

**Mercer County Community College
Institutional Profile, 2007**

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MCCC Welcomes New President

Dr. Patricia C. Donohue



Earlier this year, Mercer County Community College welcomed Dr. Patricia C. Donohue as the college's fifth president.

Dr. Patricia C. Donohue served as the sixth president of Luzerne County Community College, served as vice chancellor for education at St. Louis Community College and as acting president of St. Louis Community College at Florissant Valley. While at Harrisburg Area Community College, Dr. Donohue served as vice president of external affairs and community development, interim dean of the Lebanon Campus, and as dean of the school of business, engineering and technology. She also served as director of institutional research and planning at Lakeland Community College.

In addition to her administrative career, Dr. Donohue has teaching experience at the high school level teaching mathematics and at the university level teaching curriculum, elementary school mathematics, practicum, and supervising student teachers. Internationally, Dr. Donohue served as special consultant to Moldova for the United States State Department. She provided instruction and technical assistance to the Universitatea de Stat din Moldova to help implement the American credit system for the redesign of higher education in Moldova.

Dr. Donohue holds an A.B. in Mathematics from Duke University, an M.A. in Mathematics Education and a Ph.D. in Curriculum and Instruction, with emphasis on Education Administration, both from University of Missouri-Kansas City.

Among her many awards are the Greater Wilkes-Barre Chamber's ATHENA Award, the Central Penn Technology Council's Outstanding Service Award and the Outstanding Leadership Award from the American Association of University Women, Harrisburg. She has been recognized by Who's Who in America, Who's Who in the World, and Who's Who in American Women, the Outstanding Young Women of America, Who's Who in the East, and Who's Who in the Midwest.

America, Who's Who in the East, and Who's Who in the Midwest.

Dr. Donohue also is the recipient of the Outstanding Service Award from the American Cancer Society and the Merit Recognition Award from Harrisburg Area Community College. She received the Outstanding Service and Achievement Award from University of Missouri-Kansas City's School of Education and the Phi Delta Kappa Read Fellowship - International Education for study and travel in the Soviet Union; was named Community Woman of the Year by the American Business Women's Association (ABWA); and received the 2006 ATHENA Award from the Greater Wilkes-Barre Chamber of Business and Industry.

She is the author of "Sharing Governance: Roles and Responsibilities," presented at Columbus State Community College, Ohio; and "Assessment: A Plan, A Strategy and Tactics to Shorten the Implementation Curve," which was presented at the Consortium for Community College Development in Chicago. Additionally, she presented "Technology Planning," at the Central Association of College and University Business Officers (CACUBO) regional workshop in St. Louis; "The Community College Role in Post Secondary Technical Education," at the Missouri Governor's Conference on Higher Education; and "Integrating Occupational and Academic Education," at the Association of Community College Trustees (ACCT) 21st annual convention in Baltimore. She served as a keynote speaker on "Technology in Career Education" at the League for Innovation for Community Colleges Conference on Information Technology in October 2003 and presented "Community College Roles and Responsibilities in Economic and Development" at ACCT in Baltimore and New Orleans in 2004. As keynote speaker for the Women's Leadership Summit at Wilkes University, she presented "Developing Women's Leadership."

Dr. Donohue is a member and former president of the National Council for Workforce Education, the League for Innovation Alliance, the Presidents Academy of the American Association of Community Colleges (AACC), Society of Manufacturing Engineers, the Council for the Advancement and Support of Education (CASE), Phi Delta Kappa, and Delta Gamma Fraternity. She also is a member of the National Council of Instructional Administrators and the National Institute for Leadership Development (NILD) and has sponsored/mentored more than 50 women for national leadership training through NILD. Dr. Donohue serves as president-elect for the Board of Directors of the American Association of Women in Community Colleges. She previously served on AACC's Commission on Workforce and Economic Development.

Dr. Donohue serves as a member of the Board of Directors of the Luzerne Foundation, the Osterhout Free Library, the F.M. Kirby Center, and the Greater Wilkes-Barre Chamber of Commerce. She is a member of the Council of Presidents (COPS) of the Greater Wyoming Valley, and serves on the Board of Directors and Executive Committee of the Joint Urban Studies Center, the ACCT Advisory Committee of Presidents, the Board of the Northeast PA Technology Institute, and the Executive Committee of the Girl Scouts of Penn's Woods Council. Dr. Donohue serves on the United Way Campaign Cabinet as co-chair for education and is serving as loaned associate program chair for 2005. She is a graduate of the Leadership Wilkes-Barre Executive Leadership 2003 program and the Lackawanna Leadership Executive Program.

At the statewide level, Dr. Donohue is a member of the Pennsylvania Commission for Community Colleges (PACCC) Council of Presidents. She also is a member of the Executive Board of the Center for Advancing Partnerships in Education (CAPE).

A. Accreditation Status

Institutional Accreditations

Mercer was initially accredited in 1970, and this accreditation was renewed for ten years in 1975 and again in 1985. Mercer was most recently granted ten-year re-accreditation in 1995 by the Commission on Higher Education of the Middle States Association of Colleges and Schools, and the State of New Jersey's Board of Higher Education has authorized Mercer to award the associates degree. Mercer is in the process of preparing its self-study report for a Spring 2005 Middle States visit.

