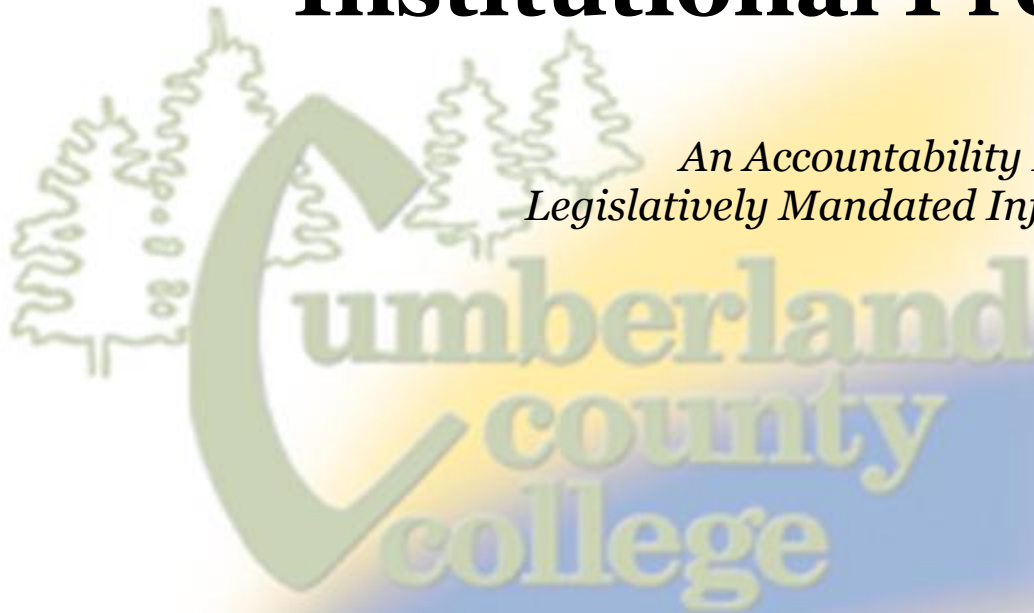


# Institutional Profile

*An Accountability Report on  
Legislatively Mandated Information*



September 2013



**Cumberland County College**  
*2013 Institutional Profile*

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Preface to the 2013 Institutional Profile

Cumberland County College offers programs of study leading to Associate Degrees, Academic Certificates, Career Certificates, and Short-Term Training Certificates. As of Fall 2012, over 3,900 students were enrolled in these programs. An additional 1,100 students were enrolled in Professional and Continuing Education courses.

During 2012-2013, the College completed work in its first year of its new 2012-2017 Strategic Plan. Included in the Plan is a revised Mission statement. The Plan emphasizes three strategic directions: Student Success and Completion; Leadership and Service Learning; Workforce and Economic Development.

The Cumberland County College *2013 Institutional Profile* contains information about the College, its students, faculty, staff, and programs. This year's *Profile* supports the College's commitment to providing the public with information about its students and their educational outcomes.

Should you have questions about any information in the *Profile*, please contact the College's Assessment, Planning and Research or Public Relations Offices. Additional information about the College may be found on the College website <http://www.ccnj.edu/>.



Thomas Isekenegbe, Ph.D.  
President



## Introduction

This *2013 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 "Form and Content of the Institutional Profile" defined by the New Jersey Higher Education department. In addition to this *Profile*, the College provides reports on many other aspects of its mission, as described below. Because the information required by the New Jersey Higher Education department in its "Form and Content of the Institutional Profile" requirements has changed, this *Profile* is limited to the specific data elements requested.

## Cumberland County College Mission, Affirmation, Vision and Diversity Statements

### MISSION...

Cumberland County College is a comprehensive community college that is accessible, learning-centered and dedicated to serving a diverse community of learners and employers through quality, innovative programs and services. The College is committed to student success and completion, and to the core elements of liberal arts, transfer, career, technical, professional and community education.

### VISION...

Cumberland County College serves 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.

### DIVERSITY STATEMENT...

Cumberland County College will value and ensure a faculty, staff and student community that closely reflects all segments of Cumberland County. Goals include:

- Promote, celebrate and embrace cultural, racial and ethnic diversity across the curriculum and through co-curricular and social events.
- Hire and retain individuals that reflect cultural, racial and ethnic diversity.
- Improve student success rates.

