

ESSEX COUNTY COLLEGE



INSTITUTIONAL PROFILE

(Excellence and Accountability)

Submitted to
Commission on Higher Education

September, 2011


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



PREFACE

This is the college's 17th 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 17th *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 2010 semester we served 8,186 full-time students (61%) and 5,238 part-time students (39%) for a total of 13,424 students. This is a record enrollment for ECC and is based on an October 15th reporting date, not 10th day. We also served a total of 11,859 non-credit students during FY 10.

Two important outcome measures continue to be graduation and transfer rates and third-semester (Fall to Fall) retention rates. Our combined graduation and transfer rate for Fall 2007 FTFT degree-seeking freshmen is 20.7% (5.1% graduation + 15.6% transfer) an increase of 1.8 percent from last year. This increase is due to the fact that we now track our out-of-state transfer students. The overall third-semester retention rate for ECC is 46.3% percent (down from 48.2 from last year).

Essex County College continues to increase its number of graduates. During FY 10 the number of degrees and certificates conferred increased from 962 to 1,045. The largest number of degrees granted was in the Business Management area followed by Liberal Arts, Education, and Social Sciences. Nationally, the college continues to rank high in the number of minority Associate Degrees awarded. According to the June 13, 2011 issue of *Community College Week*, the college ranked 32nd in the total number of Associate Degrees awarded to Blacks in 2008-09 academic year.

The general enrollment profile of the institution has remained relatively consistent with regard to ethnicity and gender. For Fall 2010, 52 percent are Black, 25 percent Hispanic, 11 percent White and 4 percent Asian (unknown and other = 8 percent). The male/female ratio continues to be 41 percent male and 59 percent female. Twenty-four (24) percent of our students are 17 to 19 years old; 19 percent are 20 – 21; 15 percent are 22 – 24; and 14 percent are 25 – 29. Twenty-eight (28) 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.

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ESSEX COUNTY COLLEGE
 EXCELLENCE AND ACCOUNTABILITY
 2010-2011

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 July, 2011 the Middle States Commission on Higher Education notified:

To receive an accreditation status of warning and submit a monitoring report by March 1, 2012.

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 undergraduates by attendance status: Fall 2010

Full-time = 8,186 (61.0%); Part-time = 5,238 (39.0%) Total 13,424*

2. Number of graduates by attendance status: N/A

3. Number of non-credit students served:

Number of Non-credit students served FY 10 = 11,859

Open enrollment = 27,639 registrations, 983,377 clock hours 2,185 total FTEs

Customized training = 1,727 registrations 23,368 clock hours 52 FTEs

(Source: SURE non-credit Open Enrollment File and NJIPEDS Form #31)

4. Unduplicated number of students for entire academic year

Headcount enrollment FY 2010 = 18,087

Credit hours 324,872

FTE = 10,829

(Source: IPEDS 12-Month Enrollment Survey)

*Using October 15th census data

C. Characteristics of Undergraduate Students.

1. Test scores and percentages of freshman needing remediation in reading/Writing and mathematics. See page 4

Identified as needing remediation by course based on Fall 2010 local norms distribution and multiple placement criteria.

Reading*	Writing	Mathmatics
RDG-096: 70.1%	ENG-085: 34.4%	AFM-083: 31.9%
Based on Reading <u>score alone</u>	ENG-096: 56.7%	MTH-086: 47.9%
		MTH-092: 10.5%

Source: ECC Institutional Research

2. Race/Ethnicity and Gender – see page 6, 7 and 10, **Age** – see page 6 and 12

3. Enrollment Profile – New and Returning Comparison; Full-time, Part-time Comparison: 10th Day Freshman Profile by Race/Ethnicity and Gender; Fall 2010 10th Day & Freshman Profile by Status (FT/PT) and Campus Distribution; Freshman Admission Status and Age. See pages 7 - 12

4. Financial Assistance

2009-2010 (source: HESAA System Files, NJIPEDS Form 41)

Number of scholarship students (not Financial Aid) in attendance = 396

FY 2010 (source: HESAA System Files)

	Recipients	Dollars (\$)	\$/Recipient
<u>FEDERALPROGRAMS</u>			
Pell Grants	7,276	26,965,000	3,706.02
College Work Study	256	637,000	2,488.28
SEOG	809	240,000	296.66
SMART & ACG or other	199	199,000	1,000.00
<u>STATE PROGRAM</u>			
Tuition Aid Grants (TAG)	4,142	6,565,000	1,584.98
Educational Opportunity Fund (EOF)	1,123	925,000	823.69
Distinguished Scholars	7	6,000	857.14
Urban Scholars	57	43,000	754.39
NJ STARS	73	190,000	2,602.74
NJCLASS Loans	107	572,000	5,345.79
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	396	739,000	1,866.16

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

5. State Residence

Percentage of in-state/out-of-state and in-county/out-of-county residents

First time total In-State = 2,986 or 99.2% In-County = 12,058 or 89.8%

(Source: In-State first time from IPEDS In-County – Oct. 15th Day)

