

COUNTY  
COLLEGE  
of MORRIS

2020



Annual Institutional  
Profile Report

September 18, 2020



# County College of Morris

## PREFACE

County College of Morris (CCM) is widely recognized for providing an outstanding education for the residents of Morris County and the surrounding area. CCM, as outlined in its mission, is committed to excellence in teaching and lifelong learning through the delivery of exceptional programs and services to its students and to the larger community that reflect a dedication to inclusiveness and diversity, educational advancement, cultural enrichment and workforce development. Since the college opened in 1968, more than 51,000 graduates have passed through its halls.

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

Additionally, CCM is an essential community and business partner, offering an extensive array of more than 30 Workforce Development programs in areas such as leadership development, management skills, certification preparation programs for Microsoft Office, Six Sigma, supply chain and project management, as well as in-demand skills such as data analytics and visualization and coding. These programs, and more, provide employees with the skills required to maintain pace with evolving employer needs and to ensure that Morris County has a pipeline of skilled workers to support a wide range of businesses and industries. Also in the area of meeting the needs of business and industry, CCM is leading a \$4 million United States Department of Labor grant initiative to provide a national model for expanding apprenticeship programs in advanced manufacturing. As part of meeting the needs of industry for skilled professionals, the college has constructed an Advanced Manufacturing and Engineering Center that opened in 2020.

In addition, the college enriches the community through its numerous cultural activities and events for the public, including its well-respected Longo Planetarium shows, a full performing and visual arts schedule, and award-winning athletic teams.

The Annual Institutional Profile Report for 2020 provides information about characteristics of CCM for the 2019 fiscal year. The New Jersey Office of the Secretary of Higher Education provided data gathered from New Jersey Student Unit Record System (SURE) and Integrated Postsecondary Education Data System (IPEDS) reports. Other pertinent institutionally gathered data elements were 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 CCM, I am pleased to present our Annual Institutional Profile Report for 2020.

Sincerely,



Anthony J. Iacono, Ph.D.  
President  
County College of Morris

# County College of Morris

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# County College of Morris

## II. Data by Category – Institutional Profile Report for 2020

### A. Accreditation status.

#### 1. Institutional accreditation.

County College of Morris is licensed by the State of New Jersey. It is accredited by the Middle States Commission on Higher Education, initially accredited in 1972. The most recent re-accreditation was reaffirmed by the Commission on Higher Education in 2018.

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

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

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

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

The programs in *Business Administration*, *Business Career*, *Hospitality Management* and *Hospitality Management – Restaurant and Culinary Option* that culminate in the *Associate of Science* and *Associate of Applied Science* degrees are nationally accredited by the *Accreditation of Council for Business Schools and Programs (ACBSP)*.

## County College of Morris

B. Number of students served.

1. Number of Undergraduates by Attendance Status.

<b>Table II.B.1</b>		
<b>Fall 2019</b>		
<b>Undergraduate Enrollment by Attendance Status</b>		
<b>Status</b>	<b>Number</b>	<b>Percent</b>
Full-Time	3,436	43.5
Part Time	4,052	56.5
Total	7,488	100.0

2. Number of Graduate Students by Attendance Status.

N/A

3. Number of Non-Credit Students Served.

<b>Table II.B.3</b>				
<b>FY 2019</b>				
<b>Non-Credit Enrollment</b>				
	<b>Total Number of Registrations<sup>1</sup></b>	<b>Unduplicated Headcount</b>	<b>Total Clock Hours (One Clock Hour = 60 Minutes)</b>	<b>Total FTEs<sup>2</sup></b>
Open Enrollment	2,490	1,131	52,533	117
Customized Training	3,116			
<sup>1</sup> Includes all registrations in any course that started on July 1, 2018 through June 30, 2019				
<sup>2</sup> FTEs were computed by converting clock hours to credit hours (dividing by 15), then converting credit hours to FTEs (dividing by 30)				

4. Unduplicated Number of Undergraduate Students for Entire Fiscal Year.

<b>Table II.B.4</b>		
<b>Unduplicated Number of undergraduate Students Enrolled and Total Credit Hour Enrollment for FY 2019</b>		
<b>Headcount Enrollment</b>	<b>Credit Hours</b>	<b>FTE</b>
10,805	165,749	5,525

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### C. Characteristics of undergraduate students.

