for Pre-Biotechnology, Pre-Nursing, Pre-Radiography, Biology/Pre-Professional, and Athletic Training. New course offerings, revisions to existing academic programs, and development of new options such as online/hybrid courses, flex scheduling, and seven-week courses also have been created. Selected examples include:

- During the 2007-08 academic year, a new option in Theatre/Acting for the Associate in Fine Arts degree was developed.
- Flex scheduling courses such as online, telecourses, weekend power pack courses, self-paced and seven week courses were offered, as well as dual enrollment courses in English Composition I and II, and in Acting I and II.
- English faculty members continue to mentor adjunct English faculty and meetings for adjuncts by discipline area were held, as well.
- Four dual credit health career courses for high school students have been developed as part of the Healthcare Preparation Pathways Initiative.
- Courses in Introductory Sociology and Cultural Diversity were offered to high school students at Bridgeton High School.
- The Business, Computer Science, Social Science and Education Division has begun working with area high schools to develop two courses related to the Justice Studies career ladder.
- The Criminal Justice major was revised and renamed Justice Studies, with four concentrations: Criminal Justice/General; Corrections; Homeland Security; and Forensics Technology.
- Justice Studies faculty developed and offered a regional seminar on “Terrorism Since 9/11.”
- A new course, “Introduction to American Studies,” was developed to align with an upper division Education program.
- The Networking degree concentration was revised and faculty are upgrading all Computer Sciences courses to Microsoft Office 2007.
- A cooperative program in Psychosocial Rehabilitation was developed to be offered in Fall 2008.
- The Library staff taught Information Literacy to 104 student groups totaling 1,926 students.
- Library databases can be accessed remotely and in-house database use increased by 60 percent.
- Approximately 100 databases are available through the Library; over 20,000 database sessions and 188,331 searches were conducted through the library website; this represents an increase of over 20 percent in both online and remote searches over the previous year.
- The Success Center provided 2,463 hours of tutoring for 1,662 students during fall and spring of 2006-07.

Foundation, Gifts, and Grant Programs

- The Shirlee and Bernard Brown University Center was officially opened in 2008. The Browns donated \$1 million to establish an endowment to assist with the operating costs of the \$6 million university center. Opening this Center is an important component of CCC's Strategic Plan which includes Strategic Direction 2: To 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. The University Center encompasses 17,423 square feet featuring 12 classrooms, seminar and office space for University Partners.
- A \$1 million gift by Paul Navone made possible the endowment of the College's Paul Navone Healthcare Education Center, home to the Healthcare Career Pathway Program which is a significant part of the College's Strategic Plan, as well. The Navone Center features Nursing and Radiography laboratories that contain such interactive technology as SimMan, and Virtual I.V., classroom and office space to house the College's growing healthcare education programs.
- The College's Foundation annually awards \$300,000 in scholarship support to students. In addition the Foundation funds School Counts! Scholarships for two years of tuition for students who earn certificates for levels of high school attendance, rigor of curriculum, and on-time completion.

The College is directing all of its grant-seeking efforts toward funding initiatives that will support successful implementation of the College's current Strategic Plan.

- Direction 1 – Improve high school students' preparation for postsecondary education and/or the workforce.
 - High Schools That Work
 - WIA Youth – *School Counts!*
- Direction 2 – Develop career pathways
 - Community Based Job Training Grant for Healthcare – U.S. Dept. of Labor
- Direction 3 – Reduce achievement gaps of all students
 - College Bound – STEM Initiative funded by NJ Commission on Higher Education
 - Carl D. Perkins VATEA
 - Project Assist
- Direction 4 – Accountability
 - Data collection requirements for all grant funded projects assist with the compilation of data sets to support program accountability.

Enrollment Services

The Enrollment Services area of the College supports the overall mission by fostering increased awareness of and accurate information about the College's programs, and by facilitating recruitment, advisement, registration, orientation, financial aid, testing, tutoring, transcript certification, graduation, and transfer. Offices included are Enrollment, Advisement, Transfer, and Career Center, Success Center, EOF, Financial Aid, Student Support Services, Talent Search, and Project Assist. Among the highlights and accomplishments in these areas are:

- Over 450 graduates successfully completed degrees and certificates.
- 536 students were named to the Dean's List for Fall and Spring 2007-08.
- 453 students were named to the President's List for the 2006-07 academic year.
- 185 students were inducted into Phi Theta Kappa.
- International students from Brazil, Columbia, Germany, Honduras, India, Jamaica, Latvia, Netherlands, Niger, Poland, Trinidad, Russia, South Africa, South Korea, Uzbekistan, and Vietnam enrolled at the College.
- The EOF program served 183 students in Fall 2007 and 169 students in Spring 2008.
- The Student Support Services program provided tutorials, counseling, and support services to 275 students.
- "College Night" and "Transfer Day" were held in October and November of 2007 through the Advisement, Transfer and Career.
- Supplemental Instruction (SI) offerings through the Success Center were expanded.
- The Success Center tutoring program provided 3,211 hours of tutoring during 2007-08.
- Testing included 7,715 examinations including placement testing, brush-up, re-testing, Praxis, CLEP, and other proctored exams.

