



Annual Institutional Profile Report for 2013



September 16, 2013

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 44,000 graduates have passed through its halls.

Located in Randolph Township, CCM offers more than 70 associate's degrees and more than 45 certificate and certification 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 2013 provides information about characteristics of County College of Morris for the 2012 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 2013.

Sincerely,



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

County College of Morris

I. Table of Contents

Preface	2
II. Data by Category	
A. Accreditation Status	5
A.1. Institutional Accreditation	5
A.2. Professional Accreditation	5
B. Number of Students Served	6
B.1. Fall 2012 Undergraduate Enrollment by Attendance Status	6
B.3. Fall 2012 Non-Credit Enrollment.....	6
B.4. Unduplicated Number of Students Enrolled and Total Credit Hour Enrollment for Academic Year 2012,	6
C. Characteristics of Undergraduate Students	7
C.2. Enrollment in Remediation Courses by Subject Area	7
• Number and Percent of First-Time, Full-Time (FTFT) Students Enrolled in Remediation by Subject Area in Fall 2012.....	7
• Total Number of First-Time Full-Time (FTFT) Students Enrolled in Remediation in Fall 2012.....	7
• Total Number of Undergraduate Students Enrolled in Fall 2012, Number and Percentage of Students Enrolled in One or More Remedial Courses.....	7
C.3. Enrollment Status by Race/Ethnicity/Gender/and Age	9
C.3.a. Undergraduate Enrollment Status by Race/Ethnicity, Fall 2012.....	9
C.3.b. Undergraduate Status by Gender, Fall 2012.....	9
C.3.c. Undergraduate Enrollment by Age, Fall 2012	10
C.4. Financial Aid from State-, Federal- and Institutional-Funded Programs, FY 2012	11
C.5. First-Time Full-Time Undergraduate Student Enrollment by State of Residence in Fall 2012	12

County College of Morris

D.	Student Outcomes	13
D.1.b.	Two-Year Graduation Rate of Fall 2009 First-Time Full-Time Degree/Certificate Seeking Freshmen.....	13
D.1.c.	Three-Year Graduation and Transfer Rates of Fall 2009 First-Time Full-Time Degree/Certificate Seeking Freshmen by Race/Ethnicity	13
D.2.	Third Semester Retention of First-Time Freshmen for Fall 2011 to Fall 2012 by Attendance Status	13
E.	Faculty Characteristics	14
E.1.	Fall 2012 Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status, and Academic Rank (simultaneously).....	14
E.2.	Number and Percentage of Courses Taught by Full-Time and Part-Time Faculty, Fall 2012	15
E.3.	Ratio of Full- to Part-Time Faculty, Fall 2012	15
F.	Characteristics of the Trustees or Governors	16
F.1.	Race/Ethnicity and Gender (simultaneously) of Governing Board	16
F.2.	List of Board of Trustees with Titles and Affiliations	16
F.3.	URLs of Web pages with Information on Trustees	16
G.	Profile of the Institution	17
G.1.	Degree and Certificate Programs	17
G.2.	Other.....	18
H.	Major Research and Public Service Activities	19
H.1.	Research & Development Expenditures, Fiscal Year 2012.....	19
H.2.	Public Service Activities	19
I.	Major Capital Projects	20
I.1.	Capital Projects Underway in Fiscal 2013	20

County College of Morris

II. Data by Category – Institutional Profile Report for 2012

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 *Chemical Technology, Environmental Science, and Biotechnology* programs are accredited by the *American Chemical Society, Chemical Technology Program Approval Service*.

The college's *Nursing* program is fully accredited by the *New Jersey Board of Nursing* and the *National League for Nursing Accrediting Commission*.

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

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*.