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

<b>Table II.C.2 Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation by Subject Area in Fall 2019</b>		
<b>Subject Area</b>	<b>Number of FTFT Enrolled</b>	<b>Percent of All FTFT Enrolled</b>
<b>Reading</b>	0	0%
<b>Writing</b>	486	46.8%
<b>Computation</b>	171	16.5%
<b>Algebra</b>	230	22.2%
<b>English</b>	0	0%
<b>Total Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation in Fall 2019</b>		
<b>Total Number of FTFT Students</b>	<b>Number of FTFT Students Enrolled in One or More Remedial Courses</b>	<b>Percent of FTFT Enrolled in One or More Remedial Courses</b>
1,038	596	57.4%
<b>Total Number of Undergraduate Students Enrolled in Fall 2019 Number and Percentage of Students Enrolled In One or More Remedial Courses</b>		
<b>Total Fall 2019 Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>Percent of Total</b>
7,488	1,619	21.6%

The college uses results from various placement tests which provide information 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 proficiency.
- All students transferring to CCM who are not exempt from placement testing as specified in "Exemptions from Placement Testing."
- Any applicant whose first language is not English and who is attempting to register for a credit course.

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- Any applicant who is exempt from the Mathematics section of the exam but who wishes to attempt to place into a higher-level mathematics course, e.g., Pre-calculus, Calculus I, etc.
- All pre-college age students who enroll at the college through the Challenger or Academy programs or any of the college's pre-college age programs who intend to register for an English or mathematics course, or for a course that requires a proficiency measured by a placement test.

### Exemptions:

#### PARCC Scores

- **A score of 4 or 5 in Grade 11 English Language Arts** will exempt the student from the English sections of CCM's placement test.
- **A score of 4 or 5 in the Algebra 2** will exempt the student from the Algebra section of CCM's placement test.\*
- **A score of 3 or less requires placement testing.**

#### ACT Scores

##### New ACT

- **A new ACT Writing score of 18** will exempt the student from the English sections of CCM's placement test.
- **A new Math ACT score of 22** will exempt the student from the Algebra section of CCM's placement test.\*

##### Old ACT

- **An old ACT Writing score of 23** will exempt the student from the English sections of CCM's placement test.
- **An old ACT Math score of 23** will exempt the student from the Algebra section of CCM's placement test.\*

#### SAT Scores

##### New SAT

- **A new SAT Evidence-based Reading and Writing score of 590** will exempt the student from the English sections of CCM's placement test.
- **A new SAT Math score of 560** will exempt the student from the Algebra section of CCM's placement test.\*

##### Old SAT

- **An old SAT Critical Reading score of 540** will exempt the student from the English sections of CCM's placement test.
- **An old SAT Math score of 530** will exempt the student from the Algebra section of CCM's placement test.\*

*\*Students who apply for STEM programs or who have taken high school Pre-Calculus or Calculus sit for CCM's College Level Math (CLM) exam. The CLM exam will allow the student to test directly into college-level Pre-calculus or Calculus without having college algebra and/or college level pre-calculus courses.*

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.



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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.

Students who identify themselves as being disabled may request testing accommodations by submitting the appropriate documentation to the Office of Accessibility Services.

Students for whom English is not their native language have the option to submit TOEFL, SAT or ACT scores or other proficiency evidence to support the admission application to CCM. However, students will be required to take the LOEP examination administered by CCM before registering for classes or other academic work.

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

a. Enrollment by status and race/ethnicity.