Essex County College

ESSEX COUNTY COLLEGE
Office of Institutional Research
DISTRIBUTION OF COMPANION TEST SCORES
Fall 2010

score	READING			MATH C			MATH A		
	N	%	%bel	N	%	%bel	N	%	%bel
20	26	1.1		211	8.8%		122	5.1%	
21	1	0.0		126	5.2%	9	86	3.6%	5
22	9	0.4		4	0.2%	14	75	3.1%	
23	12	0.5		138	5.7%		4	0.2%	12
24		0.0	2	1	0.0%		123	5.1%	
25	18	0.8		3	0.1%		3	0.1%	17
26		0.0		130	5.4%		129	5.4%	
27	27	1.1		5	0.2%	25	3	0.1%	
28	34	1.4		147	6.1%		2	0.1%	
29		0.0		3	0.1%		128	5.3%	
30	60	2.6		1	0.0%	32	4	0.2%	28
31	1	0.0	7	140	5.8%		1	0.0%	
32	67	2.9		4	0.2%		140	5.8%	
33	2	0.1		4	0.2%		4	0.2%	
34	80	3.4		123	5.1%		3	0.1%	34
35		0.0	14	1	0.0%	43	150	6.2%	
36	89	3.8		4	0.2%		3	0.1%	
37		0.0		124	5.2%		2	0.1%	
38	3	0.1		4	0.2%		2	0.1%	
39	81	3.4		3	0.1%		143	5.9%	
40	3	0.1	21	2	0.1%		3	0.1%	47
41	1	0.0		101	4.2%		2	0.1%	
42	79	3.4		1	0.0%		1	0.0%	
43		0.0	24	2	0.1%	53	117	4.9%	
44	1	0.0		126	5.2%		1	0.0%	52
45	111	4.7		4	0.2%		4	0.2%	
46	1	0.0		4	0.2%		101	4.2%	
47	5	0.2	29	1	0.0%		1	0.0%	
48	107	4.6		98	4.1%		1	0.0%	
49		0.0		2	0.1%	63	2	0.1%	
50	3	0.1	34	4	0.2%		116	4.8%	
51	117	5.0		1	0.0%		3	0.1%	61
52	1	0.0	39	89	3.7%		1	0.0%	
53	2	0.1		3	0.1%		1	0.0%	
54		0.0		2	0.1%		79	3.3%	
55	119	5.1			0.0%		9	0.4%	
56		0.0	44	86	3.6%		1	0.0%	65
57		0.0		3	0.1%		2	0.1%	
58	1	0.0		1	0.0%		85	3.5%	
59	84	3.6		1	0.0%	71	2	0.1%	
60		0.0		71	3.0%		2	0.1%	
61	2	0.1		2	0.1%		1	0.0%	69
62	3	0.1	48	4	0.2%		3	0.1%	
63	109	4.6		1	0.0%		77	3.2%	
64	2	0.1		68	2.8%		3	0.1%	
65	1	0.0		2	0.1%		2	0.1%	
66	1	0.0		2	0.1%	77		0.0%	
67	124	5.3		2	0.1%		64	2.7%	
68	1	0.0	58	62	2.6%		1	0.0%	
69	2	0.1		8	0.3%		1	0.0%	75
70	2	0.1		8	0.3%		2	0.1%	
71	116	4.9		9	0.4%		103	4.3%	
72	1	0.0	63	57	2.4%			0.0%	
73	2	0.1		1	0.0%		2	0.1%	
74	4	0.2		1	0.0%		2	0.1%	
75	127	5.4		6	0.2%	83	61	2.5%	
76	2	0.1		42	1.7%		1	0.0%	
77		0.0			0.0%			0.0%	
78	3	0.1	69	1	0.0%		2	0.1%	
79	143	6.1		6	0.2%		6	0.2%	
80	4	0.2		8	0.3%		62	2.6%	
81	7	0.3		60	2.5%		9	0.4%	85

score	READING			MATH C			MATH A		
	N	%	%bel	N	%	%bel	N	%	%bel
82	2	0.1%		2	0.1%	88	6	0.2%	
83	2	0.1%	76	2	0.1%		4	0.2%	
84	112	4.8%		4	0.2%		59	2.5%	
85	3	0.1%	80	49	2.0%		2	0.1%	
86	1	0.0%		1	0.0%			0.0%	
87	2	0.1%			0.0%		2	0.1%	
88	100	4.3%		2	0.1%	90		0.0%	
89	2	0.1%	85	45	1.9%		49	2.0%	
90	1	0.0%		3	0.1%			0.0%	
91	3	0.1%		3	0.1%		2	0.1%	
92	88	3.7%		3	0.1%		3	0.1%	
93	2	0.1%	89	25	1.0%	93	1	0.0%	91
94	1	0.0%			0.0%		41	1.7%	
95	3	0.1%		1	0.0%		3	0.1%	
96	71	3.0%		1	0.0%			0.0%	
97		0.0%	92	3	0.1%			0.0%	
98	2	0.1%		32	1.3%		38	1.6%	
99	52	2.2%		1	0.0%		3	0.1%	
100	3	0.1%	95	1	0.0%			0.0%	
101		0.0%			0.0%			0.0%	
102	1	0.0%		19	0.8%	94	25	1.0%	
103	40	1.7%		1	0.0%			0.0%	95
104		0.0%		1	0.0%		2	0.1%	
105		0.0%		1	0.0%			0.0%	
106		0.0%		18	0.7%		20	0.8%	
107	25	1.1%			0.0%			0.0%	
108		0.0%			0.0%			0.0%	
109	1	0.0%		1	0.0%			0.0%	
110		0.0%		11	0.5%	95	16	0.7%	96
111	12	0.5%	99		0.0%			0.0%	
112	2	0.1%		2	0.1%			0.0%	
113		0.0%		1	0.0%		16	0.7%	
114		0.0%		14	0.6%		1	0.0%	
115		0.0%			0.0%			0.0%	
116	13	0.6%		1	0.0%		15	0.6%	99
117		0.0%		2	0.1%	99	2	0.1%	
118		0.0%		17	0.7%			0.0%	
119		0.0%		11	0.5%		14	0.6%	
120	3	0.1%			0.0%		17	0.7%	
TOTA	1801	76.7		212	88.4		206	85.8	

