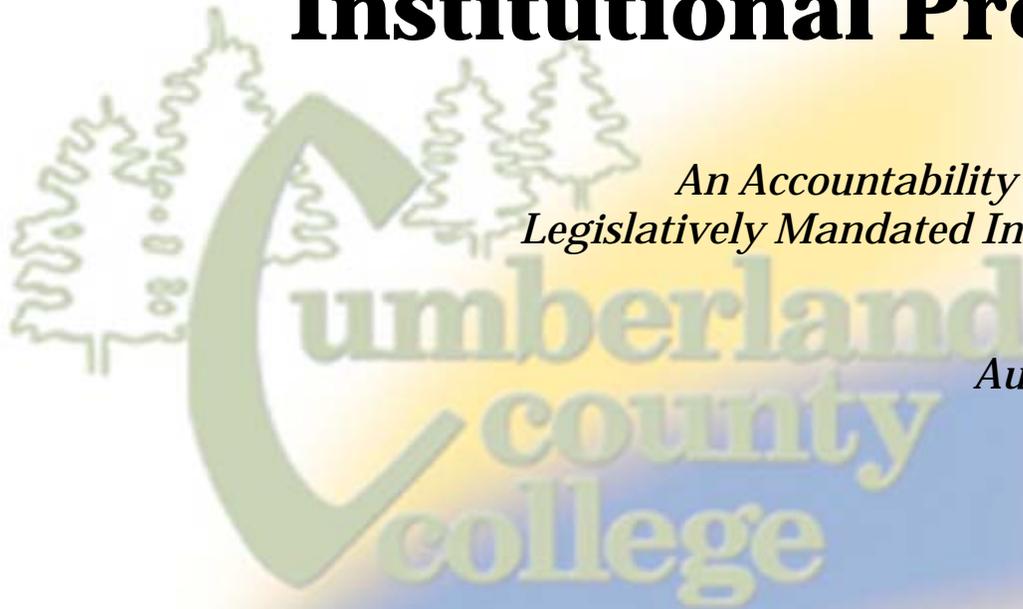


# **Institutional Profile**

*An Accountability Report on  
Legislatively Mandated Information*

*August 2007*



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## **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 40<sup>th</sup> 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

## **A. Accreditation Status**

### **1. Institutional Accreditation**

Cumberland County College is accredited by the Middle States Association of Colleges and Schools. Accreditation was reaffirmed in June 2001 for ten years and was again reaffirmed in November 2006. The most recent Periodic Review Report was submitted as required in June 2006.

### **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.

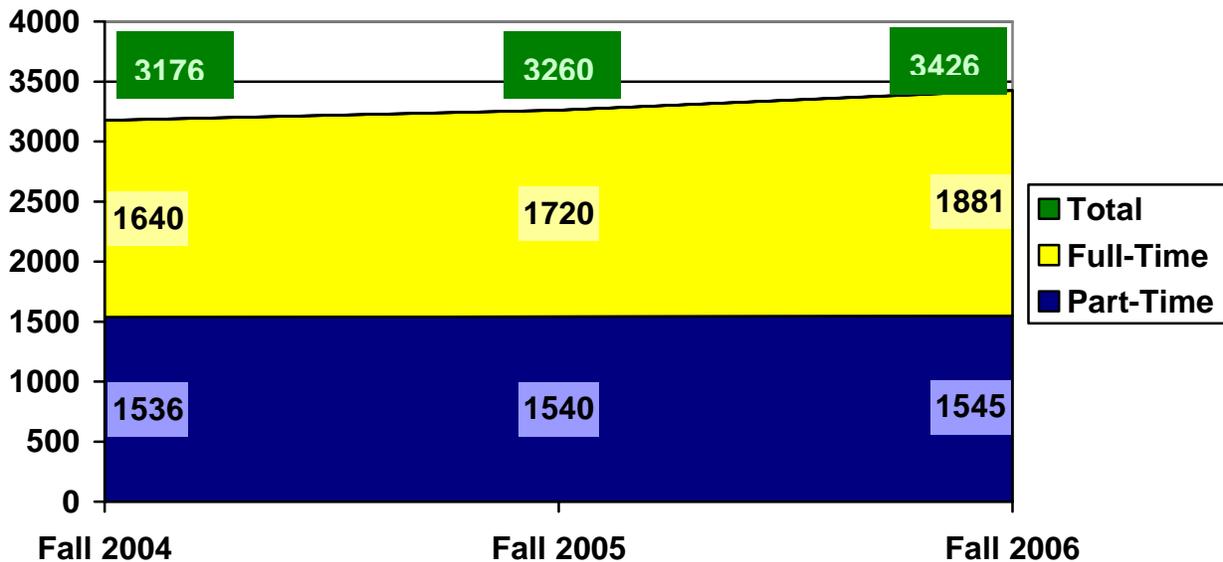
## B. Number of Students Served

Student enrollment includes the official headcount enrollment in credit courses reported in Student Unit Record Enrollment files to the NJ Commission on Higher Education 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. Headcount Credit Enrollment

**Total Fall Headcount Enrollment 2004-2006**

| Category              | Fall 2004   | Fall 2005   | Fall 2006   |
|-----------------------|-------------|-------------|-------------|
| <b>Total Students</b> | <b>3176</b> | <b>3260</b> | <b>3426</b> |
| Full-Time             | 1640        | 1720        | 1881        |
| Part-Time             | 1536        | 1540        | 1545        |



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. Non Credit Enrollment**

**Non Credit Enrollment by Category FY2006**

|   | <b>FY 2006</b> |
|---|----------------|
| Total Noncredit Unduplicated Enrollment   | 927            |
| Total Unduplicated Customized Training    | 662            |
| Total Unduplicated Noncredit Enrollment * | 1,589          |

These totals differ from previous enrollment reports which duplicated registrations.

## C. Characteristics of Undergraduate Students

### 1. Race/Ethnicity

#### Fall 2004

|                    | African Amer. | Amer. Indian | Asian     | Hispanic   | White Non-Hispanic | Unknown   | Total        |
|--------------------|---------------|--------------|-----------|------------|--------------------|-----------|--------------|
| FT                 | 342           | 28           | 23        | 262        | 964                | 20        | 1,639        |
| PT                 | 266           | 27           | 25        | 254        | 931                | 34        | 1,537        |
| <b>Grand Total</b> | <b>608</b>    | <b>55</b>    | <b>48</b> | <b>516</b> | <b>1,895</b>       | <b>54</b> | <b>3,176</b> |

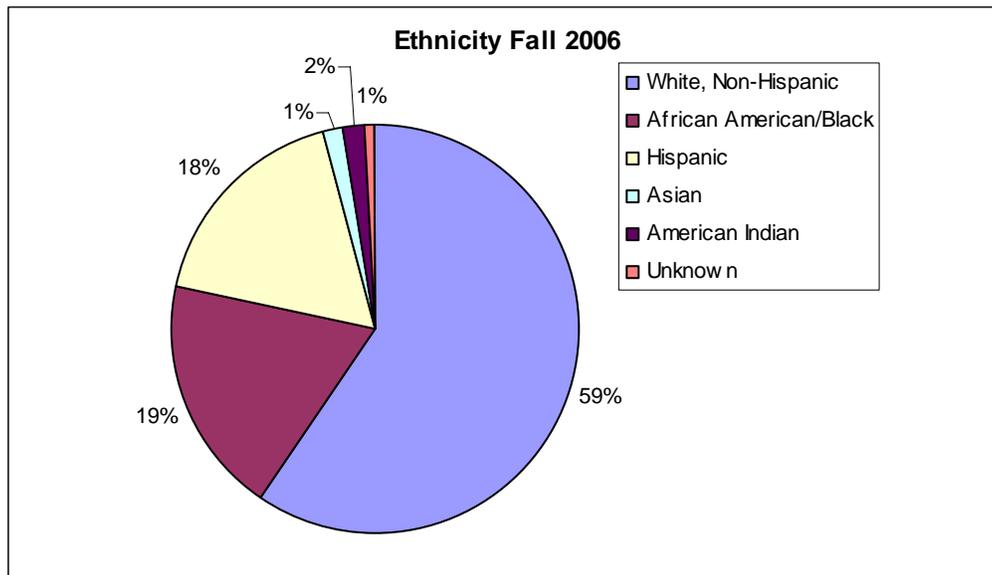
#### Fall 2005

|                    | African Amer. | Amer. Indian | Asian     | Hispanic   | White Non-Hispanic | Unknown   | Total       |
|--------------------|---------------|--------------|-----------|------------|--------------------|-----------|-------------|
| FT                 | 319           | 39           | 20        | 280        | 1043               | 19        | 1720        |
| PT                 | 253           | 34           | 21        | 275        | 936                | 21        | 1540        |
| <b>Grand Total</b> | <b>572</b>    | <b>73</b>    | <b>41</b> | <b>555</b> | <b>1979</b>        | <b>40</b> | <b>3260</b> |