Legend of Race/Ethnic Categories

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

<b>Table II.C.3.a:</b>								
<b>Undergraduate Enrollment Status by Race/Ethnicity, Fall 2019</b>								
Undergraduate	NRA	B	AI/AN	A*	H	W	U	Total
<b>Full-time</b>	67	140	6	210	826	1,885	302	3,436
<b>Percent Full-time</b>	1.9	4.1	0.2	6.1	24.0	54.9	8.8	100.0
<b>Part-time</b>	96	220	8	237	893	2,207	391	4,052
<b>Percent Part-time</b>	2.4	5.4	0.2	5.8	22.0	54.5	9.6	100.0
<b>Grand Total</b>	163	360	14	447	1,719	4,092	693	7,488
<b>Percent of Total</b>	2.2	4.8	0.2	6.0	23.0	54.6	9.3	100.0
* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races								

b. Enrollment status by gender.

<b>Table II.C.3.b:</b>						
<b>Undergraduate Status by Gender, Fall 2019</b>						
Undergraduate	Full-time	Percent	Part-time	Percent	Grand Total	Percent of Total
<b>Female</b>	1,345	55.6	2,059	50.8	3,404	45.5
<b>Male</b>	2,091	60.9	1,993	49.2	4,084	54.5
<b>Total</b>	3,436	46.1	4,052	54.4	7,488	100.0

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c. Enrollment status by age.

<b>Table II.C.3.c:</b>						
<b>Undergraduate Enrollment Status by Age, Fall 2019</b>						
<b>Age Category</b>	<b>Full-Time</b>	<b>Percent of Full-Time</b>	<b>Part-Time</b>	<b>Percent of Part-Time</b>	<b>Total Headcount</b>	<b>Percent of Total Headcount</b>
<b>Less Than 18</b>	70	2.0	194	4.8	264	3.5
<b>18-19</b>	1,633	47.5	711	17.5	2,344	31.3
<b>20-21</b>	1,072	31.2	910	22.5	1,982	26.5
<b>22-24</b>	350	10.2	821	20.3	1,171	15.6
<b>25-29</b>	189	5.5	599	14.8	788	10.5
<b>30-34</b>	55	1.6	287	7.1	342	4.6
<b>35-39</b>	31	0.9	158	3.9	189	2.5
<b>40-49</b>	27	0.8	184	4.5	211	2.8
<b>50-64</b>	9	0.3	140	3.5	149	2.0
<b>65+</b>	0	0.0	45	1.1	45	0.6
<b>Unknown</b>	0	0.0	3	0.1	3	0.1
<b>Total</b>	3,436	45.9	4,052	54.1	7,488	100.0

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

<b>Table II.C.4: Financial Aid from State, Federal and Institutional-Funded Programs, AY2018-19</b>			
<b>Award</b>	<b>Recipients</b>	<b>Dollars(\$)</b>	<b>\$/Recipient</b>
<b><u>State Programs</u></b>			
<b>Tuition Aid Grants (TAG)</b>	699	1,212,000	1,733.91
<b>Educational Opportunity Fund (EOF)</b>	95	9,708,000	102,189.47
<b>Outstanding Scholars (OSRP)</b>	0	0	-
<b>Distinguished Scholars</b>	0	0	-
<b>Urban Scholars</b>	0	0	-
<b>NJCLASS Loans</b>	6	29,000	4,833.33
<b>NJSTARS</b>	48	144,000	3,000.00
<b>CCOG (County College Only)</b>	200	215,000	1,075.00
<b><u>Federal Programs</u></b>			
<b>Pell Grants</b>	1,979	7,072,000	3,573.52
<b>College Work Study</b>	95	187,000	1,968.42
<b>Perkins Loans</b>	0	0	-
<b>SEOG</b>	545	194,000	355.96
<b>PLUS Loans</b>	35	197,00	5,628.57
<b>Stafford Loans (Subsidized)</b>	896	2,544,000	2,839.29
<b>Stafford Loans (Unsubsidized)</b>	827	2,700,000	3,264.81
<b>SMART &amp; ACG or other</b>	0	0	-
<b><u>Institutional Programs</u></b>			
<b>Grants/Scholarships</b>	286	281,000	982.52
<b>Loans</b>	0	0	-

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5. Percentage of First-Time, Degree-Seeking students who are New Jersey residents.