Essay	N	%	%Below
0	11	0.5%	
2	28	1.3%	
3	44	2.0%	2
4	372	16.7%	4
5	312	14.0%	21
6	897	40.2%	35
7	370	16.6%	75
8	163	7.3%	91
9	32	1.4%	99
10	3	0.1%	99
11	1	0.0%	99
12	0	0.0%	99
TOT	2233	100.0%	

PLACEMENT		
Math	AFM 083	31.9%
	MTH 086	47.9%
	MTH 092	10.5%
	MTH 100 or higher	9.7%
Reading	RDG 096	70.1%
English	ENG 085	34.4%
	ENG 096	56.7%
	ENG 101*	8.9%

*Includes 8 cut-off score

2. REMEDIATION / DEVELOPMENT EDUCATION

1. **Name of basic skills placement test administered and criteria (if any) for selecting test takers in fall 2010**

Companion

2. **Total number of undergraduate students enrolled in Fall 2010**

Total Fall 2010 Undergraduate Enrollment	Number of students enrolled in <u>one or more remedial courses</u>	% of Total
13,424	5,513	41.1%

3. **Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2010.**

Total number of FTFT Students	Number of FTFT Students Enrolled in one or more remedial courses	Percent of FTFT Enrolled in one or more remedial courses
2,646	2,285	86.4%

4. **First-time, full-time students (FTFT) enrolled in remediation in Fall 2010 by subject area.**

Subject Area	Number of FTFT Enrolled in	Percent of all FTFT Enrolled in
Reading	249	9.4%
Writing		
Math Computation	1,433	54.2%
Elem. Algebra	156	5.9%

(For institutions who do not separate reading & writing))

Total English	2,049	77.4%		
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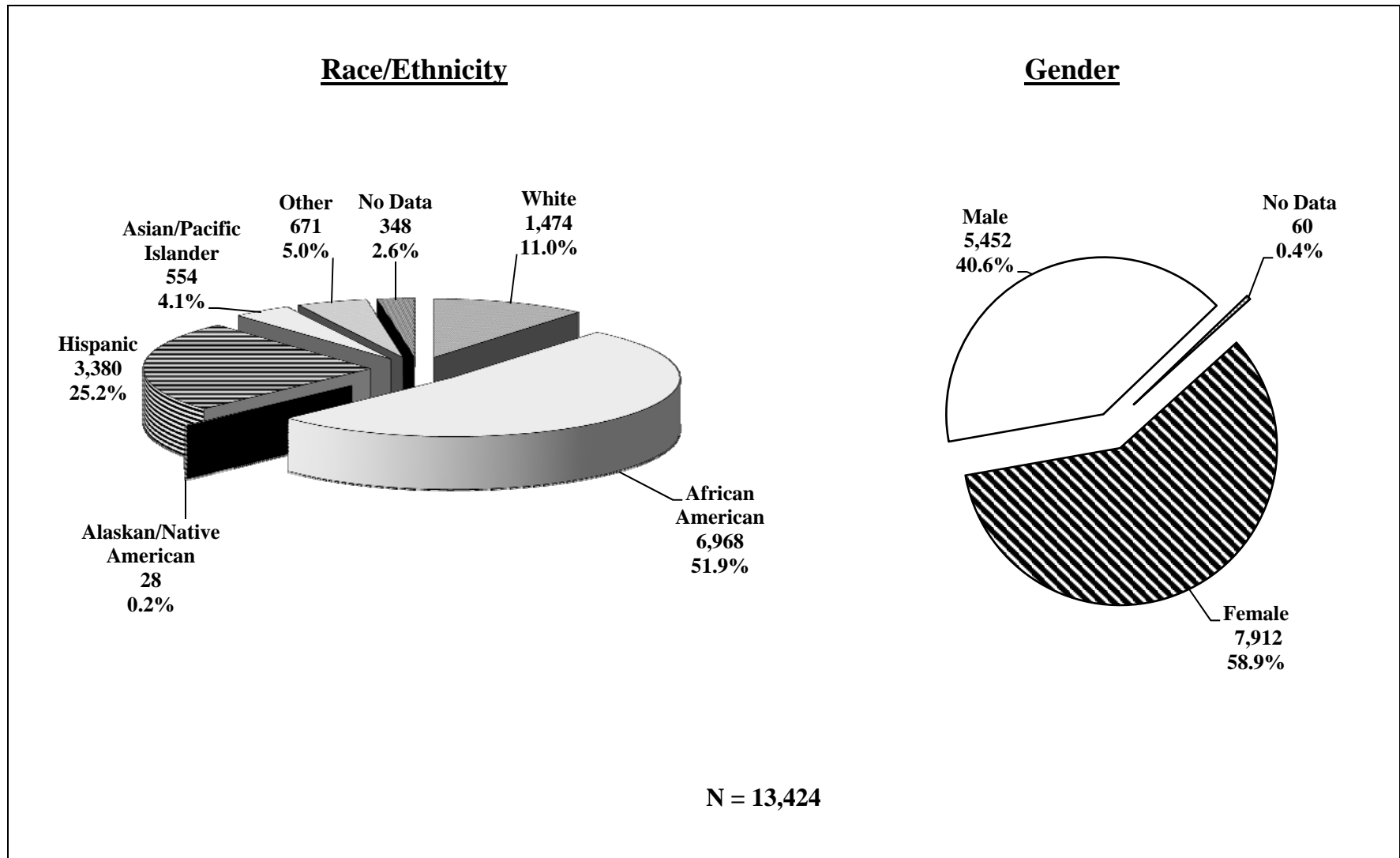
Note: Percentages should be computed using the total number provided in part 3.