#### Fall 2006

|                    | African Amer. | Amer. Indian | Asian     | Hispanic   | White Non-Hispanic | Unknown   | Total       |
|--------------------|---------------|--------------|-----------|------------|--------------------|-----------|-------------|
| FT                 | 368           | 33           | 25        | 328        | 1119               | 8         | 1881        |
| PT                 | 273           | 29           | 26        | 278        | 918                | 21        | 1545        |
| <b>Grand Total</b> | <b>641</b>    | <b>62</b>    | <b>51</b> | <b>606</b> | <b>2037</b>        | <b>29</b> | <b>3426</b> |

Source: CCC Planning and Research Office



## 2. Gender

### Gender Breakdown

|                     | Fall<br>2004 | Fall<br>2005 | Fall<br>2006 |
|---------------------|--------------|--------------|--------------|
| <b>FT Male</b>      | 598          | 688          | 716          |
| <b>FT Female</b>    | 1,039        | 1,030        | 1165         |
| <b>PT Male</b>      | 439          | 477          | 466          |
| <b>PT Female</b>    | 1,096        | 1,061        | 1078         |
| <b>Total Male</b>   | 1,037        | 1,165        | 1182         |
| <b>Total Female</b> | 2,135        | 2,091        | 2243         |
| <b>Unknown</b>      | 4            | 4            | 1            |
| <b>Grand Total</b>  | <b>3,176</b> | <b>3,260</b> | <b>3,426</b> |

Source: CCC Planning and Research Office

## 3. Age

### Age Breakdown

| Age<br>Category | Fall 2004      |               | Fall 2005      |               | Fall 2006      |               |
|-----------------|----------------|---------------|----------------|---------------|----------------|---------------|
|                 | Head-<br>count | %             | Head-<br>count | %             | Head-<br>count | %             |
| 20 and under    | 1,145          | 36.1          | 1,279          | 39.2          | 1479           | 43.2          |
| 21-24           | 670            | 21.1          | 693            | 21.3          | 630            | 18.4          |
| 25-34           | 655            | 20.6          | 648            | 19.9          | 633            | 18.4          |
| 35-44           | 423            | 13.3          | 392            | 12.0          | 414            | 12.1          |
| 45-54           | 209            | 6.6           | 183            | 5.6           | 191            | 5.6           |
| 55 and over     | 59             | 1.9           | 65             | 2.0           | 58             | 1.7           |
| Unknown         | 15             | 0.5           | 0              | 0.0           | 21             | 0.6           |
| <b>TOTAL</b>    | <b>3,176</b>   | <b>100.0%</b> | <b>3,260</b>   | <b>100.0%</b> | <b>3,426</b>   | <b>100.0%</b> |

Source: CCC Planning and Research Office

## 4. Remediation and Developmental Education

- a. Cumberland County College uses Accuplacer© for testing and placement of entering degree-seeking students.
- b. The total number of students tested and needing remediation in at least one skill area in Fall 2005 and in Fall 2006 is shown in the table below.

**Students Tested in Fall 2005**

| Total Number of Students Tested | Number of Students Needing Remediation in at Least One Skill Area | Number of Recent HS Graduates Tested* | Number of Recent HS Graduates Tested and Needing Remediation in at Least One Skill Area* |
|---------------------------------|---|---------------------------------------|--|
| 737                             | 560 (76.0%)   | 477                                   | 333 (69.8%)  |

\*This total included GED Recipients

**Students Tested in Fall 2006**

| Total Number of Students Tested | Number of Students Needing Remediation in at Least One Skill Area | Number of Recent HS Graduates Tested | Number of Recent HS Graduates Tested and Needing Remediation in at Least One Skill Area |
|---------------------------------|---|--------------------------------------|---|
| 744                             | 543 (73.0%)   | 475                                  | 308 (64.8%)   |

**a. First-time freshmen needing remediation in Fall 2005 and Fall 2006**

**Number and Percentages of First-Time Freshmen (FTF) Needing Remediation in Reading, Writing, Math Computation, and Elementary Algebra by Skill Area in Fall 2005 and Fall 2006 and Number and Percentages of First-Time Freshmen Needing Remediation Who are Recent High School Graduates**

| Skill Area      | Fall 2005                         |                                    |   |   |
|-----------------|-----------------------------------|------------------------------------|---|---|
|                 | Number of FTF Needing Remediation | Percent of FTF Needing Remediation | Number of FTF Needing Remediation Who Are Recent HS Graduates | Percentage of FTF Needing Remediation Who Are Recent HS Graduates |
| Reading         | 352                               | 48%                                | 231   | 49%   |
| Writing         | 239                               | 33%                                | 153   | 32%   |
| Computation     | 357                               | 48%                                | 197   | 42%   |
| Algebra (alone) | 158                               | 21%                                | 97  | 21%   |

Source: CCC Office of Instructional Research

|                   | <b>Fall 2006</b>                         |   |  |  |
|-------------------|--|---|--|--|
| <b>Skill Area</b> | <b>Number of FTF Needing Remediation</b> | <b>Percent of FTF Needing Remediation</b> | <b>Number of FTF Needing Remediation Who Are Recent HS Graduates</b> | <b>Percentage of FTF Needing Remediation Who Are Recent HS Graduates</b> |
| Reading           | 328                                      | 44%                                       | 195  | 41%  |
| Writing           | 238                                      | 32%                                       | 132  | 28%  |
| Computation       | 313                                      | 42%                                       | 160  | 34%  |
| Algebra (alone)   | 186                                      | 25%                                       | 111  | 23%  |

Source: CCC Office of Instructional Research

**b. First-time freshmen needing remediation Fall 2004-Fall 2006**

**Number and Percentages of First-Time Freshmen Needing Remediation in Reading, Writing, Math Computation, and Elementary Algebra by Skill Area Fall 2004 – Fall 2006**

| <b>Skill Area</b> | <b>2004</b> |          |           |          | <b>2005</b> |          |           |          | <b>2006</b> |          |           |          |
|-------------------|-------------|----------|-----------|----------|-------------|----------|-----------|----------|-------------|----------|-----------|----------|
|                   | <b>FT</b>   |          | <b>PT</b> |          | <b>FT</b>   |          | <b>PT</b> |          | <b>FT</b>   |          | <b>PT</b> |          |
|                   | <b>#</b>    | <b>%</b> | <b>#</b>  | <b>%</b> | <b>#</b>    | <b>%</b> | <b>#</b>  | <b>%</b> | <b>#</b>    | <b>%</b> | <b>#</b>  | <b>%</b> |
| Reading           | 261         | 55       | 95        | 59       | 261         | 47       | 91        | 52       | 247         | 43       | 81        | 46       |
| Writing           | 182         | 38       | 73        | 45       | 181         | 32       | 58        | 33       | 181         | 32       | 57        | 33       |
| Computation       | 210         | 44       | 93        | 58       | 249         | 45       | 108       | 61       | 216         | 38       | 97        | 55       |
| Algebra (alone)   | 120         | 25       | 48        | 30       | 113         | 20       | 45        | 25       | 137         | 24       | 49        | 28       |

Source: CCC Office of Instructional Research

\*2004 entering data have been revised since publication of the 2005 Institutional Profile.

**5. Number of Students Receiving Financial Assistance under each state-funded aid program, including both need-based and merit-based, both grants and loans**

**Number of Students Receiving Different Types of State Awards  
AY 2003-2004, 2004-2005, 2005-2006**

|   | <b>2003-2004</b> | <b>2004-2005</b> | <b>2005-2006</b> |
|---|------------------|------------------|------------------|
| TAG   | 838              | 842              | 819              |
| EOF   | 337              | 280              | 286              |
| Distinguished, Garden State, and Urban Scholars | 22               | 24               | 30               |
| NJ STARS( Began Fall 2004)                      |                  | 43               | 151              |
| NJ CLASS  |                  | 1                | 1                |

Source: NJ Commission on Higher Education, Financial Aid Office Data. **Note: This table does not include federal grants and loans; nor does it include institutional and Foundation Scholarships and School Counts! Scholarships.**

**6. State of Residence**

|                             | <b>Fall 2004</b> | <b>Fall 2005</b> | <b>Fall 2006</b> |
|-----------------------------|------------------|------------------|------------------|
| NJ Residents                | 99.7%*           | 99.9%            | 99.8%            |
| Cumberland County Residents | 94.9%*           | 95.9%            | 94.7%*           |

Source: NJ Commission on Higher Education

\*These percentages are based on total headcount enrollment and are from the official 10<sup>th</sup> day enrollment report.