## **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 2012-2013 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. The College also assesses student learning outcomes and institutional effectiveness through annual reports, Student Right to Know information, retention and other reports. During the past year, the College completed the first year of its 2012-2017 Strategic Plan which has three strategic directions and 10 strategic goals as listed below:

### **Strategic Direction 1: Student Engagement and Completion – Cumberland County College will increase student success and completion.**

- Goal 1. Increase the college readiness of entering students.
- Goal 2. Increase the number of students successfully completing developmental courses and reduce the time students spend in developmental education.
- Goal 3. Increase the number of students enrolling in and successfully completing gatekeeper courses.
- Goal 4. Increase retention rates for all students.
- Goal 5. Increase the number of students completing degrees and certificates
- Goal 6. Make comprehensive and fundamental college-wide changes in order to support student success.

### **Strategic Direction 2: Leadership and Service Learning – Cumberland County College will Integrate Leadership and Service Learning across the curriculum.**

- Goal 7. Align all of the College's leadership programs and establish a leadership component in relevant college courses.
- Goal 8. Collaborate with community groups to develop and integrate Service Learning into academic and non-academic programs.

### **Strategic Direction 3: Economic and workforce Development – The College will serve as a catalyst for local and regional economic and workforce development initiatives.**

- Goal 9. Revise current programs and create new programs and options in key sectors to match the needs of the local and regional economy.
- Goal 10. Collaborate with local and regional businesses, industries, community groups and related institutions to implement appropriate partnerships for entrepreneurial initiatives.

## **II. Data by Category**

### **A. Accreditation Status**

#### **1. Institutional Accreditation**

Cumberland County College is accredited by the Middle States Commission on Higher Education. Accreditation was reaffirmed in June 2011 following its decennial self-study and site visit in March 2011.

#### **2. Professional Accreditation**

The Nursing program is accredited by the National League of Nursing; the Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology; and the Paralegal program is approved by the American Bar Association.

## **B. Number of Students Served**

Student enrollment includes the official headcount enrollment in credit courses reported in Student Unit Record Enrollment files to the NJ Higher Education department and to the National Center for Education Statistics as of the tenth day each fall semester. Students enrolled in credit courses are generally those seeking degree credit in one of the College's program majors leading to an associate degree, academic certificate, short-term or career certificate.

### **1. Number of Undergraduate Students by Attendance Status**

#### **Total Fall Headcount Enrollment 2012**

<b>Category</b>	<b>Fall 2012</b>
<b>Total Students</b>	<b>3,944</b>
Full-Time	2,238 (56.7%)
Part-Time	1,706 (43.3%)

The number of students served also includes enrollment in noncredit courses such as those offered through Professional and Community Education. These courses include those in categories such as avocational courses for personal development and/or career enhancement courses building skills related to employment.

### **2. Number of Non Credit Students Served—FY 2012**

	<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>
<b>Open Enrollment</b>	2566	1154	59308	132
<b>Customized Training</b>	1042		466	1

<sup>1</sup> Includes all registrations in any course that started on July 1, 2012 through June 30, 2013

<sup>2</sup> FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.

### **3. Unduplicated Number of Credit Students for Entire Year- FY 2012**

<b>Headcount Credit Enrollment</b>	<b>Credit Hours</b>	<b>FTE</b>
5,476	90,966	3,032

## **C. Characteristics of Undergraduate Students**

Cumberland County College enrolls a diverse student population. In Fall 2012 for example, 62.9 percent of the headcount enrollment in credit courses was comprised of female students. The Fall 2012 enrollment included 47.9 percent of students from under-represented populations: 25.7 percent Hispanic, and 21.0 percent African American/Black. Headcount enrollment decreased by 5.8 percent over the previous Fall semester. 29.7 percent of the total number of recent high school graduates in the county enrolled at Cumberland County College. During the past several years, information has been compiled concerning the number of students needing remediation in the skill areas of English, reading, mathematics and algebra. All of these characteristics are reported in the sections below.