<b>Table II.C.5: First-Time Undergraduate Student Enrollment by State of Residence in Fall 2019</b>		
<b>Residence</b>	<b>Number</b>	<b>Percent</b>
In-State	1,540	100.0
Out-of-State	0	0.0
Total	1,540	100.0
Note: Residence unknown included with New Jersey Residents		

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## D. Student outcomes.

### 1. Graduation rates.

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

<b>Table II.D.1.b: 2-Year Graduation Rate of Fall 2016 Full-Time, First Time, Degree/Certificate Seeking Freshmen</b>		
Fall 2016 Cohort	Graduated after 2 Years	Percent
1,097	151	13.8

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

<b>Table II.D.1.c: 3-Year Graduation and Transfer Rates of Fall 2016 Full-Time, First Time, Degree/Certificate Seeking Freshmen by Race/Ethnicity</b>					
Race/Ethnicity	Fall 2016 Cohort	Graduated after 3 Years	3-Year Graduation Rate	Transferred by end of 3 <sup>rd</sup> Year	3-Year Transfer Rate
Non-Resident Alien	12	7	58.3	1	8.5
Black/African Amer	49	6	12.2	11	22.4
Asian	50	18	36.0	11	22.0
Hispanic	240	62	25.8	39	16.3
White	668	257	38.5	126	18.9
Other*	78	31	39.7	9	11.5
<b>Cohort Totals</b>	1,097	381	34.7	197	18.0

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

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

<b>Table II.D.2: Third Semester Retention of First Time, Degree-Seeking Undergraduates for Fall 2018 to Fall 2019 by Attendance Status</b>					
Full-Time			Part-Time		
Fall 2018 First-Time Undergraduates	Retained in Fall 2019	Retention Rate	Fall 2018 First-Time Undergraduates	Retained in Fall 2019	Retention Rate
1,006	747	74.3	495	295	59.6

# County College of Morris

## E. Faculty characteristics.

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

#### Legend of Race/Ethnic Categories

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

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

<b>Table II.E.1:</b>																	
<b>Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2019</b>																	
	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
<b>Tenured</b>																	
Professors	13	10	1	3	3	1	1	2	1	0	0	0	0	0	19	16	35
Associate Prof.	12	15	2	3	0	3	1	0	0	0	0	0	0	15	21	36	
Assistant Prof.	11	16	0	0	0	1	2	0	0	0	0	0	0	13	17	30	
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>36</b>	<b>41</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47</b>	<b>54</b>	<b>101</b>	
<b>Without Tenure</b>																	
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	1	4	0	0	0	0	0	0	0	0	0	0	0	1	4	5	
Assistant Prof.	14	24	3	0	1	0	3	3	0	0	0	0	0	21	27	48	
All Others	7	3	0	0	0	0	0	0	0	0	0	0	0	7	3	10	
<b>TOTAL</b>	<b>22</b>	<b>31</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>34</b>	<b>63</b>	
<b>Total All</b>																	
Professors	13	10	1	3	3	1	1	2	1	0	0	0	0	19	16	35	
Associate Prof.	13	19	2	3	0	3	1	0	0	0	0	0	0	16	25	41	
Assistant Prof.	25	40	3	0	1	1	5	3	0	0	0	0	0	34	44	78	
All Others	7	3	0	0	0	0	0	0	0	0	0	0	0	7	3	10	
<b>TOTAL</b>	<b>58</b>	<b>72</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>76</b>	<b>88</b>	<b>164</b>	
* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.																	