## D. Degrees Conferred

### 1. By Race/Ethnicity

#### Graduation Rates in Headcount and Percent by Ethnicity

##### FY 2004

| Awards       | NRA*     | African Amer. | Amer. Indian | Asian    | Hispanic  | White, non-Hispanic | Unknown  | Total      |
|--------------|----------|---------------|--------------|----------|-----------|---------------------|----------|------------|
| Associate's  | 2        | 66            | 1            | 1        | 48        | 265                 | 6        | 389        |
| Certificate  | 0        | 3             | 0            | 0        | 1         | 6                   | 1        | 11         |
| <b>Total</b> | <b>2</b> | <b>69</b>     | <b>1</b>     | <b>1</b> | <b>49</b> | <b>271</b>          | <b>7</b> | <b>400</b> |

##### FY 2005

| Awards       | NRA*     | African Amer. | Amer. Indian | Asian    | Hispanic  | White, non-Hispanic | Unknown  | Total      |
|--------------|----------|---------------|--------------|----------|-----------|---------------------|----------|------------|
| Associate's  | 6        | 59            | 8            | 2        | 51        | 247                 | 7        | 380        |
| Certificate  | 0        | 5             | 0            | 0        | 0         | 11                  | 0        | 16         |
| <b>Total</b> | <b>6</b> | <b>64</b>     | <b>8</b>     | <b>2</b> | <b>51</b> | <b>258</b>          | <b>7</b> | <b>396</b> |

##### FY2006

| Awards       | NRA*     | African Amer. | Amer. Indian | Asian    | Hispanic  | White, non-Hispanic | Unknown  | Total      |
|--------------|----------|---------------|--------------|----------|-----------|---------------------|----------|------------|
| Associate's  | 2        | 72            | 11           | 5        | 58        | 273                 | 4        | 425        |
| Certificate  | 0        | 0             | 0            | 0        | 0         | 0                   | 0        | 0          |
| <b>Total</b> | <b>2</b> | <b>72</b>     | <b>11</b>    | <b>5</b> | <b>58</b> | <b>273</b>          | <b>4</b> | <b>425</b> |

Source: NJ Commission on Higher Education

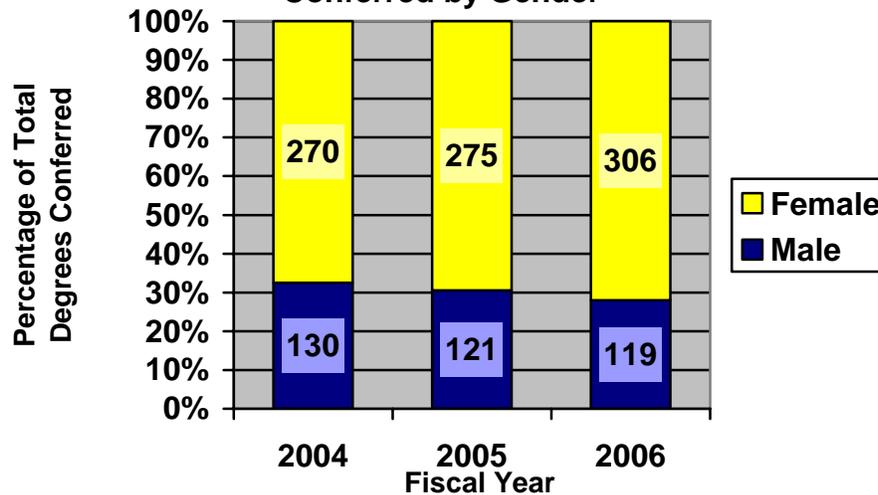
\*NRA is Non-Resident Alien

### 2. By Gender

#### Degrees and Certificates Conferred by Gender

| Fiscal Year | Male | Female |
|-------------|------|--------|
| <b>2004</b> | 130  | 270    |
| <b>2005</b> | 121  | 275    |
| <b>2006</b> | 119  | 306    |

### 3-Year Comparison of Degrees Conferred by Gender



### 3. By General Field

#### Summary of Graduates in Selected Fields

| <b>Subbaccalaureate Degrees/Certificates Conferred by General Field FY2004, FY2005, FY2006</b> |   |             |             |             |
|--|---|-------------|-------------|-------------|
| <b>IPEDS<br/>CIP Code</b>  | <b>Major Category</b>                                   | <b>2004</b> | <b>2005</b> | <b>2006</b> |
| 01   | Agriculture/Horticulture                                | 2           | 3           | 3           |
| 11   | Computer Science  | 5           | 7           | 7           |
| 13   | Education <sup>^</sup>                                  | 26          | 10          | 19          |
| 15   | Engineering, Engineering Technology and Math/Science*** | 5           | 16          | 9           |
| 22   | Law and Legal Studies                                   | 8           | 7           | 2           |
| 24   | Liberal Arts & Sciences*                                | 198         | 197         | 195         |
| 43   | Security/Protective Services- Criminal Justice          | 30          | 37          | 48          |
| 44   | Public Administration - Social Service                  | 24          | 10          | 32          |
| 51   | Health Professions                                      | 61          | 75          | 66          |
| 52   | Business/Management                                     | 39          | 29          | 44          |
|  | Other Program Categories**                              | 2           | 5           |             |
|  | <b>TOTAL</b>  | <b>400</b>  | <b>396</b>  | <b>425</b>  |

Notes: <sup>^</sup> Includes Early Childhood Education A.A.S. only. Elementary/ Secondary Education A.A. and

Early Childhood/Elementary Education A.A. are included in Liberal Arts

\* Visual and Performing Arts are included in Liberal Arts and Sciences.

\*\* Prior to 2005, Math, Science, and Engineering were included in Liberal Arts

\*\*\* Includes Communication Technology (Graphic Design/Desktop Publishing) and Construction

## E. Student Outcomes

### 1. Graduation Rates by Race/Ethnicity and Income:

#### **Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Full-Time First-Time Freshmen by Race/Ethnicity (Supplemental Report including transfers to Non-NJ Senior Public Institutions)**

##### Fall 2001

|                              | White         | African Amer  | Hispanic      | Asian        | Alien        | Other*       | Total          |
|------------------------------|---------------|---------------|---------------|--------------|--------------|--------------|----------------|
| <b>Fall 2001 Cohort</b>      | 226           | 47            | 57            | 4            | 21           | 7            | 362            |
| <b>Success after 2 years</b> | 49<br>(21.7%) | 5<br>(10.6%)  | 7<br>(12.3%)  | 3<br>(75.0%) | 2<br>(9.5%)  | 0<br>(0.0%)  | 66<br>(18.2%)  |
| <b>Success after 3 years</b> | 85<br>(37.6%) | 10<br>(21.3%) | 15<br>(26.3%) | 3<br>(75.0%) | 9<br>(42.9%) | 1<br>(14.3%) | 123<br>(34.0%) |

##### Fall 2002

|                              | White         | African Amer  | Hispanic      | Asian        | Alien         | Other*       | Total          |
|------------------------------|---------------|---------------|---------------|--------------|---------------|--------------|----------------|
| <b>Fall 2002 Cohort</b>      | 197           | 61            | 76            | 8            | 2             | 13           | 357            |
| <b>Success after 2 years</b> | 43<br>(21.8%) | 9<br>(14.8%)  | 12<br>(15.8%) | 1<br>(12.5%) | 2<br>(100.0%) | 0<br>(0.0%)  | 67<br>(18.8%)  |
| <b>Success after 3 years</b> | 77<br>(39.1%) | 12<br>(19.7%) | 19<br>(25.0%) | 1<br>(12.5%) | 2<br>(100.0%) | 3<br>(23.1%) | 114<br>(31.9%) |

##### Fall 2003

|                              | White         | African Amer. | Hispanic      | Asian        | Alien       | Other*       | Total          |
|------------------------------|---------------|---------------|---------------|--------------|-------------|--------------|----------------|
| <b>Fall 2003 Cohort</b>      | 225           | 64            | 72            | 6            | 1           | 15           | 383            |
| <b>Success after 2 years</b> | 35<br>(15.6%) | 5<br>(7.8%)   | 4<br>(5.6%)   | 0<br>(0.0%)  | 0<br>(0.0%) | 2<br>(13.3%) | 46<br>(12.0%)  |
| <b>Success after 3 years</b> | 87<br>(38.7%) | 13<br>(20.3%) | 16<br>(22.2%) | 3<br>(50.0%) | 0<br>(0.0%) | 4<br>(26.7%) | 123<br>(32.1%) |

\* Includes American Indian and Unknown Race.

