

K. Other Institutional Information

During 2006-07 the College implemented its newest Strategic Plan, encompassing four strategic directions and eight strategic goals. Accomplishments during the first year of implementation are summarized in the following section.

STRATEGIC PLAN 2006-2011 : Access, Alignment, Accountability Summary of 2006-07 Accomplishments

Strategic Direction 1. Increase the number of Cumberland County high school graduates who have knowledge and skill sets commensurate with postsecondary education expectations and/or entry level skills for the 21st Century job market.

Strategic Goal 1. With high school partners develop and articulate a high school curriculum that if successfully pursued, will provide high school graduates with the knowledge and skills necessary to enter post-secondary education without remedial education.

Action Steps Completed During 2006-07 for Strategic Direction 1 and Strategic Goal 1

- Working groups of high school and college English and mathematics faculty met throughout 2006-07 to develop a list of skills needed to assure college readiness in their respective areas.
- The high school and college partners then identified a course alignment grid to describe the levels at which the required skills for college level entry into English and mathematics are taught.
- Meetings between high school and college librarians also took place to discuss alignment of information literacy skills and to increase the knowledge and awareness of expectations regarding accurate citations of web-based information.
- The College's placement exam, *Accuplacer™* was administered to a group of students at each high school to determine the level of college readiness.
- Teams of high school and college faculty attended **High Schools That Work** conferences sponsored by the Southern Regional Education Board and funded in part by the New Jersey Department of Education.

Strategic Direction 2. Identify and develop educational/career pathways (9th grade through associate and/or baccalaureate degree) aligned with “family sustaining” jobs that have high growth potential for Cumberland County.

Strategic Goal 2. Implement career/academic educational clusters for high school students and others in: (1) Architecture and Construction; (2) Business Management and Administration with Pathways in Hospitality, Tourism, and Retail; (3) Education and Training; (4) Health Science; (5) Law, Public Safety, and Security, through the community education, certificate, associate and baccalaureate degree levels.

Strategic Goal 4. Construct and open a University Center on CCC’s campus that will provide baccalaureate degrees, through partnerships, in programs aligned with appropriate associate degree programs and high growth industries in Cumberland County and the region.

Strategic Goal 5. Develop and deliver a variety of “work readiness” credentials.

Action Steps Completed During 2006-07 for Strategic Direction 2 and Strategic Goals 2,4, 5

- The College received funding from the U.S. Department of Labor’s Community Based Job Training Grant program to implement the Healthcare Preparation Pathways Initiative beginning in 2007.
- During the first year of this grant, partners from the College, the high schools, the County Technical Center, Workforce Investment Board, hospitals and healthcare providers have established career ladders that provide pathways to health careers from entry level jobs to jobs requiring advanced training.
- High school courses in the Health Sciences have been introduced in all high schools; additional Nursing faculty have been added to expand the number of Nursing students enrolled in the College’s RN program; a Biomedical program leading to an A.S. degree has been developed as a transfer program to senior level institutions.
- A groundbreaking ceremony took place in February for the Shirlee and Bernard Brown University Center and construction is on schedule for opening in December 2007.
- University partners, including Fairleigh Dickinson University, Franklin University, Georgian Court University, Montclair State University, Rowan University, Stockton, and Wilmington College have signed agreements to offer upper division courses leading to bachelors and/or masters degrees in Business, Criminal Justice, Education, General Studies, Humanities, Nursing, and Social Work.
- The School Counts! workforce readiness aspect was re-established during 2006-07, and the National Workforce Readiness Credential Test was administered to samples of School Counts! and high school students.

Strategic Direction 3. Increase the achievement rate of all students while reducing the “achievement gaps” between and among various student cohorts at Cumberland County College.
Strategic Goal 3. Develop programs designed to attract and aid the entry of historically underrepresented populations into career clusters specifically within science, technology, engineering, mathematics, and education.
Strategic Goal 6. Provide multiple options for curriculum and services delivery aligned with student needs and availability.
Strategic Goal 7. Communicate effectively with constituents from diverse language backgrounds.

Action Steps Completed During 2006-07 for Strategic Direction 3 and Strategic Goals 3,6,7

- Two of the community outreach programs at the College designed to attract and aid the entry of historically underrepresented populations: the Seeking Out Alternative Roads (SOAR) Conference and the Hispanic Leadership Conference received additional support to bring national speakers to campus and to increase the emphasis on the Science, Technology, Engineering, and Math (STEM) programs offered at the College and the job market in these occupations.
- A New Jersey Commission on Higher Education College Bound grant was received in order to increase the preparation, enrollment, retention, and graduation of underrepresented groups in STEM programs. The first of a five-year grant, the program began in June 2007 with a summer enrichment and academic preparation program for ninth grade students in Cumberland County.
- To examine student needs for curriculum and services delivery, the Community College Survey of Student Engagement (CCSSE) was conducted for the second time to explore student perceptions of programs and services at the College. Two student focus groups were convened to discuss issues related to course scheduling, advisement, and college success.
- Because communication with constituents from diverse language groups is important to reaching underrepresented groups, a campus team surveyed faculty and staff, and developed a series of language classes in Spanish to be offered during 2007-08. An English Language Minority Student (ELMS) Grant was received from the New Jersey Commission on Higher Education to provide additional academic support to students who are English language learners.

Strategic Direction 4. Identify, disseminate, and report on data points measuring a continuous improvement process.

Strategic Goal 8. Develop strategies for measuring student success and utilize results to provide targeted support.