## County College of Morris

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

<b>Table II.E.2: Number and Percentage of Courses Taught by Full-Time and Part-Time Faculty, Fall 2019</b>		
<b>Total Number of Course Sections = 1,367</b>	<b>Sections</b>	<b>Percent</b>
<b>Taught by Full-Time Faculty</b>	788	57.6
<b>Taught by Part-Time Faculty</b>	622	45.5
<b>Taught by Others (includes Full-Time Administrators and Teaching Assistants)</b>	39	2.9

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

<b>Table II.E.3: Ratio of Full- to Part-Time Faculty, Fall 2019</b>		
<b>Status</b>	<b>Number</b>	<b>Percent</b>
<b>Full-Time</b>	164	31.1
<b>Part-Time</b>	363	68.9
<b>Total</b>	527	100.0



## County College of Morris

### F. Characteristics of the trustees or governors.

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

<b>Table I.F.1:</b>								
<b>Race/Ethnicity and Gender of the Governing Board</b>								
	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>American Indian</b>	<b>Non-Resident Alien</b>	<b>Unknown</b>	<b>Total</b>
Male	6	1						7
Female	2	1						3
<b>TOTALS</b>	<b>8</b>	<b>2</b>						<b>10</b>

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

<b>Table II.F.2:</b>		
<b>List of Board of Trustees with Titles and Affiliations</b>		
<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Thomas A. Pepe	Chair	Retired Banker
Jeffrey M. Advokat, Esq.	Vice Chair	Attorney, Advokat & Rosenberg
Paul R. Licitra	Treasure	Retired Insurance Executive
Dr. Barbara L. Hadzima	Secretary	Retired Educator
Dr. Angelica Allen-McMillan		Executive County Superintendent
Maria Aprile, CPA		Retired Accountant
George E. Dredden, III		Chief of Staff, Assemblywoman DeCroce
Jack N. Frost, Jr., Esq.		Attorney, DrinkerBiddle
George Milonas		Head of Global Financial Crimes, MetLife
Dr. Joseph S. Weisberg		Retired Educator

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**

Business Administration Business Professional Chemical Technology: Environmental Science Option Child & Family Studies Computer Information Systems: Game Development Option Communication Criminal Justice Computer Science Culinary Science Digital Media Technology Early Childhood Education Electronics Engineering Technology: Biomedical Equipment Option Engineering Science Exercise Science Fine Arts: Animation Option Dance Design Option Visual Arts Option Visual Arts Education Specialization Fire Science Technology Graphic Design Hospitality Management: Restaurant & Culinary Management Option Information Technology Landscape and Horticultural Technology: Agribusiness Option Landscape Business & Design Option Turf & Turfgrass Management Option	Liberal Arts and Sciences: Broadcasting Arts and Technology Option Journalism Option Human Services Option International Studies Option Music Option Mechanical Engineering Music Technology: Electronic Music Option Music Recording Option Musical Theatre Nursing Occupational Therapy Assistant Public Health Photography Technology Radiography Respiratory Therapy Restaurant and Culinary Management Science and Mathematics: Biology Option Chemistry Option Mathematics Option Teacher Education: Biology Chemistry English** Exercise Science/Physical Education** History Mathematics Psychology Sociology Spanish Technical Studies Virtual Reality
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#### **Academic Certificate Programs**

Computer Aided Drafting Technology Certificate  
 Childcare Specialist Certificate

# County College of Morris

County College of Morris offers both full- and part-time students an opportunity to take honors courses 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 640, an ACT score of 26, or permission of the Honors Coordinator.

Students enrolled in A.A., A.S., and A.F.A. programs must complete 18 credits of Honors courses to earn an Honors Degree. Students enrolled in Associate in Applied Science programs must complete 16 credits of Honors courses to earn an Honors Degree.