County College of Morris

B. Number of students served.

1. Number of Undergraduates by Attendance Status.

Table II.B.1		
Fall 2012		
Undergraduate Enrollment by Attendance Status		
Status	Number	Percent
Full-Time	4,633	53.4
Part Time	4,046	46.6
Total	8,679	100.0

2. Number of Graduates and First-Professionals by Attendance Status.

3. Number of Non-Credit Students Served.

Table II.B.3				
Fall 2012				
Non-Credit Enrollment				
	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	6,151	3,947	71,810	160
Customized Training	2,673		29,883	66
¹ Includes all registrations in any course that started on July 1, 2011 through June 30, 2012				
² FTEs were computed by converting clock hours to credit hours (dividing by 15), then converting credit hours to FTEs (dividing by 30)				

4. Unduplicated Number of Students for Entire Academic Year.

Table II.B.4		
Unduplicated Number of Students Enrolled and Total Credit Hour Enrollment for AY 2012		
Headcount Enrollment	Credit Hours	FTE
12,491	191,582	6,386

County College of Morris

C. Characteristics of undergraduate students.

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

Table II.C.2		
Number and Percent of First-Time, Full-Time (FTFT) Students Enrolled in Remediation by Subject Area in Fall 2012		
Subject Area	Number of FTFT Enrolled	Percent of All FTFT Enrolled
Reading		
Writing	447	30.7%
Computation	408	28.0%
Algebra	381	26.2%
English		
Total Number and Percent of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2012		
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
1,455	889	61.1%
Total Number of Undergraduate Students Enrolled in Fall 2012 Number and Percentage of Students Enrolled In One or More Remedial Courses		
Total Fall 2012 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
8,679	2,179	25.1%

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.

County College of Morris

- 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.

County College of Morris

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	

Table II.C.3.a:								
Undergraduate Enrollment Status by Race/Ethnicity, Fall 2012								
Undergraduate	NRA	B	AI/AN	A/PI	H	W	U	Total
Full-time	62	222	17	207	835	2,839	451	4,633
Percent Full-time	1.3	4.8	0.4	4.5	18.0	61.3	9.7	100.0
Part-time	65	190	11	165	667	2,480	468	4,046
Percent Part-time	1.6	4.7	0.3	4.1	16.5	61.3	11.6	100.0
Grand Total	127	412	28	372	1,502	5,319	919	8,679
Percent of Total	1.5	4.7	0.3	4.3	17.3	61.3	10.6	100.0

b. Enrollment status by gender.

Table II.C.3.b:						
Undergraduate Status by Gender, Fall 2012						
Undergraduate	Full-time	Percent	Part-time	Percent	Grand Total	Percent of Total
Female	2,006	43.3	2,228	55.1	4,234	48.8
Male	2,627	56.7	1,818	44.9	4,445	51.2
Total	4,633	53.4	4,046	46.6	8,679	100.0

County College of Morris

c. Enrollment status by age.

Table II.C.3.c:						
Undergraduate Enrollment Status by Age, Fall 2012						
Age Category	Full-Time	Percent of Full-Time	Part-Time	Percent of Part-Time	Total Headcount	Percent of Total Headcount
Less Than 18	44	0.9	96	2.4	140	1.6
18-19	2,183	47.1	580	14.3	2,763	31.8
20-21	1,478	31.9	846	20.9	2,324	26.8
22-24	502	10.8	867	21.4	1,369	15.8
25-29	215	4.6	599	14.8	814	9.4
30-34	89	1.9	294	7.3	383	4.4
35-39	33	0.7	186	4.6	219	2.5
40-49	50	1.1	319	7.9	369	4.3
50-64	20	0.4	191	4.7	211	2.4
65+	1	0.0	47	1.2	48	0.6
Unknown	18	0.4	21	0.5	39	0.4
Total	4,633	100.0	4,046	100.0	8,679	100.0

County College of Morris

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

Table II.C.4: Financial Aid from State, Federal and Institutional-Funded Programs, FY 2012			
Award	Recipients	Dollars(\$)	\$/Recipient
<u>State Programs</u>			
Tuition Aid Grants (TAG)	899	1,383,000	1,538.38
Educational Opportunity Fund (EOF)	66	57,000	863.64
Outstanding Scholars (OSRP)	2	1,000	-
Distinguished Scholars	1	1,000	1,000.00
Urban Scholars	0	0	-
NJCLASS Loans	15	64,000	4,266.67
NJSTARS	54	165,000	3,055.56
<u>Federal Programs</u>			
Pell Grants	2,226	7,318,000	3,287.51
College Work Study	115	165,000	1,434.78
Perkins Loans	0	0	-
SEOG	385	140,000	363.64
Stafford Loans (Subsidized)	1,090	3,041,000	2,789.91
Stafford Loans (Unsubsidized)	878	2,850,000	3,246.01
Plus Loans	38	166,000	4,368.42
SMART & ACG or other	0	0	-
<u>Institutional Programs</u>			
Grants/Scholarships	228	194,000	850.88
Loans	0	0	-

County College of Morris

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

Table II.C.5: First-Time Undergraduate Student Enrollment by State of Residence in Fall 2012		
Residence	Number	Percent
In-State	1,448	99.5
Out-of-State	7	0.5
Total	1,455	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*).