### **2. Enrollment in Remediation Courses by Subject Area**

Cumberland County College uses Accuplacer© for testing and placement of entering degree seeking students. The total number of students tested and needing remediation in at least one skill area in Fall 2012 is shown in the tables below.

#### **Total Number of Undergraduates Enrolled in Fall 2012 and Number Enrolled in One or More Remedial Courses**

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
3,944	1,313	33.3%

#### **Total Number of First-time Full-time (FTFT) Students Enrolled in One or More Remedial Courses 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
780	405	51.9%



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**First-Time Full-Time Students (FTFT) Enrolled in Remediation in Fall 2012 by Subject Area**

Subject Area	Number of FTFT Enrolled in:	Percent of all FTFT Enrolled in:
Computation	285	36.5%
Algebra	18	2.3%
Reading	150	19.2%
Writing (included in English)	0	0.0%
English	268	34.4%

**3a. Race/Ethnicity – Fall 2012**

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
<b>White</b>	1045	46.7%	902	52.9%	1947	49.4%
<b>Black</b>	480	21.4%	349	20.5%	829	21.0%
<b>Hispanic</b>	627	28.0%	385	22.6%	1,012	25.7%
<b>Asian*</b>	7	0.3%	0	0.0%	7	0.2%
<b>Am. Ind.</b>	23	1.0%	24	1.4%	47	1.2%
<b>Non-Res. Alien</b>	4	0.2%	0	0.0%	4	0.1%
<b>Unknown*</b>	52	2.3%	46	2.7%	98	2.5%
<b>Total</b>	<b>2,238</b>	<b>100.0</b>	<b>1,706</b>	<b>100.0</b>	<b>3,944</b>	<b>100%</b>

\* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

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**3b. Gender – Fall 2012**

Characteristics	Fall 2012	
	Number	Percent
Full-time Male	926	41.4%
Full-time Female	1,312	58.6%
Part-time Male	537	31.5%
Part-time Female	1,169	68.5%
Total Male	1,463	37.1%
Total Female	2,481	62.9%
<b>Total</b>	<b>3,944</b>	<b>100%</b>

**3c. Enrollment by Age- Fall 2012**

**Age Breakdown**

Age Category	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	10	0.4%	10	0.6%	20	0.5%
18-19	922	41.2%	162	9.5%	1084	27.5%
20-21	566	25.3%	309	18.1%	875	22.2%
22-24	243	10.9%	316	18.5%	559	14.2%
25-29	195	8.7%	289	16.9%	484	12.3%
30-34	117	5.2%	186	10.9%	303	7.7%
35-39	71	3.2%	136	8.0%	207	5.2%
40-49	75	3.4%	179	10.5%	254	6.4%
50-64	38	1.7%	97	5.7%	135	3.4%
65+	1	0.0%	20	1.2%	21	0.5%
Unknown	0	0.0%	2	0.1%	2	0.1%
<b>Total</b>	<b>2,238</b>	<b>100%</b>	<b>1706</b>	<b>100%</b>	<b>3,944</b>	<b>100%</b>

**Cumberland County College**  
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**4. Number of Students Receiving Financial Assistance under each Federal-, State- & Institution-Funded Aid Program – FY 2012**

	<b>Recipients</b>	<b>Dollars(\$)</b>	<b>\$/Recipient</b>
<b><u>FEDERAL PROGRAMS</u></b>			
Pell Grants	2,667	9,047,000	3,392.20
College Work Study	96	85,000	885.42
Perkins Loans	0	0	-
SEOG	220	79,000	359.09
PLUS Loans	3	14,000	4,666.67
Stafford Loans (Subsidized)	743	2,396,000	3,224.76
Stafford Loans (Unsubsidized)	803	3,528,000	4,393.52
SMART & ACG or other	52	44,000	846.15
<b><u>STATE PROGRAMS</u></b>			
Tuition Aid Grants (TAG)	1,181	1,499,000	1,269.26
Educational Opportunity Fund (EOF)	119	96,000	806.72
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	1	1,000	1,000.00
Urban Scholars	3	1,000	333.33
NJ STARS	116	302,000	2,603.45
NJCLASS Loans	8	32,000	4,000.00
<b><u>INSTITUTIONAL PROGRAMS</u></b>			
Grants/Scholarships	213	270,000	1,267.61
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