Student Life and Athletics

Student Life includes 24 active clubs, student governance and athletic teams in Cross Country, Baseball, Men's and Women's Basketball, and Softball. More than 1,690 students participated in student life programs. Among the highlights in 2007-08 were the following:

- Student Pathways Leadership Institute
- Dr. MLK Jr. Service Days
- Adopt-a-Family Thanksgiving Programs
- Celebration of Lights
- Spring Fling
- Health and Wellness programs
- Alcohol Awareness Week programs

In Athletics, Cumberland ranked nationally in the top ten, the CCC Men's Cross Country Team had its best season in the six year history of the program. The Women's Cross Country Team, Men's and Women's Basketball, as well as the Baseball and Softball Teams had successful seasons. In addition,

- Four Men's Cross Country athletes earned All-Garden State and Region 19 academic honors.
- Three Women's Cross Country athletes earned All-Garden State and Region 19 academic honors.
- Three players on the Women's Basketball Team placed on the All-Garden State and All-Region 19 academic teams.

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.

Programs for Business and Industry

On-site and/or customized training programs for area businesses, including:

- Comar Glass
- Durand Glass
- Gerresheimer Glass
- Kimble Chase
- Millville Rescue Squad
- Precision Glass
- Rehab Hospital of South Jersey
- South Jersey Healthcare
- Wheaton Science

Professional and Community Education Programs

In addition to customized training for business and industry, the Professional and Community Education division offered the following selected programs during 2007-08:

- New Pathways to Teaching
- Conversational Italian and Spanish
- Professional Medical Coding and Medical Billing
- Phlebotomy Training Program
- Computer Training

K-12 Programs

- The School Counts! Program has issued more than 6,000 certificates; 55 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 3,000 school children.
- A grant through the NJ Department of Education provided funding to implement the High Schools That Work (HSTW) program in county high schools.

Fine and Performing Arts Programs

Performing arts programs included approximately 200 different events attended by over 22,000 people:

- Art shows and exhibits of faculty, student, and community art work
- "42nd Street," "Rumors," sponsored by the Arts and Humanities Division
- The FamilyTime Series for all generations of community residents
- One Book One College presentation by Erin Gruwell, author of *Freedom Writers Diary*
- Concerts by the Bay Atlantic Symphony
- Performances by the following:
 - Kathy Mattea
 - Sweet Honey in the Rock
 - Nai-Ni Chin
 - Carnevale

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 2007-2008 examples of selected activities included:

- Southern New Jersey ESL Migrant Worker Program
- Campus-wide food drive for area agencies
- The Annual Seeking Out Alternative Roads (SOAR) Conference
- Cumberland County Science Fair
- Unity Day 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, awards ceremonies, in the Conference Center and Theater.

During 2007-08, the Center for Leadership, Neighborhood and Community Development offered grant writing courses as well as the Leadership Cumberland County program which includes training in leadership skills, public issues and civic challenges. The program focuses on establishing a network of leaders, through an annual program that includes monthly sessions on topics of community interest.

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
- Garden State Wine Growers Association Research Committee
- Leadership Cumberland County, Advisory Board
- Vineland Education Foundation
- Mayor's Advisory Committee for the Community Development Block Grant

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.

J. Major Capital Projects/Improvements

The following major capital projects were completed in 2007-2008. as part of the Chapter 12 funded construction. Two of the building projects have been named in honor of contributors to the endowment funds for these buildings.

The Paul Navone Healthcare Education Center had its grand opening in December 2007. Containing new labs for Nursing and Radiography, the facility also houses classrooms and faculty offices.

The Shirlee and Bernard Brown University Center is a new 17,423 square foot building housing classrooms, conference rooms, and offices for University Center Partners. The building was formally opened in February 2008.

Renovations to the Library, completed in Fall 2007, included modifications to the HVAC system and reconfigured space for the Information Commons.

The Academic Building has been renovated to modernize and increase classroom space, as well as to accommodate new technology. The main classroom building has been re-opened for Fall 2008.

Site Improvements including access roads, parking lots, and signage are nearing completion as of Fall 2008. Upgrade to backbone of College network has been completed.

Renovation completed in 2007 for Music and Art Studios in the Frank Guaracini, Jr. Fine and Performing Arts Center.

K. 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.