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 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***

Advanced Electronics	Grounds Maintenance
Advanced Mechanical Analysis	Hospitality Management & Event Planning
Assembly & Testing	Information Security
Basic Electronic	Landscape Contractor
CDA Educational Endorsement	Landscape Design
Culinary Arts	Mechanical CAD
Digital Technology	Media Technology
Engineering Technology	Personal Trainer
Finance**	Routing (CISCO CCNA)
Foundations in Business	Small Business Management
Garden Center	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 students with the linguistic knowledge, cultural awareness and strong study skills appropriate for pursuing a college degree. Students in the program will be allowed to take classes in their major upon satisfactory completion of Level II of the program.

# County College of Morris

## H. Major research and public service activities.

### 1. Public Service Activities

#### **Educational Opportunity Fund Program Recognized for Record of Success**

The Educational Opportunity Fund (EOF) program at County College of Morris (CCM) has received the Silver Award of Excellence from NASPA Student Affairs Administrators in Higher Education for its record of success in serving first-generation students. The national award recognizes programs, policies, procedures, best practices and services that support students who are the first in their families to earn a college degree. Sponsored and supported by the New Jersey Office of the Secretary of Higher Education, EOF provides underserved, low-income and predominately first-generation students with academic and financial support to assist them in completing a college education.

#### **Providing Support and Scholarships for Dover Students to Attend CCM**

Impact 100 Garden State has awarded County College of Morris (CCM) an \$110,000 grant to launch the Dover College Promise (DCP), which will prepare students for college, along with providing them with scholarships to cover tuition at CCM. Working with The Educational Center in Dover, DCP will provide low-income middle and high school students in the community with college readiness training and support, along with guaranteed scholarships to attend CCM provided they graduate from high school in good standing. Scholarship funding will be provided by the CCM Foundation. DCP builds upon CCM's mission to provide exceptional programs and services to the larger community. It also stems from the college's Dover Initiative that CCM launched earlier last year to learn how it can better serve that community.

#### **Supporting Community in time of Crisis**

Along with helping students to move forward with their education in an online format, County College of Morris (CCM) offered assistance to the community to support residents during these challenging times. The campus served as a COVID-19 Testing Center for Morris County in coordination with the Morris County Office of Emergency Management, the Morris County Sheriff's Department, Morris County Park Police, Randolph Township Police Department and Atlantic Health System. The college also donated equipment to Morristown Medical Center, including five ventilators, 325 N95 masks and 3,000 gloves. In addition, at the request of Atlantic Health Systems, the college's engineering lab created face shields on the college's 3-D printers for healthcare workers.

# County College of Morris

## Project Yellowstone

“Project Yellowstone,” an academic interdisciplinary program at County College of Morris (CCM) was one of 82 organizations statewide to receive a New Jersey Council for the Humanities (NJCH) COVID-19 Response Grant. The award-winning “Project Yellowstone” is part of a CCM Community and Civic Engagement initiative that offers high-impact, interdisciplinary programs. “Project Yellowstone” brings together the academic disciplines of history, journalism, and biology to enhance student learning and community engagement. Programs offered on and off campus focus on environmental history and conservation via the lens of the National Park system and has served over 500 students each year.

## Cyber Security – Free workshops

The CCM Center for Cyber Security, Department of Information Technologies and Cyber Security Club at County College of Morris (CCM) offered workshops and other events in October as part of National Cybersecurity Awareness Month, a national effort to help everyone stay protected whenever and however you connect. The overarching theme for 2019 is, “Own IT. Secure IT. Protect IT.” and CCM is proud to be a champion and support this online safety and education initiative. All CCM National Cybersecurity Awareness Month events were free and open to the public.

## Titan Emergency Fund

Prior to the COVID-19 pandemic, nearly half of the students at County College of Morris (CCM) reported that they faced financial challenges, ranging from food insecurities to housing issues. Now that many have lost jobs, been confronted with health and mental health issues, required laptops or other equipment to take classes online, or encountered other challenges, the financial difficulties students face have reached unprecedented levels. The CCM Foundation has raised an additional \$50,000 to help these students through the Titan Emergency Fund.