Action Steps Completed During 2006-07 for Strategic Direction 4 and Strategic Goal 8

- The College's computer storage capacity for storing and managing data points to measure progress toward strategic goals and directions was expanded and a system for monitoring these data points was purchased and installed; initial training in use of the system was accomplished.
- To set benchmarks in goal areas relating to student success and enrollment in Science, Technology, Engineering, and Mathematics (STEM) and in retention, graduation rates, and need for remediation, reports were developed and reviewed in terms of underrepresented groups.
- A set of "Dashboard Indicators" was developed to report on progress toward achieving the strategic objectives and goals set for 2006-07. These "Dashboards" included status of objectives and funds expended from strategic fund to implement the objectives.
- Members of Goal Team 8 worked with other Strategic Teams to facilitate development of objectives, measures, and budget requests.
- Reports on the results of the first year of implementation for the *Strategic Plan 2006-2011* were provided through the College newsletter, community presentations, at College and Board of Trustees meetings.

Ⓝ North Entrance

Ⓢ South Entrance

1. Administration Building

2. Academic Building

3. Computer Technology Center

4. Academic Support Labs

5. George Luciano Sr. Conference Center

6. Frank Guaracini Jr. Arts Center

7. Shirlee and Bernard Brown University Center

8. Library

9. Distance Learning Center

10. Student Center - Information

11. Dr. Charles Cunningham Gymnasium

12. Frank Wheaton Jr. Allied Health Center

13. Phillip Alampi Science Center

14. Aquaculture Center

15. Temporary Facilities

16. Central Plant - Shipping and Receiving

Parking Lots: A, B, C, D, E, F, G, H, I, J, K



College Drive

Introduction

This *2007 Institutional Profile* includes the legislatively mandated information about Cumberland County College's students, faculty, trustees, programs of study, public service activities and major capital projects. The *Profile* is organized according to the "Proposed Form and Content of the Institutional Profile" defined by the New Jersey Commission on Higher Education. In addition to this *Profile*, the College provides reports on many other aspects of its mission, as described below.

Cumberland County College Vision and Mission

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

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

VISION...

Cumberland County College will serve as a catalyst for creating collaborative relationships across the county that enhance the quality of life through excellence in education, community leadership, and economic growth.

MISSION...

To be a comprehensive community college that is accessible, learning-centered, and dedicated to serving a diverse community of learners and employers through quality innovative programs, services, and the appropriate use of technology, for life-long learning.

Report on the Institution's Success in Meeting Its Goals and Objectives

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



About 150 students and staff members formed the number 40 to celebrate CCC's 40th Anniversary in October 2006

40 years of pride, service, excellence

In October 1966, Cumberland was the first community college in New Jersey to open its own campus. Several 40th anniversary events were held in October 2006.

About 350 students enrolled in the class of 1966. During the intervening years, more than 11,000 students have graduated from the college. More than 70 percent of CCC's graduates were the first in their families to earn a college degree.

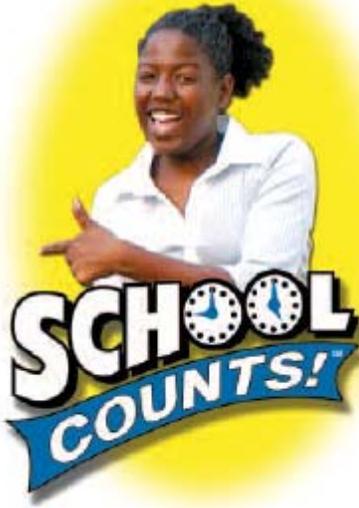
And our trailblazing first-in-the family graduates forever changed their families' cultures. They served as role models for their brothers and sisters and mothers and fathers who were inspired by these graduates to earn their own degrees from CCC.

Their courage and success makes life better in Cumberland County.

CCC is truly a community college. Just about every resident has – directly or indirectly – benefited from its services or contributed to its successes.

That's why the college and the community paused during the college's 40th anniversary, to proudly reflect on the history and future of our neighborhood college, a uniquely American innovation.

CCC Public Relations Office
Report to the Community 2006 - 2007



Inaugural *School Counts!* class members graduate from CCC

The first *School Counts!* students graduated from CCC last May. They are pioneers for success, and this is how their journey began.

The *School Counts!* students who graduated from CCC didn't take days off when they were in high school. They got up early and arrived at school on time. The *School Counts!* students earned good grades and took challenging courses.

They did all this because they knew that earning four *School Counts!* certificates in high school would make them eligible for scholarships at CCC and job interviews with area employers.

Through CCC's *School Counts!* program, implemented six years ago, high school students can earn certificates by attending school regularly, earning above average grades, accomplishing more than the minimum graduation requirements and graduating on time.

So after earning their four certificates in high school, the inaugural class of *School Counts!* students enrolled at CCC in September 2005. And after meeting the challenges of higher education, the first *School Counts!* students turned their tassels at the May 2007 commencement.

This was a milestone in CCC's 40-year history. The first *School Counts!* graduates were pioneers just as the first class of students were pioneers when the college opened its doors in 1966.

And like the initial CCC graduates, the *School Counts!* graduates are role models. Their success will inspire family members and friends to attend college, which will build stronger families and bolster the economy.

"In today's world, people need post-secondary education to obtain jobs that will provide a comfortable living for their families," CCC President Dr. Kenneth Ender said. "And the entire community benefits from the services provided by educated people."

CCC Public Relations Department
Report to the Community 2006 – 2007