Source: NJ Commission on Higher Education

## 2. Two- and Three-year Combined Graduation and Transfer Rate

### Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Full-Time First-Time Freshmen by Income

(Supplemental Report including transfers to Non-NJ Senior Public Institutions)

|                              | Low Income*   | Non-Low Income | Unknown       | Total          |
|------------------------------|---------------|----------------|---------------|----------------|
| <b>Fall 2001 Cohort</b>      | 80            | 149            | 133           | 362            |
| <b>Success after 2 years</b> | 11<br>(13.8%) | 31<br>(20.8%)  | 24<br>(18.0%) | 66<br>(18.2%)  |
| <b>Success after 3 years</b> | 21<br>(26.3%) | 52<br>(34.9%)  | 50<br>(37.6%) | 123<br>(34.0%) |

|                              | Low Income*   | Non-Low Income | Unknown       | Total          |
|------------------------------|---------------|----------------|---------------|----------------|
| <b>Fall 2002 Cohort</b>      | 122           | 143            | 92            | 357            |
| <b>Success after 2 years</b> | 14<br>(11.5%) | 29<br>(20.3%)  | 24<br>(26.1%) | 67<br>(18.8%)  |
| <b>Success after 3 years</b> | 21<br>(17.2%) | 58<br>(40.6%)  | 35<br>(38.0%) | 114<br>(31.9%) |

|                              | Low Income*   | Non-Low Income | Unknown       | Total          |
|------------------------------|---------------|----------------|---------------|----------------|
| <b>Fall 2003 Cohort</b>      | 99            | 167            | 117           | 383            |
| <b>Success after 2 years</b> | 4<br>(4.0%)   | 26<br>(15.6%)  | 16<br>(13.7%) | 46<br>(12.0%)  |
| <b>Success after 3 years</b> | 14<br>(14.1%) | 52<br>(31.1%)  | 35<br>(29.9%) | 101<br>(26.4%) |

\* Low Income is defined as students with a NJ Eligibility Index between 1 and 24,999.

Source: NJ Commission on Higher Education

## 3. Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity

**Fall 2003 – Fall 2004**

|                     | White                         | African American             | Hispanic                     | Asian                       | American Indian             | Alien                       | Unknown                     | Total                         |
|---------------------|-------------------------------|------------------------------|------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------------------|
| <b>Retained</b>     | 155<br>(68.9%)                | 33<br>(51.6%)                | 38<br>(52.8%)                | 5<br>(83.3%)                | 5<br>(83.3%)                | 0<br>(0.0%)                 | 6<br>(66.7%)                | 242<br>(63.2%)                |
| <b>Not Retained</b> | 70<br>(31.1%)                 | 31<br>(48.4%)                | 34<br>(47.2%)                | 1<br>(16.7%)                | 1<br>(16.7%)                | 1<br>(100%)                 | 3<br>(33.3%)                | 141<br>(36.8%)                |
| <b>Total</b>        | <b>225</b><br><b>(100.0%)</b> | <b>64</b><br><b>(100.0%)</b> | <b>72</b><br><b>(100.0%)</b> | <b>6</b><br><b>(100.0%)</b> | <b>6</b><br><b>(100.0%)</b> | <b>1</b><br><b>(100.0%)</b> | <b>9</b><br><b>(100.0%)</b> | <b>383</b><br><b>(100.0%)</b> |

### Fall 2004 – Fall 2005

|                     | White                         | African American             | Hispanic                     | Asian                       | American Indian             | Alien                       | Unknown                     | Total                         |
|---------------------|-------------------------------|------------------------------|------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------------------|
| <b>Retained</b>     | 168<br>(70.3%)                | 40<br>(47.6%)                | 36<br>(51.4%)                | 3<br>(100.0%)               | 4<br>(80.0%)                | 1<br>(100.0%)               | 3<br>(60.0%)                | 255<br>(62.7%)                |
| <b>Not Retained</b> | 71<br>(29.7%)                 | 44<br>(52.4%)                | 34<br>(48.6%)                | 0<br>(0.0%)                 | 1<br>(20.0%)                | 0<br>(0.0%)                 | 2<br>(40.0%)                | 152<br>(37.3%)                |
| <b>Total</b>        | <b>239</b><br><b>(100.0%)</b> | <b>84</b><br><b>(100.0%)</b> | <b>70</b><br><b>(100.0%)</b> | <b>3</b><br><b>(100.0%)</b> | <b>5</b><br><b>(100.0%)</b> | <b>1</b><br><b>(100.0%)</b> | <b>5</b><br><b>(100.0%)</b> | <b>407</b><br><b>(100.0%)</b> |

### Fall 2005 – Fall 2006

|                     | White                         | African American             | Hispanic                     | Asian                       | American Indian              | Alien    | Unknown                     | Total                         |
|---------------------|-------------------------------|------------------------------|------------------------------|-----------------------------|------------------------------|----------|-----------------------------|-------------------------------|
| <b>Retained</b>     | 180<br>(63.2%)                | 46<br>(57.5%)                | 52<br>(58.4%)                | 2<br>(100.0%)               | 8<br>(80.0%)                 | 0        | 3<br>(42.9%)                | 291<br>(61.5%)                |
| <b>Not Retained</b> | 105<br>(36.8%)                | 34<br>(42.5%)                | 37<br>(41.6%)                | 0<br>(0.0%)                 | 2<br>(20.0%)                 | 0        | 4<br>(57.1%)                | 182<br>(38.5%)                |
| <b>Total</b>        | <b>285</b><br><b>(100.0%)</b> | <b>80</b><br><b>(100.0%)</b> | <b>89</b><br><b>(100.0%)</b> | <b>2</b><br><b>(100.0%)</b> | <b>10</b><br><b>(100.0%)</b> | <b>0</b> | <b>7</b><br><b>(100.0%)</b> | <b>473</b><br><b>(100.0%)</b> |

Source: NJ Commission on Higher Education

## 4. Third Semester Retention of Full-time First-time Freshmen by Income

### 2003-2004

|                     | Low Income*                  | Non-Low Income                | Unknown                       | Total                         |
|---------------------|------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Retained</b>     | 43<br>(62.3%)                | 113<br>(67.3%)                | 86<br>(58.9%)                 | 242<br>(63.2%)                |
| <b>Not Retained</b> | 26<br>(37.7%)                | 55<br>(32.7%)                 | 60<br>(41.1%)                 | 141<br>(36.8%)                |
| <b>Total</b>        | <b>69</b><br><b>(100.0%)</b> | <b>168</b><br><b>(100.0%)</b> | <b>146</b><br><b>(100.0%)</b> | <b>383</b><br><b>(100.0%)</b> |

### 2004-2005

|                     | Low Income*                   | Non-Low Income                | Unknown                      | Total                         |
|---------------------|-------------------------------|-------------------------------|------------------------------|-------------------------------|
| <b>Retained</b>     | 74<br>(59.7%)                 | 123<br>(66.1%)                | 58<br>(59.8%)                | 255<br>(62.7%)                |
| <b>Not Retained</b> | 50<br>(40.3%)                 | 63<br>(33.9%)                 | 39<br>(40.2%)                | 152<br>(37.3%)                |
| <b>Total</b>        | <b>124</b><br><b>(100.0%)</b> | <b>186</b><br><b>(100.0%)</b> | <b>97</b><br><b>(100.0%)</b> | <b>407</b><br><b>(100.0%)</b> |

### 2005-2006

|                     | Low Income*                   | Non-Low Income                | Unknown                       | Total                         |
|---------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Retained</b>     | 79<br>(59.8%)                 | 151<br>(65.9%)                | 61<br>(54.5%)                 | 291<br>(61.5%)                |
| <b>Not Retained</b> | 53<br>(40.2%)                 | 78<br>(34.1%)                 | 51<br>(45.5%)                 | 182<br>(38.5%)                |
| <b>Total</b>        | <b>132</b><br><b>(100.0%)</b> | <b>229</b><br><b>(100.0%)</b> | <b>112</b><br><b>(100.0%)</b> | <b>473</b><br><b>(100.0%)</b> |

\* Low Income is defined as students with a NJ Eligibility Index between 1 and 24,999.

Source: NJ Commission on Higher Education

5. These transfer rates are based on the entering cohort of students who transferred to another postsecondary institution within three years of entry and prior to completing an associate degree at Cumberland County College.

**Three-Year Transfer Rate of Full-time First-time Freshmen  
to all other postsecondary institutions  
Fall 2001**

| Total Full-Time<br>First-Time Freshmen<br>Fall 2001 |         | Transfers to Other<br>Postsecondary Institutions<br>thru Fall 2004 |         |
|---|---------|--|---------|
| Number  | Percent | Number   | Percent |
| 361   | 100.0%  | 52   | 14.4%   |

**Fall 2002**

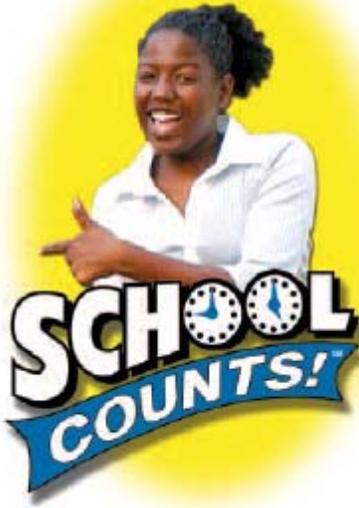
| Total Full-Time<br>First-Time Freshmen<br>Fall 2002 |         | Transfers to Other<br>Postsecondary Institutions<br>thru Fall 2005 |         |
|---|---------|--|---------|
| Number  | Percent | Number   | Percent |
| 357   | 100.0%  | 45   | 12.6%   |

**Fall 2003**

| Total Full-Time<br>First-Time Freshmen<br>Fall 2003 |         | Transfers to Other<br>Postsecondary Institutions<br>thru Fall 2006 |         |
|---|---------|--|---------|
| Number  | Percent | Number   | Percent |
| 383   | 100.0%  | 59   | 15.4%   |

Source: NJ Commission on Higher Education and National Student Clearinghouse

Cumberland County College's Student Right to Know data includes information on fall entering cohorts of first-time, full-time, freshmen. In addition to percentages of this group of students who complete a degree or certificate or who transfer to another institution prior to completing a degree or certificate, success rates also can include percentages of these students who are still enrolled at the College and students who left the institution with a cumulative GPA of 2.00 or above. When these groups of students -persisters and stop-outs- are included in the success rate, the College has an 80.2 percent success rate for the entering Fall 2003 cohort.