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5. State of Residence

**Number and Percentage of First-Time Full-Time Undergraduate Students who were State Residents in Fall 2012**

<b>State Residents</b>	<b>Non-State Residents</b>	<b>Total</b>	<b>% State Residents</b>
780	0	780	100.0%

Source: IPEDS Fall Enrollment Survey

## D. Student Outcomes

### 1. Graduation Rates

#### a. Two-Year Graduation Rate

This is an additional category requested by NJ Higher Education. Previously, community colleges have been required to report graduation rates within 150% of the catalog time; in other words, a three-year graduation rate. According to the data reported for the 2009 cohort, there were 669 entering first-time, full-time, degree-seeking freshmen. After two years, 61 of these students or 9.1 percent completed their programs and graduated with a degree or certificate. In addition, after three years, 22.1 percent completed degrees or certificates and 14.5 percent transferred prior to receiving degrees or certificates.

According to the Student Right to Know data for the Fall 2009 entering cohort, another 117 students were still enrolled at the college as of Fall 2012 and 183 or 27.4 percent left in good standing with a GPA of 2.00 or above. The total number of students who graduated, transferred prior to graduation, remained enrolled, or left in good standing was 81.3 percent.

#### b. Three-year Graduation and Transfer Rates by Race/Ethnicity

Three-year graduation and transfer rates include the number of entering first-time, full-time, degree-seeking freshmen who entered the college in the Fall of a specific year and three years later either received a degree or certificate or transferred to another institution prior to receiving a degree.

**Three-Year Graduation & Transfer Rates  
 for Full-Time First-Time Degree-Seeking Freshmen by Race/Ethnicity**

**Fall 2009 – 2012**

	White	African American	Hispanic	Asian*	NR Alien	Other*	Total
<b>Fall 2009 Cohort</b>	364	154	137	8	0	6	669
<b>Graduation after 3 yrs. Number and %</b>	111 (30.5%)	9 (5.8%)	26 (19.0%)	2 (25.0%)	0 (0.0%)	0 (0.0%)	148 (22.1%)
<b>Transfers after 3 yrs. prior to graduation Number and %</b>	60 (16.5%)	21 (13.6%)	13 (9.5%)	3 (37.5%)	0 (0.0%)	0 (0.0%)	97 (14.5%)

\* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.

Source: IPEDS Graduation Rate Survey

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**2. a. Third Semester Retention Rates for Entering First-time Students by Attendance Status**

Previously, the Retention Rate data requested by NJ Higher Education included data by race/ethnicity. For the current Institutional Profile, NJ Higher Education has requested retention data for full-time and part-time students. The data included in the tables that follow are for first-time entering degree-seeking students who entered in one fall semester and the number who returned the following fall semester. Rates are provided separately for full-time and part-time students.

<b>Full-Time</b>			<b>Part-Time</b>		
<b>Fall 2011</b>	<b>Retained</b>		<b>Fall 2011</b>	<b>Retained</b>	
<b>First-Time</b>	<b>in</b>	<b>Retention</b>	<b>First-Time</b>	<b>in</b>	<b>Retention</b>
<b>Undergraduates</b>	<b>Fall 2012</b>	<b>Rate</b>	<b>Undergraduates</b>	<b>Fall 2012</b>	<b>Rate</b>
631	418	66.2%	183	80	43.7%

SOURCE: IPEDS Fall Enrollment Survey, Part E

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**E. Faculty Characteristics**

**1. Faculty by Race/Ethnicity, Gender, Tenure and Rank**

Since only the data for full-time faculty were requested by NJ Higher Education, the part-time data are omitted in this edition of the Profile.