Essex																
Undergraduate Enrollment by Race/Ethnicity, Fall 2010																
	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	665	8.1%	4,084	49.9%	1,749	21.4%	218	2.7%	22	0.3%	995	12.2%	453	5.5%	8,186	100.0%
Part-time	633	12.1%	2,180	41.6%	993	19.0%	172	3.3%	6	0.1%	914	17.4%	340	6.5%	5,238	100.0%
Total	1,298	9.7%	6,264	46.7%	2,742	20.4%	390	2.9%	28	0.2%	1,909	14.2%	793	5.9%	13,424	100.0%

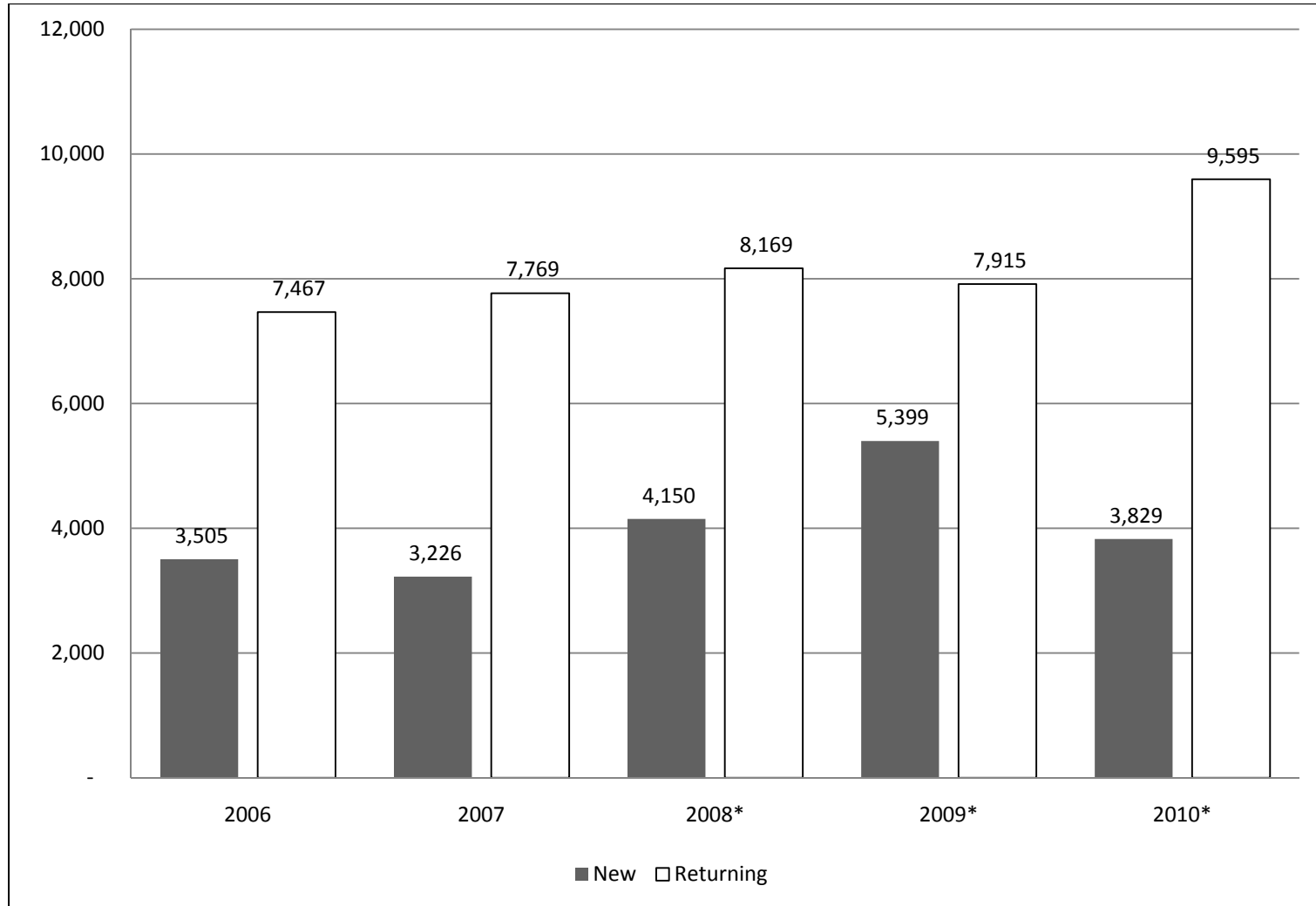
Undergraduate Enrollment by Sex, Fall 2010															
Full-time					Part-time					Total					
Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	Male	Pct	Female	Pct	Total	
3,479	42.5%	4,707	57.5%	8,186	2,033	38.8%	3,205	61.2%	5,238	5,512	41.1%	7,912	58.9%	13,424	

Undergraduate Enrollment by Age, Fall 2010													
		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Num	104	2,296	1,783	1,197	1,023	643	392	521	218	9	0	8,186
	Pct	1.3%	28.0%	21.8%	14.6%	12.5%	7.9%	4.8%	6.4%	2.7%	0.1%	0.0%	100.0%
Part-time	Num	350	469	763	854	867	532	446	608	317	32	0	5,238
	Pct	6.7%	9.0%	14.6%	16.3%	16.6%	10.2%	8.5%	11.6%	6.1%	0.6%	0.0%	100.0%
Total	Num	454	2,765	2,546	2,051	1,890	1,175	838	1,129	535	41	0	13,424
	Pct	3.4%	20.6%	19.0%	15.3%	14.1%	8.8%	6.2%	8.4%	4.0%	0.3%	0.0%	100.0%