### **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

## F. Faculty Characteristics

### 1. Faculty by Race/Ethnicity and Gender

#### Fall 2004 Faculty by Race/Ethnicity

| Faculty              | African Am./ Black | Amer. Indian/ Alaskan Native | Asian/ Pacific Islander | Hispanic | White Non-Hispanic | Unknown   | Total      |
|----------------------|--------------------|------------------------------|-------------------------|----------|--------------------|-----------|------------|
| Faculty FT Male      | 1                  |                              | 1                       |          | 22                 |           | 24         |
| Faculty FT Female    | 3                  |                              |                         | 1        | 15                 |           | 19         |
| Faculty PT Male      | 6                  | 3                            |                         | 1        | 73                 | 11        | 94         |
| Faculty PT Female    | 9                  |                              |                         | 1        | 69                 | 12        | 91         |
| <b>Total Faculty</b> | <b>19</b>          | <b>3</b>                     | <b>1</b>                | <b>3</b> | <b>179</b>         | <b>23</b> | <b>228</b> |

#### Fall 2005 Faculty by Race/Ethnicity

| Faculty              | African Am./ Black | American Indian/ Alaskan Native | Asian/ Pacific Islander | Hispanic | White Non-Hispanic | Unknown | Total      |
|----------------------|--------------------|---------------------------------|-------------------------|----------|--------------------|---------|------------|
| Faculty FT Male      | 1                  |                                 | 1                       |          | 21                 |         | 23         |
| Faculty FT Female    | 2                  |                                 |                         | 1        | 20                 |         | 23         |
| Faculty PT Male      | 3                  |                                 | 1                       |          | 79                 |         | 83         |
| Faculty PT Female    | 5                  |                                 |                         |          | 88                 |         | 93         |
| <b>Total Faculty</b> | <b>11</b>          |                                 | <b>2</b>                | <b>1</b> | <b>208</b>         |         | <b>222</b> |

#### Fall 2006 Faculty by Race/Ethnicity

| Faculty              | African Am./ Black | American Indian/ Alaskan Native | Asian/ Pacific Islander | Hispanic | White Non-Hispanic | Unknown | Total      |
|----------------------|--------------------|---------------------------------|-------------------------|----------|--------------------|---------|------------|
| Faculty FT Male      | 1                  |                                 | 1                       |          | 20                 |         | 22         |
| Faculty FT Female    | 2                  |                                 |                         | 1        | 20                 |         | 23         |
| Faculty PT Male      | 5                  |                                 | 2                       | 1        | 102                |         | 110        |
| Faculty PT Female    | 9                  |                                 | 1                       | 3        | 114                |         | 127        |
| <b>Total Faculty</b> | <b>17</b>          |                                 | <b>4</b>                | <b>5</b> | <b>256</b>         |         | <b>282</b> |

Source: NJ Commission on Higher Education, as reported on IPEDS forms; Staff Survey, IPEDS-REVISED May 2006

## 2. Full-Time Faculty by Tenure Status

### Fall 2004 Tenured Faculty by Gender/Ethnicity

| Faculty          | African Am./ Black | American Indian/ Alaskan Native | Asian/ Pacific Islander | Hispanic Origin | White Non-Hispanic | Unknown | Total     |
|------------------|--------------------|---------------------------------|-------------------------|-----------------|--------------------|---------|-----------|
| Full-Time Male   | 1                  |                                 |                         |                 | 14                 |         | 15        |
| Full-Time Female | 2                  |                                 |                         | 1               | 9                  |         | 12        |
| <b>Total</b>     | <b>3</b>           |                                 |                         | <b>1</b>        | <b>23</b>          |         | <b>27</b> |

### Fall 2005 Tenured Faculty by Gender/Ethnicity

| Faculty          | African Am./ Black | American Indian/ Alaskan Native | Asian or Pacific Islander | Hispanic Origin | White, non-Hispanic | Unknown | Total     |
|------------------|--------------------|---------------------------------|---------------------------|-----------------|---------------------|---------|-----------|
| Full-Time Male   | 1                  |                                 |                           |                 | 17                  |         | 18        |
| Full-Time Female | 2                  |                                 |                           | 1               | 9                   |         | 12        |
| <b>Total</b>     | <b>3</b>           |                                 |                           | <b>1</b>        | <b>26</b>           |         | <b>30</b> |

### Fall 2006 Tenured Faculty by Gender/Ethnicity

| Faculty          | African Am./ Black | American Indian/ Alaskan Native | Asian or Pacific Islander | Hispanic Origin | White, non-Hispanic | Unknown | Total     |
|------------------|--------------------|---------------------------------|---------------------------|-----------------|---------------------|---------|-----------|
| Full-Time Male   | 1                  |                                 |                           |                 | 16                  |         | 17        |
| Full-Time Female | 2                  |                                 |                           | 1               | 9                   |         | 12        |
| <b>Total</b>     | <b>3</b>           |                                 |                           | <b>1</b>        | <b>25</b>           |         | <b>29</b> |

Source: NJ Commission on Higher Education, as reported on IPEDS forms; Staff Survey, IPEDS-S, and Middle States AIP.

Tenured full-time faculty make up 64.4 percent of all full-time faculty as of Fall 2006. The proportion of full-time teaching faculty with a masters degree or higher is 100 percent; 11.1 percent of full-time teaching faculty have a doctorate.

## 3. Percentage of Course Sections Taught by Full-Time Employees

According to institutional data for Fall 2004, Fall 2005, and Fall 2006 the percentage of course sections taught by full-time and by part-time employees is as follows\*:

| Course sections taught by: | 2004 | 2005 | 2006 |
|----------------------------|------|------|------|
| Full-time Employees        | 50%  | 47%  | 43%  |
| Part-time Employees        | 50%  | 53%  | 57%  |

\*Data include sections taught by full-time employees, some of whom may not be classified as faculty for IPEDS. Percentages for 2005 were revised after publication of 2006 Profile.

**4. Ratio of Full- to Part-Time faculty**

|                | <b>Full Time Faculty</b> | <b>Part Time Faculty</b> | <b>Total</b>    |
|----------------|--------------------------|--------------------------|-----------------|
| <b>FY 2004</b> | 43<br>(18.9%)            | 184<br>(81.1%)           | 227<br>(100.0%) |
| <b>FY 2005</b> | 46<br>(20.7%)            | 176<br>(79.3%)           | 222<br>(100.0%) |
| <b>FY 2006</b> | 45<br>(19.0%)            | 192<br>(81.0%)           | 237<br>(100.0%) |

Source: NJ Commission on Higher Education (CHE) from IPEDS data.

**G. Characteristics of the Trustees**

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

The information below is as of 2006-2007:

| <b>Governing Body</b> | <b>African American</b> | <b>American Indian/Alaskan</b> | <b>Asian/Pacific Islander</b> | <b>Hispanic</b> | <b>White</b> | <b>Unknown</b> | <b>Total</b> |
|-----------------------|-------------------------|--------------------------------|-------------------------------|-----------------|--------------|----------------|--------------|
| <b>Male</b>           | 1                       |                                |                               |                 | 8            |                | <b>9</b>     |
| <b>Female</b>         | 2                       |                                |                               |                 | 1            |                | <b>3</b>     |
| <b>Total</b>          | <b>3</b>                |                                |                               |                 | <b>9</b>     |                | <b>12</b>    |

Source: CCC President's Office

## **H. 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 2005-2006 academic year is included on the following pages.

#### **CUMBERLAND COUNTY COLLEGE Programs of Study**

**General Education** – An outline that provides the courses you'll need to take – in the various types of programs – to enhance your background and skills in communication, critical thinking, ethics, and diversity and culture.

**Program Electives** – A listing of courses that will fulfill designated discipline electives, but may not meet General Education designations

The Programs of Study listed reflect the curricula listed in the college catalog.