**Fall 2012 Full-Time Faculty by Race/Ethnicity, Gender, Tenure and Rank**

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Total</u>	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Tenured</b>												
Professors	1	1		1							1	2
Associate Prof.	9	8	1			1					10	9
Assistant Prof.	8	6		1							8	7
All Others												
<b>TOTAL</b>	<b>18</b>	<b>15</b>	<b>1</b>	<b>2</b>		<b>1</b>					<b>19</b>	<b>18</b>
<b>Without Tenure</b>												
Professors												
Associate Prof.												
Assistant Prof.	2	2	1					1			3	3
All Others	1	2									1	2
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>1</b>					<b>1</b>			<b>4</b>	<b>5</b>
<b>Total</b>												
Professors	1	1		1							1	2
Associate Prof.	9	8	1			1					10	9
Assistant Prof.	10	8	1	1				1			11	10
All Others	1	2									1	2
<b>TOTAL</b>	<b>21</b>	<b>19</b>	<b>2</b>	<b>2</b>		<b>1</b>		<b>1</b>			<b>23</b>	<b>23</b>

Source: CCC Human Resources Office

Note: Cumberland has no faculty in the non-resident alien or unknown categories

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**2. Percentage of Course Sections Taught by Full-Time Faculty**

**Sections Taught by Full-Time Faculty, Adjunct Faculty and by Other Full-Time Employees**

**Fall 2012**

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
763	292	38.3%	385	50.5%	86	11.3%

Source: CCC APR Office.

**3. Ratio of Full- to Part-Time Faculty 2010-2012**

	Full Time Faculty	Part Time Faculty	Total
<b>Fall 2010</b>	50 (16.2%)	258 (83.8%)	308 (100.0%)
<b>Fall 2011</b>	49 (17.0%)	240 (83.0%)	289 (100.0%)
<b>Fall 2012</b>	46 (15.5%)	250 (84.5%)	296 (100.0%)

Source: NJ Higher Education from IPEDS data.



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**F. Characteristics of the Trustees**

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

The information below is as of 2012-2013:

Governing Body	African American	American Indian/Alaskan	Asian/Pacific Islander	Hispanic	White	Unknown	Total
Male	1			1	4		6
Female					5		5
<b>Total</b>	<b>1</b>			<b>1</b>	<b>9</b>		<b>11</b>

Source: CCC President's Office

**2. List of Trustees with Titles and Affiliations as of 2012-2013**

Name	Board Title	Affiliation
Keith C. Figgs, Ed.D.	Chairman	Retired
Ginger Chase	Vice Chairwoman	Owner, Sir Speedy Printing Vineland, NJ
Elizabeth Riley-Wasserman, Ph.D.	Treasurer	Sr. V.P. Human Resources & Org. Dev., Mercy Health System
Pamela Ann Sjogren	Secretary	Community Activist
Charles J. Brett, Jr.	Trustee	Retired
Richard Stepura, Ed.D.	Trustee	Cumberland County Superintendent of Education
Patrick W. McGrory	Trustee	Financial Advisor, Ameriprise Financial Services, Inc.
Donna M. Perez	Trustee	Senior Registered Client Associate, Wells Fargo Advisors
Michael R. DeLeon	Trustee	Founder, Steered Straight, Inc. Vineland, NJ
Christine L. Ward Garrison, Ph.D.	Trustee	Development and Communications Coordinator, YMCA of Vineland/Cumberland Cape Atlantic YMCA
Jeffrey E. DuBois	Trustee	President, South Jersey Industries
James Parrish	Alumni Trustee	Student, Wilmington University

**3. URL's of webpages with information on trustees**

<http://www.ccnj.edu/aboutUs/boards>

## G. A Profile of the Institution

### 1. Degree and Certificate Programs

Cumberland County College's degree and certificate programs are described in-depth in the College Catalog; a listing of these programs as of the 2012-2013 academic year is included on the following pages.

#### CUMBERLAND COUNTY COLLEGE Programs of Study

The Programs of Study listed reflect the curricula listed on the college website.

AA – Associate in Arts *AA degrees in this listing with an LA prefix are Liberal Arts options.*

AFA – Associate in Fine Arts

AS – Associate in Science

AAS – Associate in Applied Science

AC – Academic Certificate

CC – Career Certificate

ST – Short-Term Training Certificate

#### **Accounting**

Accounting AAS

Accounting AC

#### **Agriculture/Horticulture**

Agriculture AAS

- Agribusiness AAS

Horticulture AAS

Horticulture AC

Floriculture CC

Landscape Technician CC

#### **Business**

LA/Business Studies AA

Business Management AAS

- E-Business AAS
- Entrepreneurship AAS
- Finance AAS
- Human Resources AAS
- Insurance AAS
- International AAS
- Marketing AAS