FALL 2010 ENROLLMENT BY RACE/ETHNICITY AND GENDER



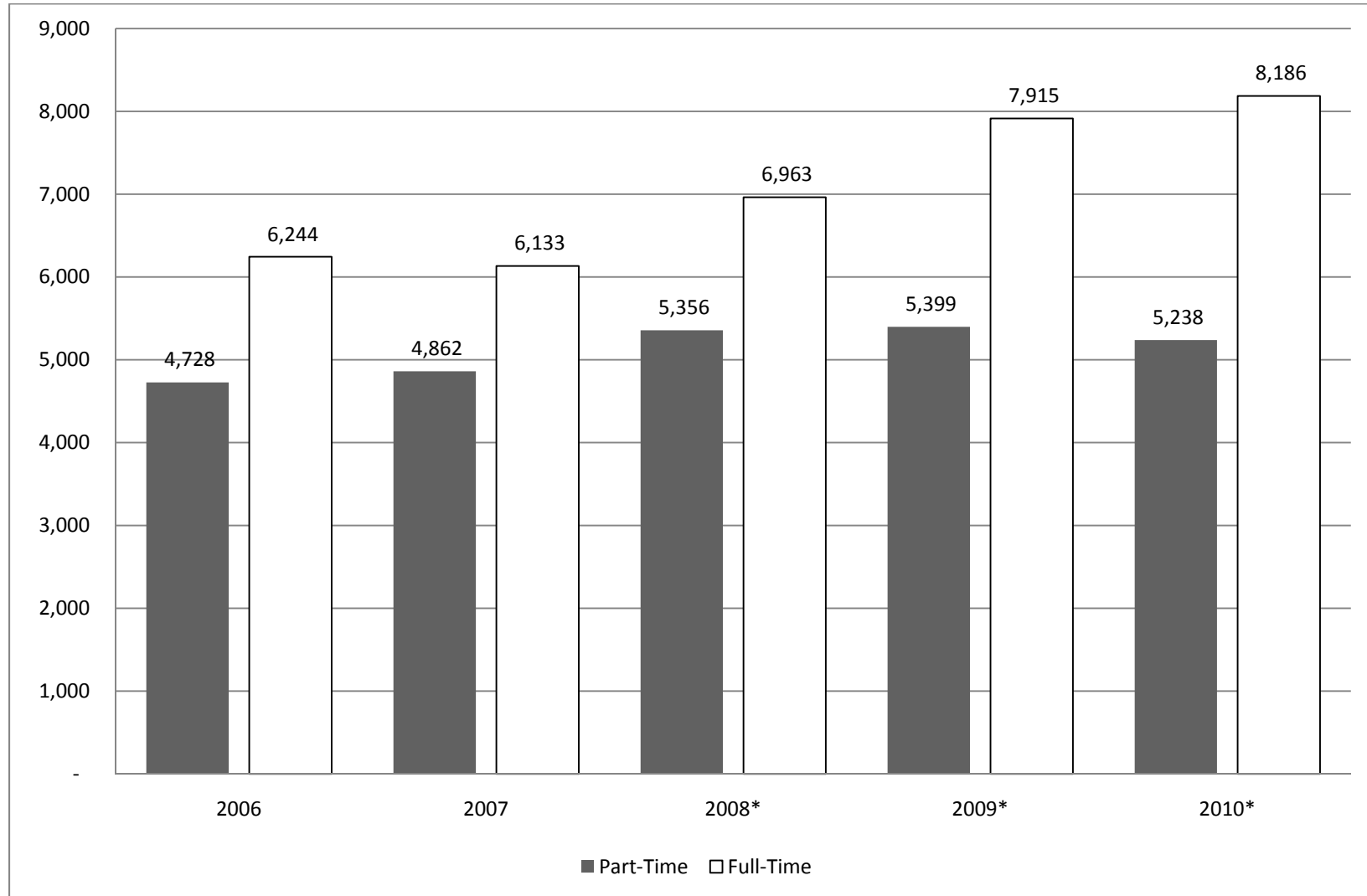
FALL ENROLLMENT NEW / RETURNING COMPARISON 2006 -2010



* October 15

Source: ECC Fall Enrollment Data

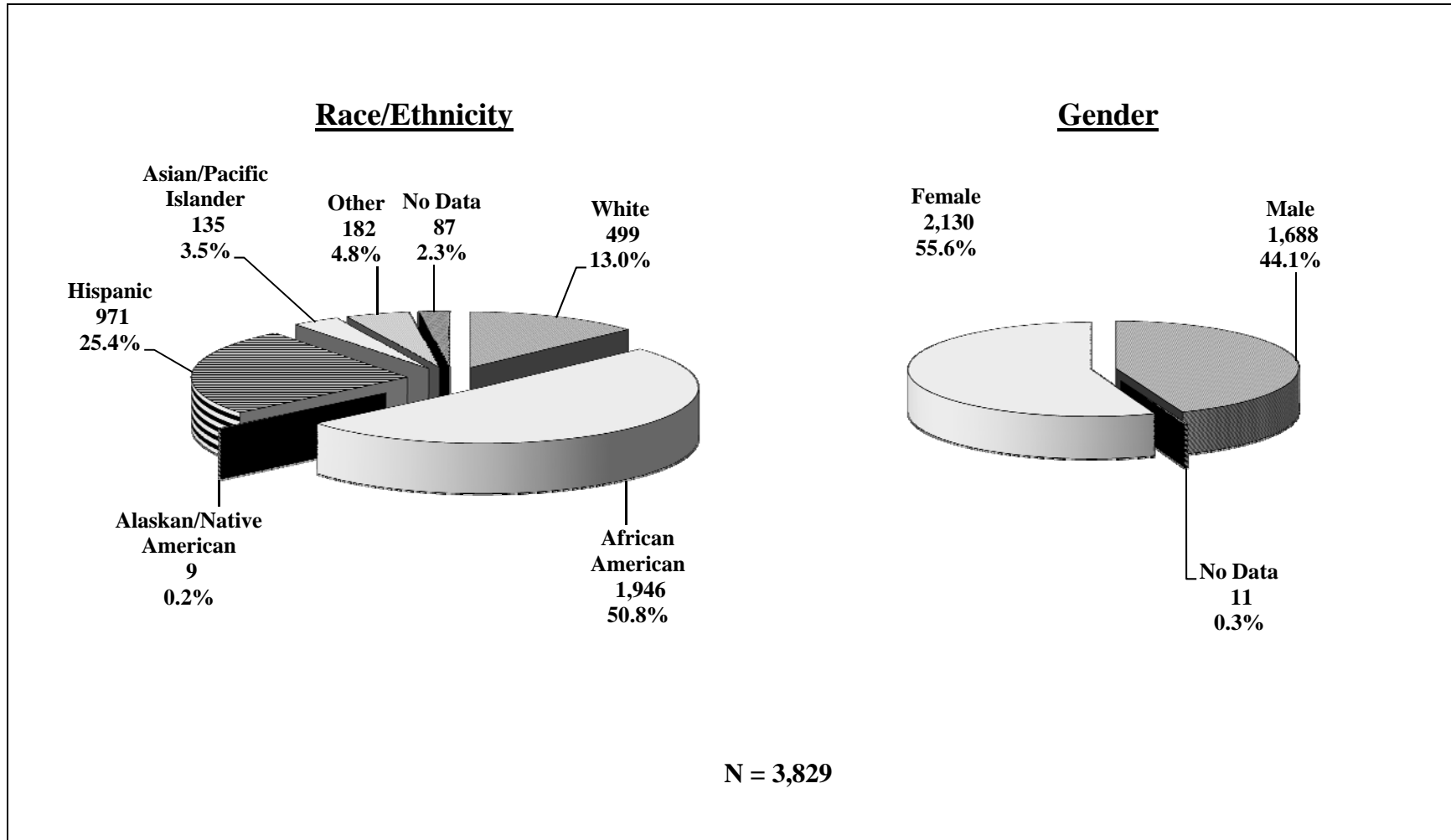