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

#### **Accounting**

Accounting AAS

Accounting AC

#### **Agriculture/Horticulture**

Agriculture AAS

- Agribusiness AAS

Horticulture AAS

Horticulture AC

Aquaculture AC

Floriculture CC

#### **American Studies**

LA/American Studies AA

#### **Aviation**

Aviation Maintenance      AAS

#### **Business**

LA/Business Administration AA

Business Management AAS

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

Business Management AC

Entrepreneurship/Small Business Leadership CC

Insurance AC

Retail Sales CC

Retail Sales ST

### **Communications**

LA/Communications AA

### **Computer Science**

Computer Science AS

- Information Systems AS

Network Management AAS

- Cyber Security AAS

### **Construction Supervision**

Construction Supervision AAS

- Electrical Technology AAS

Construction Supervision AC

- Electrical Technology AC

### **Criminal Justice**

Criminal Justice AS

- Corrections AS

Criminal Justice AC

- Private Security CC
- Homeland Security CC

### **Education**

LA/Elementary/Secondary Education AA

LA/Early Childhood Education AA

Early Childhood/Preschool Education AAS

Early Childhood/Preschool Education AC

Teacher's Aide in Early Childhood Education CC

Early Childhood Education Management ST

### **Engineering**

Engineering AS

**Engineering Technologies**

Engineering Technologies/CAD AAS

- Industrial Technology AAS

Engineering Technologies/CAD AC

Engineering Technologies/CAD CC

Engineering Technologies/Electronics Technology AC

Engineering Technologies/Electronics Technology CC

Engineering Technologies/Industrial Technology AC

**Fine and Performing Arts**

Fine Arts AFA

Fine and Performing Arts AA

- Art Education/Art Therapy AA
- Ceramics AA
- Design/Fine Arts AA
- Graphic Design AA
- Music AA
- Theatre AA

Ceramics AC

**Graphic Design**

Graphic Design AA

Graphic Design AAS

Computer Graphics/Desktop Publishing AC

**Health Sciences**

Health Science AAS

Nursing RN AAS

Nursing RN-LPN Challenge AAS

Radiography AAS

Respiratory Therapy AAS

**Journalism**

LA/Journalism      AA

**Liberal Arts**

Liberal Arts-Humanities AA

Liberal Arts-Social Sciences AA

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

**Mathematics/Science**

Mathematics/Science 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**

LA/Philosophy and Religion AA

**Public Administration**

Public Administration AS

**Social Service**

Social Service AS

- Gerontology AS

**Technical Studies**

Technical Studies AAS

**Television Production**

LA/Television Production AA

*Data from Application Dated Feb 2007*

## **I. Research and Public Service Activities**

During the 2006-2007 academic year, faculty and staff participated in the following types of selected research and professional 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 2006-2007 faculty and staff also were actively involved in evaluating and revising existing curricula and courses, and developing new programs.

In April 2007, Cumberland County College hosted the N.J. Council of County College's Best Practices Conference entitled, "Empowerment through Knowledge," sponsored by College Board, ETS, and *The New York Times*. Among the presentations were those listed below:

- Strategic Vision for NJ Community Colleges
- Credit/Non-Credit Classes
- Assessment and Advancement in the Community College: Preparing Students for Academic Success through the Development of Strategic Partnerships

Additional selected faculty research projects, publications, grant proposals, and presentations included:

- Presentation of research on learning styles, "Community College Lessons in Building Student Retention," at the Let Me Learn® Conference by Patricia Labonne and Rebecca Sheppard.
- Preparation of a U.S. Department of Education proposal in cooperation with three County school districts for a Small Learning Communities grant program.
- Preparation and funding of a N.J. Commission on Higher Education College Bound STEM program grant.
- Humanities faculty published articles and poems in as well as in *L'Esprit*, *Campus Connections*, and other College publications.
- Walter Johnson published articles in the *English Journal* and the *N.J. English Journal*.
- Presentations at the NJ Council of County Colleges' Best Practices Conference.
- Faculty and staff presented at the national League for Innovation in the Community College.
- Presentations were made at the American Association of Community Colleges national convention and the Middle States Association of Colleges and Schools Institute.
- Exhibits at the Noyes Museum of Art and Wheaton Arts.

- Katherine Daniels, Nursing faculty member presented nationally on topics such as “Early Identification of Psychiatric Relapse,” “Alternative Treatments in Psychiatry,” and “Personality Disorders.”
- Presentations on New Jersey Knowledge Initiative Business Resources at the NJ Economic Development Authority & NJ Development Authority Entrepreneurial Training Institute.
- Presentation at NJ Library Association Conference on “Information Literacy: Academic Librarians Collaborating with High School Librarians” by Valerie Gouse and Mary Thorstensen.
- Presentation on “Involving Faculty in Academic Advisement” at Atlantic Cape Community College.
- Career Paths in Psychology presentation by Dr. Steven Stolar.
- Presentations at Community College Conference on Teaching and Learning and Research Council on Mathematics Learning Annual Meeting
- Criminal Justice Program accepted as part of the US Department of Homeland Security/Emergency Management Institution Higher Education Project.

Dr. Kenneth L. Ender, President of Cumberland County College has made numerous presentations to national, state, and community groups during 2006-07. A selection of these presentations is listed below. In addition, Dr. Thomas Isekenegbe, Vice President of Academic Affairs and Enrollment Services, and Mr. John Pitcher, CPA, Vice President of Finance and Administrative Services have made presentations to local, state, and national groups, as well.

Selected Presentations and Publications by the President and Vice Presidents of Cumberland County College

- “Community Colleges and High Schools Working Together to Improve Student Success: Aligning Public School Standards with College Readiness” New Jersey Council of County Colleges Trustee Essentials Seminar.
- “Leadership: Passion, Persistence, Performance”, General Mills Corp.,
- “Strengthening the Relationship: College and Community Aligning Goals”, Association of Community College Trustees Annual Conference.
- “A Community College Partnership Role in High School Reform,” Career Tech 2006 – Innovations in CTE.
- “The Cumberland County College/High School/Community Partnership”, NACTC Conference.
- “A Community College’s Partnership Role in High School Reform,” Southern Regional Education Board.
- Ender, Kenneth. “Assuring the Public Trust: Public Relations, the Community College and the Community.” NCMPR Counsel 2007, Volume 1, January 2007.
- “A New Strategic Planning Vision for a Community College and Community,” American Association of Community Colleges.

## Memberships in Professional Associations

Faculty and staff are members of several different professional associations and those included below include a selected list:

- League for Innovation
- Human Resources Association
- Network of Occupational Training and Education
- The National Association of Developmental Educators
- National Council of Teachers of Mathematics and Research Council on Mathematics Learning
- South Jersey Math Alliance
- National Education Business Association
- Criminal Justice Program accepted as part of the US Department of Homeland Security/Emergency Management Institution Higher Education Project.
- NJ Task Force on Transition from Secondary to Post Secondary Education.
- New Jersey Council of County Colleges; Presidents' Council; Chair, Presidents Council.
- New Jersey Presidents' Council, High School Redesign Committee
- Chair, NJ Community Colleges Academic Officers Association (AOA)
- National Academic Advising Association
- Association for Supervision and Curriculum Development
- Phi Delta Kappa
- National Association for Developmental Education
- American Association for Higher Education
- Association for Institutional Research
- National Council for Research and Planning
- National Council for Marketing and Public Relations
- Council for Resource Development
- NJ Council for Resource Development
- Delaware Valley Marketing Group
- NJ Community College Public Relations Directors Group
- NJ College and University Information Technology Managers Association

The College Library is a member of several Library associations and consortia such as:

- Virtual Academic Library Environment (VALE)
- South Jersey Regional Library Cooperative
- New Jersey Library Association

Also, the Library subscribes to such databases and services as: the New Jersey Knowledge Initiative which provides twelve databases; other databases include: Alt-Health Watch, Biographies Plus, Biomedical Reference Collection, Business Source Premier, Cumulative Index to Nursing and Allied Health Literature (CINAHL), Clinical Pharmacology, Contemporary Authors, CQ Researcher, Educational Resources Information Center (ERIC),

Facts on File, JerseyCat, LEXIS –NEXIS, MEDLINE, Nature and Research and Review Journals Online, netLibrary, Nursing and Allied Health collection, Regional Business News, ScienceDirect, Wiley Interscience. Through the College's Library website, these and other databases can be accessed on campus and remotely through EZ Proxy.

In the Information Technology area, the College participates in the following consortia:

- Consortium of Distance Education- an organization of two and four-year public and private colleges and universities devoted to instruction through telecommunications. Currently, the consortium includes more than 30 colleges in Delaware, New Jersey, New York, and Pennsylvania. The mission of the Consortium is acquiring and sharing knowledge about state-of-the-art distance learning and supporting and advancing its use in higher education.
- NJ Virtual Community College Consortium - a state-wide consortium of Community Colleges that provides a forum for sharing information relative to online learning .e.g., online courses.
- NJEdge.Net - a non-profit corporation of the New Jersey President's Council is a broadband statewide network designed to enhance the teaching, research and public service missions of New Jersey's colleges and universities.