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Business Management AC  
Business Management/Hospitality AC  
Entrepreneurship/Small Business Leadership CC  
Insurance AC  
Retail Sales CC  
Retail Sales ST

**Communications**

LA/Communications AA  
LA/Public Relations AA

**Computer Science**

Computer Science AS  
• Information Systems AS  
Network Management AAS  
• Cyber Security AAS  
Networking Associate AC  
Networking Associate CC

**Construction Supervision**

Construction Supervision AAS  
Construction Supervision CC

**Education**

Liberal Arts/Elementary/Secondary Education AA  
Early Childhood/Preschool Education AAS  
Early Childhood Education AC  
Teacher's Aide in Early Childhood Education CC  
Early Childhood Education Management ST  
Infant/Toddler Education CC

**Energy Technology**

Nuclear Energy Technology (collaborative program with Salem CC)  
Sustainable Energy Technology (joint program with Salem CC)

**Engineering**

Engineering AS

**Engineering Technologies**

Engineering Technology AAS  
Engineering Technology AC  
Engineering Technologies/Electronics Technology AC  
Engineering Technologies/Electronics Technology CC

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**Fine and Performing Arts**

Fine Arts AFA  
Theatre/Acting AFA  
Art Education AA  
Ceramics AA  
Design/Fine Arts AA  
Music AA  
Theatre AA  
Ceramics AC

**Glass Technology**

Glass: Applied Craft & Design AFA (collaborative program with Salem CC)  
Scientific Glass Technology AAS (collaborative program with Salem CC)

**Graphic Design**

Graphic Arts AA  
Graphic Design AAS  
Game Design & Development AS (joint program with Salem CC)  
Computer Graphics/Desktop Publishing AC

**Health Sciences**

Biomedical Science AS

- Healthcare AS
- Exercise Science AS

Occupational Therapy Assistant AS (joint program with UMDNJ)  
Nursing AAS  
Radiography AAS  
Practical Nursing AC  
Medical Coding AC (joint program with Camden CC)  
Health Science AAS  
Health Information Technology AAS (joint program with Camden CC)  
Health Science AC  
Psychosocial Rehabilitation Prep AS (joint program with UMDNJ)  
Respiratory Therapy AAS (joint with UMDNJ)

**Journalism**

LA/Journalism AA

**Justice Studies**

Criminal Justice AS  
Corrections AS  
Forensics & Technology AS  
Homeland Security AS  
Criminal Justice AC  
Emergency Management AC  
Gangs/Juvenile Delinquency AC  
Homeland Security CC  
Private Security CC

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**Liberal Arts**

Liberal Arts/General AA

- History AA
- Humanities AA
- Literature AA
- Spanish AA

Liberal Arts/Social Sciences AA

**Mathematics/Science**

Mathematics/Science General AS

- Chemistry AS
- Environmental Science AS
- Mathematics AS

**Office Administration**

Health Service Administration AAS

Health Service Administration AC

Health Service Administration CC

Office Administration AAS

- Government AAS

Office Administration AC

Office Administration CC

Office Administration/Government AC

Office Administration/Government CC

Office Administration/Legal CC

Office Administration ST

**Paralegal Studies**

Paralegal Studies AS

- Paralegal Studies/Spanish AS

**Philosophy and Religion**

Liberal Arts/Philosophy & Religion AA

**Public Administration**

Public Administration AS

**Social Service**

Social Service AS

- Gerontology AS

Alcohol and Drug Counseling AC

**Technical Studies**

Technical Studies AAS

**Television and Digital Media Production**

Liberal Arts/Television and Digital Media AA

## **H. Major Research and Public Service Activities**

During the 2012-2013 academic year, the College offered the following types of selected research and public service activities.

### **Selected Research and Professional Activities**

The research and professional development activities of the College involve participation in discipline-related associations, presentations of papers at regional and national conferences, evaluation of existing programs, development of new courses and programs, involvement in development workshops, and participation in grants-related activities. During 2012-2013 faculty and staff also were actively involved in evaluating and revising existing curricula and courses, and developing new programs.