## \$235,000 Awarded to Meet Growing Industry Demand

County College of Morris (CCM) has received a \$235,000 grant from the National Science Foundation (NSF) to support the launch of a Data Science Certificate program. The CCM Data Analytics Certificate will consist of five courses for a total of 15 credits that could be completed over the course of two semesters. Students in the program will learn R, Tableau, Python and SQL. One of the chief goals of the new program is to increase the number of women and other underrepresented students studying data analytics. The NSF grant includes funding to support the Women in STEM club at the college, networking and supplemental learning activities for students in the program, and professional development opportunities for faculty.

## 2. Research and Development (R&D) Expenditures: Year 2019

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$0
Institutionally Financed Academic R&D Expenditures	\$0
Total Academic R&D Expenditures	\$0

## County College of Morris

### 3. Major Grants, FY2020

#### **CareerAdvance USA**

**Funding Agency: US Department of Labor**

**Project Director: Patrick Enright**

**Grant Amount: \$3,999,823 over 4 years**

CCM is leading a consortium of seven New Jersey community colleges and the German American Chamber of Commerce to build a network of apprenticeship programs throughout New Jersey, leading to 1,600 advanced manufacturing apprentices over the term of the grant.

#### **NJ Healthworks with Bergen Community College**

**Funding Agency: US Department of Labor**

**Project Director: Patrick Enright**

**Grant Amount: \$531,840 over 4 years**

To further apprenticeships in health careers, CCM is a consortium partner with Bergen Community College and eleven other colleges in the development and implementation of 5,000 healthcare apprentices over 4 years.

#### **Perkins Career and Technical Grant**

**Funding Agency: NJ Department of Education**

**Project Director: Dr. Katrina Bell**

**Grant Amount: \$434,717**

Annual grant passed through from the federal government to support career and technical education programs at CCM.

#### **Dover College Promise (DCP)**

**Funding Agency: Impact 100**

**Project Directors: Pam Marcenaro and Katie Olsen**

**Grant Amount: \$110,000 over 2 years**

DCP provides low-income middle and high school students from the Dover School District the opportunity to participate in college preparation activities, leadership development, and dual enrollment classes. Qualified students are guaranteed a scholarship to CCM.

#### **Northern New Jersey Bridges to Baccalaureate with Passaic Community College**

**Funding Agency: National Science Foundation**

**Project Director: Dr. Teresa Birrer**

**Grant Amount: \$317,556 over 3 years**

The NNJ-B2B program operates in conjunction with the Garden State Louis Stokes Alliance for Minority Participation (GS-LSAMP) to provide academic support and research opportunities for STEM students from underserved populations.

## County College of Morris

### **Renewable Energy Systems Training Laboratory Development and Workforce Training with New Jersey Institute of Technology (NJIT)**

**Funding Agency: National Science Foundation**

**Project Director: Venny Fuentes**

**Grant Amount: \$223,892 over three years**

CCM is collaborating with NJIT to create a pathway to a four-year degree in renewable energy by developing a foundations course and creating two renewable energy labs (one on each campus).

### **Community College Opportunity Grant - Capacity Building**

**Funding Agency: NJ Office of the Secretary of Higher Education**

**Project Director: Jan Caffie**

**Grant Amount: \$265,000**

To increase student success and reduce financial barriers for students, the grant supports personnel for The Academic Success Center (TASC), the purchase and implementation of student advisement management software, and new marketing strategies.

### **Child Care Access Means Parents in School (CCAMPIS)**

**Funding Agency: US Department of Education**

**Project Director: Harvey Willis**

**Grant Amount: \$357,190 over 5 years**

The CCAMPIS program provides child care subsidies to Pell-eligible students who find child care costs to be a barrier to completing their education goals.

# County College of Morris

## I. Major capital projects.

### 1. Capital projects underway in FY2020:

- Construction of a new Advanced Manufacturing and Engineering Building was completed