Among the awards and recognition cited by faculty, staff, and administrators are those listed in the categories below:

Selected Awards and Honors Received by Cumberland County College Administrators, Faculty and Staff during 2006-07

- Dr. Kenneth Ender was presented with the Franklin University Community College Alliance, Presidential Leadership Award and was a Puerto Rican Festival Honoree
- Dr. Robert K. Clark was appointed a Visiting Scholar, Center for Animal Transgenesis and Germ Cell Research at the University of Pennsylvania.
- Carole Grusemeyer and Dr. Majiid Noori participated in the Architecture, Construction, and Engineering (ACE) mentoring program.
- Gabrielle Michaelis was selected as Professor of the Year
- Lucy Acevedo was selected as Advisor of the Year
- Head Librarian Patti Schmid was selected among those listed in *Who's Who in America, 2007*.
- Dr. Adrian DeWindt-King was sworn in as a member of the New Jersey Commission on Higher Education.
- Nicholas Semeniuk is a member of the New Jersey Agricultural Education Advisory Council and the Cumberland County Board of Agriculture.
- Katherine Daniels served on the Review Board for the Journal of Psychosocial Psychiatry.
- Robert Champa serves on the Board of Directors of the New Jersey Society of Radiologic Technologists.
- John Adair, English faculty member, was a delegate to the Modern Languages Association annual conference and attended the Cambridge Summer Study Program

In addition, the College was recognized through awards for its publications and programs as noted below:

- The College's newspaper, *The Voice*, took second place for General Excellence in the New Jersey Collegiate Press Contest.
- CCC won two Paragon Awards at the National Council of Marketing and Public Relations.
- The Lady Dukes Softball Team achieved Academic All-American status with the National Junior College Athletic Association.
- A multi-faceted CCC 40<sup>th</sup> Anniversary Celebration won a National Council for Marketing and Public Relations (NCMPR) award in the Special Event category.
- "Campus Communications," the CCC employee newsletter, won an NCMPR award in the Newsletter category.

### New Program and Course Development

Faculty and staff developed a new A.S. degree program in Biomedical Science which is scheduled to be reviewed by the Academic Council in Fall 2007. This program is designed as a transfer program and includes options for Pre-Biotechnology, Pre-Nursing, Pre-Radiography, Biology/Pre-Professional, and Athletic Training.

New course offerings, revisions to existing academic programs, and development of new options such as online/hybrid courses, flex scheduling, and seven-week courses also have been created. Selected examples include:

- During the 2006-07 academic year, the Journalism program was revised and two new courses were added to the program.
- In addition, a new course in Latino and Hispanic Literature and four new Theatre courses were developed.
- Flex scheduling courses such as online, telecourses, weekend power pack courses and seven week courses were offered, as well as dual credit courses in English Composition I and II, Acting I, and Desktop Publishing.
- Other new courses include "Introduction to American Studies," developed to align with an upper division course in education.
- Four dual credit health career courses for high school students have been developed as part of the Healthcare Preparation Pathways Initiative.
- The Nursing program now includes evening and weekend courses.
- The Library staff taught Information Literacy to 115 student groups totaling 2,036 students.
- A cooperative program in Respiratory Therapy was offered for the first time with UMDNJ.
- New courses were added to the programs in Network Management, Construction Management, Construction Supervision, and Business Management/Finance.

- Library databases can be accessed remotely and in house database use increased by 60 percent.
- Approximately 100 databases and services are available through the Library; a total of 23,997 database sessions and 161,287 searches were conducted through the library website.
- Carol Iaconelli attended the National Convention for Nursing Skills Labs in order to plan for the expansion of new labs in the Allied Health division.
- The Success Center provided 2,463 hours of tutoring for 1,662 students during fall and spring of 2006-07.

### New Grant Programs Developed

The College is directing all of its grant-seeking efforts toward funding initiatives that will support successful implementation of the College's current Strategic Plan.

At present, 23 grant funded projects are underway, with an additional two proposals pending, and two under development. The information below gives examples of current funding in support of the Plan's four strategic directions:

- **Direction 1 – Improve high school students' preparation for postsecondary education and/or the workforce.**
  - High Schools That Work – \$145,000 to provide professional development opportunities for high school faculty throughout the County
  - WIA Youth – *School Counts!* – up to \$61,500 to provide counseling and support to *School Counts!* participants in local high schools.
- **Direction 2 – Develop career pathways**
  - Community Based Job Training Grant for Healthcare - \$1.6 million over three years to support the development of a career pathway for health careers, from high school through upper division education and career advancement.
- **Direction 3 – Reduce achievement gaps of all students**
  - College Bound – STEM Initiative – \$1.4 million over five years to improve graduation rates and increase college enrollment in STEM majors through a variety of activities, such as career exploration, summer enrichment, college visits, tutoring and mentoring.
  - Carl D. Perkins VATEA - \$263,967 this year to provide for industry standard equipment and supplies for career programs.
  - Project Assist - \$79,000 per year for five years to provide services to the region's learning disabled college students.
- **Direction 4 – Accountability**
  - Data collection requirements for all grant funded projects assist with the compilation of data sets to support program accountability.

- Funding for EOF and Student Support Services including a nationally recognized Talent Search program and Project Assist continues to support student development.

### Enrollment, Student Services, Student Life, and Athletics

The Enrollment Services and Student Life areas of the College support the overall mission by fostering increased awareness of and accurate information about the College's programs, and by facilitating recruitment, advisement, registration, orientation, financial aid, testing, tutoring, transcript certification, graduation, and transfer. Offices included are Enrollment, Advisement, Transfer, and Career Center, Success Center, EOF, Financial Aid, Student Support Services, Talent Search, and Project Assist. Also included in the general area of student development are Student Life and Athletics.

Among the highlights and accomplishments in these areas are:

- More than 7,000 students were served and 667 students attended 80 orientations.
- 450 graduates, of whom 81 percent are from first generation college families.
- 466 students with GPA's of 3.25 or better were named to the Dean's List for Fall and Spring 2006-07, and
- 443 students with GPA's of 3.75 or above were named to the President's List for the 2006-07 academic year.
- 143 students were inducted into Phi Theta Kappa.
- International students from the Philippines, Czechoslovakia, China, Ethiopia, Kazakhstan, Dominican Republic, Honduras, India, Jamaica, Kenya, Germany, Mexico, Niger, Pakistan, Romania, Russia, South Africa, Ukraine, Uzbekistan, and Vietnam enrolled at the College.
- The EOF program served 206 students in Fall 2006 and 213 students in Spring 2007.
- More than \$7.5Million in financial aid was distributed to 1,948 students from federal, state and institutional grants and loans.

During the 2006-07 program year, the Educational Talent Search Program and the Student Support Services program received accolades. The Educational Talent Search program was designated by the U.S. Department of Education as an exemplary program which places it among the top 10 percent of all programs in the country. According to a study conducted by the National Institutes of Research, Cumberland County College's Student Support Services program commands a 93 percent success rate at roughly half the cost of other two year institutions. The Educational Talent Search program serves 1,000 students in pre-college programs and the Student Support Services serves 275 students.

### **Getting connected, making a difference**

Student Life was a huge success this year with many programs and services. With 20 active clubs and organizations, a new and improved comprehensive Student Pathways Leadership Institute and more than 140 student life programs offered, we were busting at the seams. More than 1070 students participated in student life programs and 215 students were active in student clubs and organizations.

Monthly programs included but were not limited to the following: Fall Fest, Alcohol Awareness Week Programs, the Adopt-a-family Thanksgiving program, Celebration of

Lights, Dr. MLK Jr. Service Days, Black History Month programs, Health and Wellness Programs, Spring Fling and off campus trips.

We celebrated our first graduating class from the Student Pathways Leadership Institute, which was a year-long commitment to leadership and learning by the students. These students were selected from the planning team to embark on a leadership journey unlike any other. They worked in groups and completed community projects as well as had experiential leadership sessions to improve their skill sets.

Overall, Student Life offered multiple opportunities for involvement, leadership, service and self-exploration. More students than ever emulated the program's motto: "Get connected and make a difference!"

### Success Center

In the Success Center, students can receive tutoring in any college subject at no cost. One thousand six hundred sixty-six students received 2,464 hours of tutoring in 40 subjects. A web site provided tutoring online. More than 50 percent of the tutors were from foreign or minority backgrounds, which reflects the county's diversity. More than 6,153 people took the CCC placement exam, challenge exams, brush-up exams, CLEP, basic skills and other assessments.

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#### A banner year for CCC athletics!