Proposals for several grant-funded projects have been completed, including a workforce education consortium proposal under the Trade Adjustment Assistance Community College Career Training program from the U.S. Department of Labor. Research continues for a STEM scholarship grant proposal to the National Science Foundation slated to be submitted next August. Two separate proposals submitted this year for state-funded infrastructure and equipment grants were funded. The College continues to implement objectives related to the U.S. Department of Education Title III grant for strengthening institutions. Among the initiatives as part of this grant are those that will increase retention and completion rates and implementation of a new computer system, which is enabling data-driven decision-making and creation of a student Web portal. The College continues its work as an “Achieving the Dream” institution, one of four in New Jersey. The ATD program emphasizes student success with goals and objectives that complement the College’s Title III efforts.

### **Professional Association and Consortium Memberships**

Faculty and staff are members of several different professional associations. Included below is a selected list:

- American Association of Community Colleges
- American Association of Collegiate Registrars and Admissions Officers
- American Association for Higher Education
- American Library Association
- Association of Fundraising Professionals
- Association for Institutional Research
- College and University Personnel Association
- Council for Advancement and Support of Education
- Council for Resource Development
- Delaware Valley Marketing Group
- Eastern Association of College & University Business Officers
- EOF Professional Association of New Jersey
- Foreign Policy Research Institute
- Global Interdependence Center
- Human Resources Association

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- International Chiefs of Police
- International Visitors Council
- League for Innovation
- Libraries of Gloucester/Salem/Cumberland Information Network
- Middle States American Association of Collegiate Registrars and Admissions Officers
- Network of Occupational Training and Education
- National Academic Advising Association (NACADA)
- National Association of College & University Business Officers
- National Association for Community College Entrepreneurship
- National Association for Developmental Education
- National Council for Marketing and Public Relations
- National Community College Council for Research and Planning
- New Jersey Council of County Colleges
- New Jersey County College's Joint Purchasing Consortium
- New Jersey Library Association
- New Jersey Presidents' Council
- New Jersey Nursing Institute
- New Jersey Council of Associate Degree Nurses
- New Jersey Nurse Leadership Council
- New Jersey Nurse Collaboration Council
- NJ Health Sciences Advisory Board
- NJEdge.Net
- Phi Delta Kappa
- South Jersey Math Alliance
- The Chair Academy
- Virtual Academic Library Environment

**Selected Public Service and Community Activities**

Public service and community activities related to the College's mission include programs for area business and industry, K-12 programs, Fine and Performing Arts Center programs, Continuing Education, and other education-related activities open to the public.

Workforce Education Division, Cumberland County College

During 2012-13 short-term career certification programs were offered in healthcare fields, advanced manufacturing, Lean Six Sigma and the alternate route to teaching. Community education programs as well as customized training programs for business and industry continue to be offered by this College division.

K-12 Programs

More than 22,000 high school students have enrolled in the School Counts! program since it began in 2001. The School Counts! Program has issued approximately 12,000 certificates to students in grades 9-12; more than 700 freshmen and 440 sophomores have utilized the School Counts! scholarships; and 243 School Counts! students have graduated from CCC.

College and high school faculty met to align curricula in language arts and mathematics as part of a continuing effort to increase the number of high school graduates who are college-ready.

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Fine and Performing Arts Programs

Performing arts programs included numerous events attended by more than 18,500:

- Major programming of the season included Dr. John and The Blind Boys of Alabama which brought together a member of the Rock and Roll Hall of Fame and the multiple Grammy-winning group for a spectacular performance of From Spirituals to Funk and a sold –out performance of Swan Lake performed by the Russian National Ballet Theatre.
- Two major grants allowed the Guaracini Center to present two very distinct performances:
  - Direct from Mexico City and supported by a major grant from the Mid-Atlantic Arts Foundation’s “Southern Exposure: The Performing Arts of Latin America” program, Teatro de Linea was in residence for a week around performances of their powerful theatrical piece about immigration, Amarillo.
  - The Dodge Foundation provided major funding, along with a gift in memory of Harry Kejzman and in honor of Lily & Sherry by Helen Kejzman, to support a residency by the Carolyn Dorfman Dance Company for a residency and performances of their compelling set of dance pieces set against the Holocaust, The Legacy Project.
- The FamilyTime productions were popular, as were their school-day performances.
- Cumberland County College Theater Arts was active with the uproarious comedy Noises Off in the fall and the season ended with an up-beat and toe-tapping production of Footloose.
- Jazz and gospel programming were provided by rising jazz star bassist Ben Williams, who performed with his band, Sound Effect and The Campbell Brothers, who rocked the Luciano Theatre with “Sacred Steel”, their blend of gospel, blues and soul played on steel guitars.
- The popular Down Jersey series was well represented with String Masters featuring Tony Trischka and world –renowned guitarist Beppe Gambetta. The Celtic Celebration sold-out for the third year in a row when it featured local favorite and All-Ireland Fiddle Champion, Ten-year-old Haley Richardson.