FALL ENROLLMENT FULL-TIME / PART-TIME COMPARISON 2006 - 2010



* October 15

Source: ECC Fall Enrollment Data

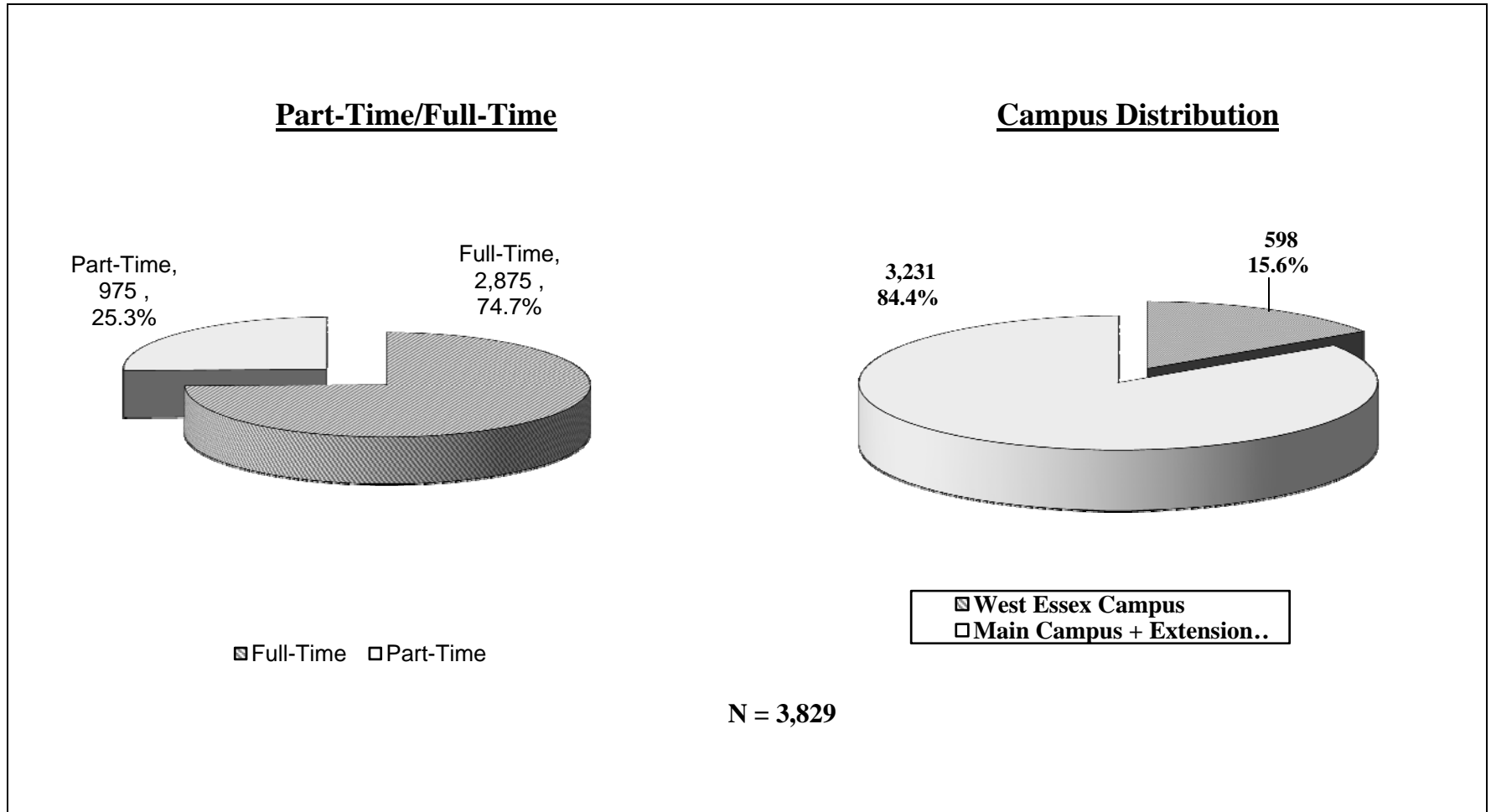
FALL 2010 FRESHMAN PROFILE By Race/Ethnicity and Gender