Table II.D.1.b:		
2-Year Graduation Rate of Fall 2009 Full-Time First Time Degree/Certificate Seeking Freshmen		
Fall 2009 Cohort	Graduated after 2 Years	Percent
1,522	164	10.8

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

Table II.D.1.c:					
3-Year Graduation and Transfer Rates of Fall 2009 Full-Time First Time Degree/Certificate Seeking Freshmen by Race/Ethnicity					
Race/Ethnicity	Fall 2009 Cohort	Graduated after 3 Years	3-Year Graduation Rate	Transferred by end of 3 rd Year	3-Year Transfer Rate
Non-Resident Alien	25	8	32.0	7	28.0
Black/African Amer	59	5	8.5	21	35.6
Asian	55	15	27.3	11	20.0
Hispanic	231	48	20.8	38	16.5
White	1,004	256	25.5	215	21.4
Other*	148	22	14.9	38	25.7
Cohort Totals	1,522	354	23.3	330	21.7

* 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*).

Table II.D.2:					
Third Semester Retention of First Time Undergraduates for Fall 2011 to Fall 2012 by Attendance Status					
Full-Time			Part-Time		
Fall 2011 First-Time Undergraduates	Retained in Fall 2012	Retention Rate	Fall 2011 First-Time Undergraduates	Retained in Fall 2012	Retention Rate
1,511	1,052	69.6%	359	175	48.7%

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

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

M = Male **F** = Female

Table II.E.1:																	
Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2012																	
	W		B		H		A/PI		AI/AN		NRA		U		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	All
Tenured																	
Professors	26	20	1	3	2	0	0	0	0	0	0	0	1	0	30	23	53
Associate Prof.	15	9	1	3	1	1	0	0	1	0	0	0	1	0	19	13	32
Assistant Prof.	4	13	2	0	1	1	0	0	0	0	0	0	1	2	8	16	24
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	45	42	4	6	4	2	0	0	1	0	0	0	3	2	57	52	109
Without Tenure																	
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	8	2	0	0	0	0	0	0	0	0	0	0	0	0	8	2	10
Assistant Prof.	10	17	0	0	0	2	0	0	0	0	0	0	0	1	10	20	30
All Others	4	6	0	0	0	2	2	0	0	0	0	0	0	0	6	8	14
TOTAL	22	25	0	0	0	4	2	0	0	0	0	0	0	1	24	30	54
Total All																	
Professors	26	20	1	3	2	0	0	0	0	0	0	0	1	0	30	23	53
Associate Prof.	23	11	1	3	1	1	0	0	1	0	0	0	1	0	27	15	42
Assistant Prof.	14	30	2	0	1	3	0	0	0	0	0	0	1	3	18	36	54
All Others	4	6	0	0	0	2	2	0	0	0	0	0	0	0	6	8	14
TOTAL	67	67	4	6	4	6	2	0	1	0	0	0	3	3	81	82	163

County College of Morris

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

Table II.E.2: Number and Percentage of Courses Taught by Full-Time and Part-Time Faculty, Fall 2012		
Total Number of Course Sections = 1,480	Sections	Percent
Taught by Full-Time Faculty	796	53.8
Taught by Part-Time Faculty	651	44.0
Taught by Others (includes Full-Time Administrators and Teaching Assistants)	33	2.2

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

Table II.E.3: Ratio of Full- to Part-Time Faculty, Fall 2012		
Status	Number	Percent
Full-Time	163	27.4
Part-Time	432	72.6
Total	595	100.0

County College of Morris

F. Characteristics of the trustees or governors.

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

Table I.F.1:								
Race/Ethnicity and Gender of the Governing Board								
	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Male	7	1	0	0	0	0	0	8
Female	2	1	0	0	0	0	0	3
TOTALS	9	2	0	0	0	0	0	11