The Humanities Division produced the College literary magazine *L’Esprit*, and the student newspaper, *The Voice*.

Other Community Programs and Events

During 2012-2013 examples of selected activities included:

- Southern New Jersey ESL Migrant Worker Program
- Community Day





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- Hispanic Leadership Conference
- Cumberland County Science Fair
- One Book One College
- Cinco de Mayo celebration and performances

The College's George Luciano, Sr. Conference Center was the site for events by business, industry and public groups for conferences, meetings, receptions, dinners, lunches, breakfasts, conferences, job/career fairs, health/wellness fairs, performances, presentations, displays, auctions and awards ceremonies in the Conference Center and Theater.

In January, 179 Cumberland County College students, faculty and staff members honored the work of civil rights leader Dr. Martin Luther King Jr. by serving the community as volunteers at various service organizations throughout the county. The College received a \$1,000 mini grant from Campus Compact to assist in this meaningful effort.



The service sites included: Bayshore Discovery Project, Bethel Development Corporation, Big Brothers/Big Sisters of Cumberland & Salem Counties, Bishop McCarthy Residence, Bridgeton Public Library, Cohanzick Zoo, Cumberland Cape Atlantic YMCA, Cumberland County Habitat for Humanity, Cumberland County Office of Veterans Affairs, Cumberland County SPCA, Dr. William Mennies Elementary School, Eagleview Health & Rehabilitation Center, Family Success Center of Commercial Township, Family Success Center of Vineland, Gateway Family Success Center, Genesis Healthcare, Gloria M. Sabater Elementary School, Maurice House, Millville Development Corporation, NJ Veteran's Memorial Home, R.D. Wood School, Sgt. Anthony Rossi Intermediate School, Spirit & Truth Ministries, Spring Oak Assisted Living , Wheaton Arts Cultural Center.

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As part of the College's Strategic Goal #2: Leadership and Service Learning, the institution set a goal to offer 8 courses with a service learning component. In Fall 2012, 18 service learning courses were offered by 12 different faculty members. An additional 15 service learning courses were offered by 15 different faculty members in Spring 2013. As part of the service learning initiative led by Dr. Kimberly Ayres, the College has connected with over 30 community partners.

Special events incorporating leadership and service learning included a trip to Belize where students and a faculty member created a sustainable gardening area and taught community members how to maintain it.

Other events offered in conjunction with the Office of Student Life and Leadership included Hurricane Sandy Relief, Earth Day, a Domestic Violence Awareness campaign and the Phi Theta Kappa Community Garden.



In 2012, Cumberland County College also became a founding member of the New Jersey chapter of Campus Compact, part of a national coalition committed to community partnership and engagement. There are currently 15 member institutions in NJ. Work continues to expand the membership to other two and four year institutions in the state.

## I. Major Capital Projects Underway in Fiscal Year 2012



In 2011-2012 the College completed its Facilities Master Plan 2011-2018, outlining several major capital projects and improvements. Selected projects started in 2012-2013 include:

- Construction of a new greenhouse
  - Addition to the Administration building with complete renovation of existing offices
  - Addition to the Academic building including new classrooms and improved ADA accessibility
  - Renovation to Distance Learning Center to convert into new Network Operation Center (NOC)
- Addition of various site improvements including improved pedestrian walkways, vehicle drop off areas, and increased bus stop shelter capacity
  - Renovation of the Paula J. Ring Education Center in Millville, NJ