Source: Fall 2010 October 15th Enrollment Data

FALL 2010 FRESHMAN PROFILE

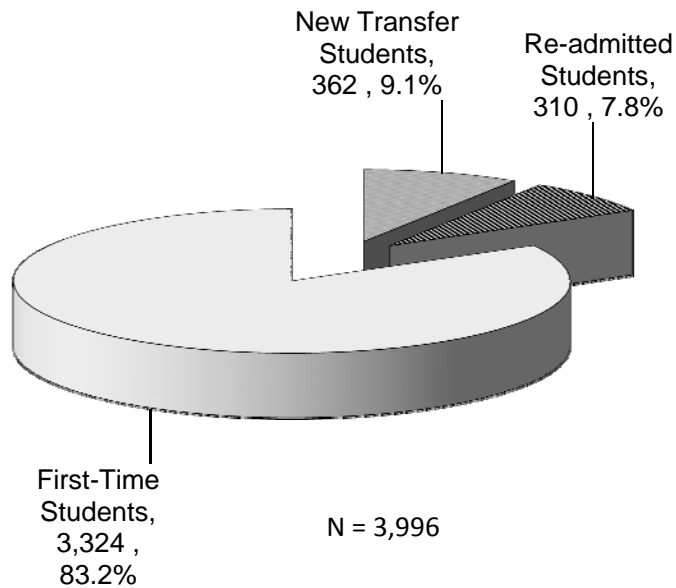
Part-Time/Full-Time Status and Campus Distribution



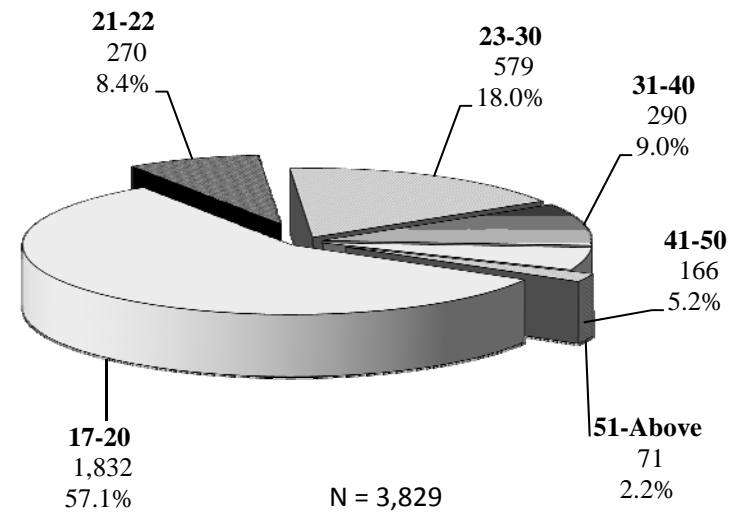
Source: Fall 2010 October 15th Enrollment Data

FALL 2010 FIRST-TIME STUDENT ADMISSION STATUS AND FRESHMAN AGE DISTRIBUTION

First-Time Student Admission Status



Freshman Age Distribution



Source: Fall 2010 October 15th Enrollment Data

D. Student Outcomes

1. Graduation Rates by Race/Ethnicity

Three-Year Graduation and Transfer Rates of Fall 2007 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other *</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2007 Cohort	148		1,170		512		51		224		134		2,239	
Graduated after 3 Years	13	8.8%	56	4.8%	16	3.1%	3	5.9%	9	4.0%	18	13.4%	115	5.1%
Transferred	32	21.6%	190	16.2%	57	11.1%	13	25.5%	19	8.5%	39	29.1%	350	15.6%

* Other includes American Indian and Unknown Race.

NOTE: 3 year GRS Completers 115/2,239 = 5.1% Transfers 350/2,239 = 15.6%

NOTE: Fall 2007 Two-Year Graduation Rate for Full-time First-time Degree/Certificate Seeking Students

Fall 2007 Cohort 2,239 Graduated after 2 Years N=23 1.0% Source: IPEDS GRS

2. Third Semester Retention Rates

Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2009 to Fall 2010

Full-Time

First-Time Fall 2009 = 2,671 Retained Fall 2010 = 1,238 or 46.3%

Part-Time

First-Time Fall 2009 = 451 Retained Fall 2010 = 159 or 35.3%

E. Faculty Characteristics

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

Fall 2010 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	17	4	6	33	1	61
FT Female	25	5	9	25	1	65
Total	42	9	15	58	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	28	1	49
FT Female	20	5	8	21	0	54
Total	34	7	12	49	1	103

Source: CHE

- 81.7% Percent of the faculty are tenured.