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

Table II.F.2:		
List of Board of Trustees with Titles and Affiliations		
Name	Title	Affiliation
Jeffrey M. Advokat, Esq.	Chair	<i>Attorney; Advokat & Rosenberg</i>
Stanley T. Omland, P.E., P.P.	Vice Chair	<i>Owner; Omland Engineering Associates Inc.</i>
Thomas A. Pepe	Treasurer	<i>Retired; Senior Fiduciary Officer</i>
Dr. Joseph S. Weisberg	Secretary	<i>Retired Educator</i>
Dr. Barbara L. Hadzima		<i>Retired Educator</i>
Dr. Rosalie S. Lamonte		<i>Interim Executive County Superintendent Department of Education</i>
Paul R. Licitra		<i>Insurance Executive</i>
J. Richard Rajoppi		<i>Human Resources Consultant</i>
Dr. Joseph L. Ricca, Jr.		<i>Superintendent of Schools, Elmsford Union Free School District, Elmsford, NY</i>
Cynthia E. Samuel		<i>School Nurse, Grove Street Elementary School, Irvington Board of Education</i>
Michael A. Van Allen		<i>Chair, Science Department; Malcolm X Shabazz High School, Newark Board of Education</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
Computer Science Option	Broadcasting Arts & Tech. Emphasis
Game Development Option	Journalism Emphasis
Management Information Systems Option	Music Option
Technical Support Option	Social Science Option
Criminal Justice	Mechanical Engineering Technology
Communications	Music Technology
Digital Media Technology	Electronic Music Option
Early Childhood Education	Music Recording Option
Electronics Engineering Technology	Musical Theatre
Biomedical Equipment Option	Nursing
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.

County College of Morris

To earn the Honors Degree, students enrolled in Associate in Applied Science programs must complete sixteen (16) 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	Group Teacher
Advanced Electronics	Horticulture Apprentice
Advanced Mechanical Analysis	Information Security
Assembly & Testing	Landscape Contractor
Basic Electronics	Landscape Design
Basic Telecommunications Fundamentals	Mechanical CAD
Computer Software Applications	Media Technology
Culinary Arts	Personal Trainer
Digital Technology	Restaurant Management & Event Planning
Engineering Technology	Routing (CISCO CCNA)
Finance Career	Small Business Management
Garden Center	Systems Networking
Grounds Maintenance	Web Development

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.

County College of Morris

H. Major research and public service activities.

1. Research & Development Expenditures, AY 2012.
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 2012-2013 fiscal year, the CCM Foundation raised \$650,000 for a number of projects and needs including:

- A new Media Center (broadcast studio) for the college. The Foundation has undertaken a two-year, \$1.5 million campaign (*Visioning the Future*) to create a modern facility for students. To date, nearly \$900,000 has been raised toward this goal.
- Two-hundred fifty thousand dollars (\$250,000) 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 *CCM Summer Academy for Young Scholars*, 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 set a new record by netting more than \$100,000 for the scholarship program at the April 26, 2013 event. Dr. Ralph Izzo, president, chairman and CEO of Public Service Enterprise Group, received the Foundation's 2013 *Leadership Award*.

During 2012-2013 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.

County College of Morris

I. Major capital projects.

1. Capital projects underway in FY2013:

- Installation of new photovoltaic system solar panels on the roof of the Student Community Center building and parking lots 2, 5, 6, 7, & 8 as part of a PPA through Morris County. The panels are expected to generate 3,900,000 kWh annually, which represents about 45% of the college's yearly energy usage.
- The 675 Route 10 building was purchased and underwent minor renovations (new roof, drains, plumbing modifications) as a result of Hurricane Sandy and to meet ADA requirements prior to the relocation of the Library services to this building.
- Roadways and walkways are being repaved, new curbing installed, and selected new signage and stormwater devices installed. Parking lots 2, 3, 4, 6, and 9 were repaved and striped.
- Renovation of the Learning Resource Center building is underway. Areas under construction included library services, disability services, testing center, in addition to building infrastructure and misc. spaces.
- Renovation and upgrading of the HVAC systems in the HPE (Health & Physical Education) Building, Sheffield Hall, and Print Shop.
- With the new exterior and interior lighting upgrade/replacement projects, the new LED fixtures will improve the energy efficiency of the College's lighting system.
- Completion and Opening of the LEED Certified building for the Landscape & Horticultural Technology Department.