*The Lady Dukes softball team has done it again. For the second year in a row they have earned Academic All-American Team honors, this being only the third time such honors are awarded to a CCC team.*

*Another impressive showing from our cross country team places Desiree Lara as only the fourth female athlete to earn an individual Academic All-American honor in the college's history.*

*Nathan Mooney of the Dukes baseball team earned Distinguished All-American honors, making him the first male and second athlete to earn this award.*

*Other student athletes earned 20 additional academic awards from the National Junior College Athletic Association (NJCAA), Region 19 and the Garden State Athletic Conference.*

*Nice job coaches!*



*A logo designed by CCC art student Elizabeth Regan appears on billboards, buses and stationery throughout New Jersey. That's because Elizabeth's logo won the \$5,000 first-place prize in a competition held by the New Jersey Governor's Council on Mental Health Stigma to select the organization's official logo.*



*Outstanding Educational Opportunity Fund (EO) student Rickey Harris is congratulated by EOF Director Tracy Thomas*



*CCC NJ STARS students, from left, Samantha White, Bethany Finn and Jon-Mark Gruesermyer with Jane Oates, second from right, Executive Director of the NJ Commission on Higher Education, in front of the Cumberland County flag in the New Jersey State House. The students were lobbying for NJ STARS, a state-sponsored program that covers tuition at community colleges for high school students who graduate in the top 20 percent of their classes.*

## **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 programs, continuing education and other education-related activities open to the public.

### Programs for Business and Industry

On-site customized training programs for area businesses, including:

- General Mills Progresso
- ACRA Turf Club
- Andrews Glass
- Durand Glass
- Alcan Tubing
- South Jersey Healthcare

The College Job Fair was hosted by the Advisement, Transfer and Career Center

### K-12 Programs

- College and high school faculty met to align curricula in language arts and mathematics
- The Summer Academy for Kids included over 100 courses in a 9 week program for ages 5-14
- The Fine and Performing Arts Student Matinee Series offered live performances for 2,200 school children:
  - Legend of Sleepy Hollow
  - School House Rock Live
  - Stuart Little
  - The Hobbit
- A grant through the NJ Department of Education provided funding to implement the High Schools That Work (HSTW) program in county high schools.

### Fine and Performing Arts Programs

Performing arts programs included approximately 200 different events attended by over 20,200 people:

- Art shows and exhibits of faculty, student, and community art work
- "West Side Story," sponsored by the Arts and Humanities Division
- The FamilyTime Series for all generations of community residents

- One Book One College presentation by David Guterson, author of *Snow Falling on Cedars*
- Concerts by the Bay Atlantic Symphony
- Performances by the following:
  - Kathy Mattea
  - Preservation Hall Jazz Band
  - Poncho Sanchez
  - The Gospel Hummingbirds
  - Emo Luciano and Orchestra
  - Atlantic Brass Band
  - Turina String Quartet
  - Piano Quartet
  - Regional Artists Showcase
  - Late Nite Catechism
  - Works in Dance



The Humanities Division offered the annual Poets on Campus Day and produced the College literary magazine *L'Esprit*.

### A cultural hub

20,280 people attended the 2006-07 events

The Guaracini Arts Center features a range of events from Broadway classics to community forums. Since 1995, more than 2,700 events have been held in the Luciano Theatre.

Nearly 300,000 people of all ages have been entertained, educated, informed and thrilled by actors, singers, dancers and speakers who are experts in their fields. Highlights of this report period included: The *Late Nite Catechism* and *Kathy Mattea* performances sold out.

The Student Matinee Series continued to be popular, with more than 2,000 schoolchildren seeing live performances. The FamilyTime Series was very popular with three sold-out performances, *Legend of Sleepy Hollow*, *School House Rock Live* and *Stuart Little*.

The center supported the One-Book/One- College initiative through both administrative and financial support.

The center featured the Arts and Humanities productions of *You're a Good Man Charlie Brown*, *It's a Wonderful Life* and *West Side Story*. *West Side Story* sold out all five performances and set a record for both revenue and attendance (2,451). One *West Side Story* performance and the performance of *The Fantastic Mr. Fox* were ASL interpreted.

The center received a three-year commitment from the NJSCA for general operating support with comments from the peer review panel that reflect the important and "significant cultural benefit to the campus and surrounding community" that the center provides.

The center received major recognition through a \$20,000 grant from the NJSCA to support their Dance Fellowship initiative.

The Arts Gallery showcased five major exhibitions including the annual faculty, art majors, and County Senior art shows. There were a total of 196 events, rehearsals, performances, classes and gallery shows attended by 20,280 people.



The CCC Chorus and Wind Symphony performed throughout the summer at the Cumberland County Mall in a Music at the Mall series.



Adam Ryan was the winner of the CCC student art show.



CCC's Arts and Humanities Department production of 'West Side Story.'



The contestants perform during the Mr. CCC competition, won by John Grant.

## Professional and Community Education Programs

In addition to customized training for business and industry, the Professional and Community Education division offered the following selected programs during 2006-07:

- New Pathways to Teaching
- Conversational Italian and Spanish
- Professional Medical Coding and Medical Billing
- Phlebotomy Training Program
- Computer Training

Also offered were courses for personal enrichment, and for professional certification as well as courses through Clay College.

## Other Community Programs and Events

During 2007-2008 examples of selected activities included:

Southern New Jersey ESL Migrant Worker Program  
 Alcohol Awareness Week sponsored by Student Life  
 Campus-wide food drive for area agencies  
 Annual Martin Luther King Service Day activities  
 The Annual Seeking Out Alternative Roads (SOAR) Conference  
 Cumberland County Science Fair

Unity Day activities  
Hispanic Leadership Conference  
Phi Theta Kappa programs  
College Night  
Cinco de Mayo celebration and performances  
American Cancer Society Relay for Life  
American Heart Association Heart Walks

In addition to the organizations listed above, the College's George Luciano, Sr. Conference Center was the site for 505 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. These events occupied 675 dates as some events were held on more than one day and of course there were some days which had multi events. Campus and County departments/groups made up 67% of the facilities users, with non profit organizations at 23% and business/corporate users being 10%.

During 2006-07, the Center for Leadership, Neighborhood and Community Development offered grant writing courses as well as the Leadership Cumberland County program which includes training in leadership skills, public issues and civic challenges. The program focuses on establishing a network of leaders, through an annual program that includes eight monthly sessions on topics of community interest.

#### Individual Public Service Activities

Faculty, staff, and administrators have participated in the following associations and community service groups and offered their expertise in several areas such as:

- South Jersey Hospital Community Advisory Board
- The Cumberland County Cultural and Heritage Commission
- The New Jersey State Council of the Arts
- Millville High Street Design committee and Mayor's Task Force.
- Career Focus presentation for School Counts! Students at local high schools
- NEA national "Read Across America" campaign
- College-wide commemoration of the 5<sup>th</sup> year anniversary of 9/11
- College chapter of Amnesty International program on crisis in Darfur
- The Ag/Hort program provided workshops for the New Jersey FFA Association.
- Community health and wellness programs offered by Nursing department
- ASPIRA of NJ Taskforce
- La Zeta Spanish Radio
- Cumberland Hispanic Literacy events
- New Jersey State Chamber of Commerce, Board of Directors
- South Jersey Healthcare, Board of Directors
- Leadership Cumberland County, Advisory Board
- Cumberland County Inter-Municipality Empowerment Zone Board of Directors

- Cumberland County Economic Development Board
- Cumberland County Workforce Investment Board
- Cumberland County United Way Board
- Cumberland County Daily Journal Economic Development and Outlook Forum
- Vineland Education Foundation
- Mayor's Advisory Committee for the Community Development Block Grant

In addition, College faculty and staff participate in numerous education and service related organizations. Among these are United Way, Rotary, Kiwanis, 4-H, Lions Club, Zonta, AAUW, as well as numerous other educational, service, church and community groups. College employees also serve in leadership roles and on boards of various local and state associations.

## J. Major Capital Projects/Improvements

The following major capital projects were completed in 2006-2007.

### Projects Recently Completed

Site Improvements including access roads and parking lots

### Projects Recently Commenced

The Shirlee and Bernard Brown University Center  
Renovations to the Academic, Library, and Wheaton Buildings

*It's not just a slogan*  
**CCC growing, building for student success**







The changing face of CCC became more evident day by day as the college progressed with its ambitious \$18 million construction program.

The \$6 million Shirlee and Bernard Brown University Center is taking shape adjacent to the Frank Guaradani Arts Center. The 15,000 square-foot university center is scheduled to open in December 2008, but in the meantime, University Partnerships are thriving at Cumberland. Students are earning bachelor's and master's degrees at CCC through University Partnerships.

This summer, two large parking lots were built on the north side of campus, and paths and roadways were laid out along College Drive and throughout the campus.

A new college entrance was deared and paved on College Drive, and it leads to the college's new "front door," which is a circle in front of the student center.

There's another new entrance closer to Sherman Avenue for students who are attending classes in buildings on the northern side of the campus.

Other construction projects included library renovations, studios to the Guaradani Arts Center and turning the Wheaton Building into the Frank Wheaton Allied Health Center, which open this January.

#### University Partnerships Thriving at Cumberland

Cumberland County College has partnerships with the colleges and universities listed below that enable students to earn bachelor's and master's degrees without leaving Cumberland County.

This is an incredible opportunity for students with family and job responsibilities who can't commute or relocate to attend college.



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## **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.

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