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

Fall 2010 sections = 1,501

Taught by Full-time = 450 or 30%

Taught by Part-time = 1,051 or 70%

3. Ratio of full- to part-time faculty

Fall 2010 full-time faculty = 126 and part-time = 588.

Percent of full-time faculty = $126/714 = 17.6\%$ Part-time = 82.4%

Source: IPEDS & Academic Deans Office

Full-Time Faculty by Race/Ethnicity, Sex, Tenure and Academic Rank, Fall 2010

	<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	11	5	2	0	2	1	1	0	0	0	0	0	1	0	17	6
Associate Prof.	6	8	6	4	2	3	0	1	0	0	0	0	0	0	14	16
Assistant Prof.	7	4	5	11	0	2	1	1	0	0	0	0	0	0	13	18
All Others	4	4	1	5	0	2	0	3	0	0	0	0	0	0	5	14
TOTAL	28	21	14	20	4	8	2	5	0	0	0	0	1	0	49	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	1	0	1	0	1	0	0	0	0	0	0	0	3	0
All Others	5	4	2	4	1	1	1	0	0	0	0	0	0	1	9	10
TOTAL	5	4	3	5	2	1	2	0	0	0	0	0	0	1	12	11
Total																
Professors	11	5	2	0	2	1	1	0	0	0	0	0	1	0	17	6
Associate Prof.	6	8	6	5	2	3	0	1	0	0	0	0	0	0	14	17
Assistant Prof.	7	4	6	11	1	2	2	1	0	0	0	0	0	0	16	18
All Others	9	8	3	9	1	3	1	3	0	0	0	0	0	1	14	24
TOTAL	33	25	17	25	6	9	4	5	0	0	0	0	1	1	61	65

F. Characteristics of the trustees or governors:

1. Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	3	3	1	0	0	0	0	7
Female	0	4	1	0	0	0	0	5
Total	3	7	2	0	0	0	0	12

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	Minister	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
Elizabeth Santiago	Trustee	Student Representative	H	F
President Edythe M. Abdullah and ex-officio member				

Note: ETH – Ethnic Background; GEN – Gender
 Source: President’s Office

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

G. A 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 2010-2011.

I. Major Capital projects underway in FY 2011:

Revitalizing Biology and Chemistry labs over a three year period.

APPENDIX A

GRANTS AWARDED TO THE COLLEGE

2010 - 2011

**Essex County College
2010-11 External Funding**

Predominantly Black Institutions Formula Grant \$845,631: U.S. Department of Education Office of Postsecondary Education, funding will be used to implement five comprehensive activities that will lead to greater retention and persistence of students. The activities will include: block scheduled learning communities, peer-assisted supplemental instruction, recitation sessions, group counseling, accelerated remedial education, and professional development for the mathematics and English faculty. In addition, an endowment activity will also be included to match a federal investment of \$40,000 with private funds.

Carl D. Perkins Vocational & Technical Education Act \$647,206: New Jersey Department of Education, purpose to support the Tech-Prep Program which provides students with vocational training while granting college credits in the areas of computer graphics, business and communications; to support the National Work Readiness Credential Certification that will strengthen student skills by providing them with the opportunity to earn a national portable certification of work readiness; to support the Summer Connections program that will strengthen the subject skill of freshman majoring in Business, Allied Health, and Law during a 4-week summer bridge; to support the Certified Clinical Medical Assistant program designed to prepare students for entry-level positions in private medical offices, hospitals, home health care agencies, nursing homes, clinics and diagnostic centers; to support Nursing Clinical support to first year students in both the RN and LPN programs. 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 \$587,456: 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 \$422,297: 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.

Talent Search \$393,692: U.S. Department of Education, offered counseling, tutoring, cultural activities and academic classes to sixth through twelfth graders whose educational, social and economic deprivation is continuous.

Gateway to College Program \$1,285,080: 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 \$1,652,969: New Jersey Department of Labor, to provide adult basic education that also includes English as a Second Language and GED preparation.

Center for Academic Foundations \$810,140: Victoria Foundation, to provide intensive support for students in need of basic Math proficiencies and English remediation through learning communities and an applied functional teaching approach.

Pathway to College \$228,683: 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.

Training, Inc., \$1,155,231: Essex County Division of Training and Employment, to support job training, Image Enhancement a dress-for-success/counseling service, software application, One-Stop Center Workforce Development, and Inter-Agency Staff Development.

Training, Inc., \$154,792: City of Newark, Mayor's Office of Employment and Training,

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

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

Next Step Program \$201,040: the Nicholson Foundation, to assist individuals from halfway and recovery houses with re-entry into society.

Forge grant \$75,038: The Nicholson Foundation, to provide female offenders with one-stop services in an effort to reduce recidivism in Essex County.

Child Development Center \$164,737: U.S. Department of Human Services, funding is to support Abbott eligible students.

Scholarships for Disadvantaged Students \$70,000: U.S. Department of Health and Human Services, Health Resources and Services Administration, to provide scholarships to nursing students in an effort to increase the number of economically/educationally disadvantaged persons who are prepared to enter the nursing profession.

Law Enforcement Officers Training and Equipment Fund \$310,515: 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 \$303,990: 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 \$48,570: 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 Health Grant \$82,962: New Jersey Department of Employment and Training.

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 \$50,874: 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).