Professional Accreditations

The New Jersey Board of Nursing and the National League accredits the college's Nursing program for the Nursing Accreditation Commission. The Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology and approved by the New Jersey Radiologic Technology Board of Examiners. The Medical Laboratory Technology program is accredited by the National Accrediting Agency of Clinical Laboratory Sciences. The Commission on Accreditation in Physical Therapist Education of the American Physical Therapy Education has given accreditation to the Physical Therapist Assistant program. The American Bar Association accredits the Legal Assistant program. The Technology Accreditation Commission of the Accreditation Board accredits the Civil Engineering Technology program for Engineering and Technology. The American Board of Funeral Service Education accredits the Funeral Services program. Mercer's Aviation Flight Technology program became the first two-year aviation program in the nation to be accredited by the Council on Aviation Accreditation.

IIB 1. Number of students served.

Mercer
Table II.B.1:
Undergraduate Credit Enrollment by Attendance Status, Fall 2006

<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	
3,474	38.4%	5,564	61.6%	9,038

IIB 3a. Total number of non-credit registrants for FY06-07:
25535

3b. Total number of non-credit unduplicated student headcount for FY06-07:
9710

II.C.2 REMEDIATION / DEVELOPMENT EDUCATION

- 1 **Name of basic skills placement test administered and criteria (if any) for selecting test takers in fall 2006**

Accuplacer

- 2 **Total number of students tested and needing remediation in fall 2006 enrollments**

<u>Total number of students tested</u>	<u>Number of students needing remediation</u>	<u>Number of Recent HS graduates tested</u>	<u>Number of recent HS graduates needing remediation</u>
7048	4724	1295	828

- 3 **First-time freshmen (FTF) needing remediation in fall 2006**
(based on tested student enrollment in remediation courses)

<u>Subject Area</u>	<u>Number of FTF</u>	<u>Percent of FTF</u>	<u>Number of FTF Who are Recent HS Graduate</u>	<u>Percent of FTF Who are Recent HS Graduate</u>
Reading	710	37.7%	503	26.7%
Writing	496	26.4%	347	18.4%
Math Computation	519	27.6%	317	16.9%
Elem. Algebra	320	17%	235	12.5%

(For institutions whose test scores are not available by subject areas:

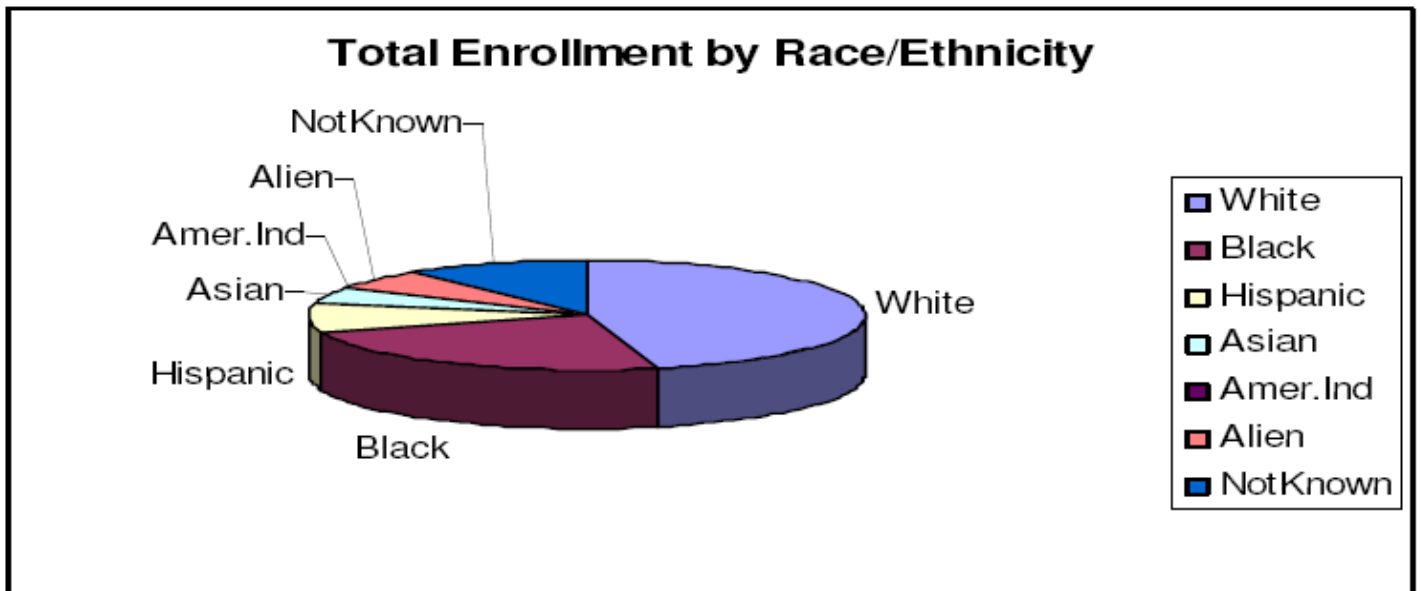
Total English				
Total Math				

- 4 **First-time freshmen requiring remediation in at least one subject area in fall 2006**

	<u>Number of FTF</u>	<u>Percent of FTF</u>	<u>Number of FTF Who are Recent HS Graduate</u>	<u>Percent of FTF Who are Recent HS Graduate</u>
Needing remediation in at least one subject area	1072	57%	712	66%

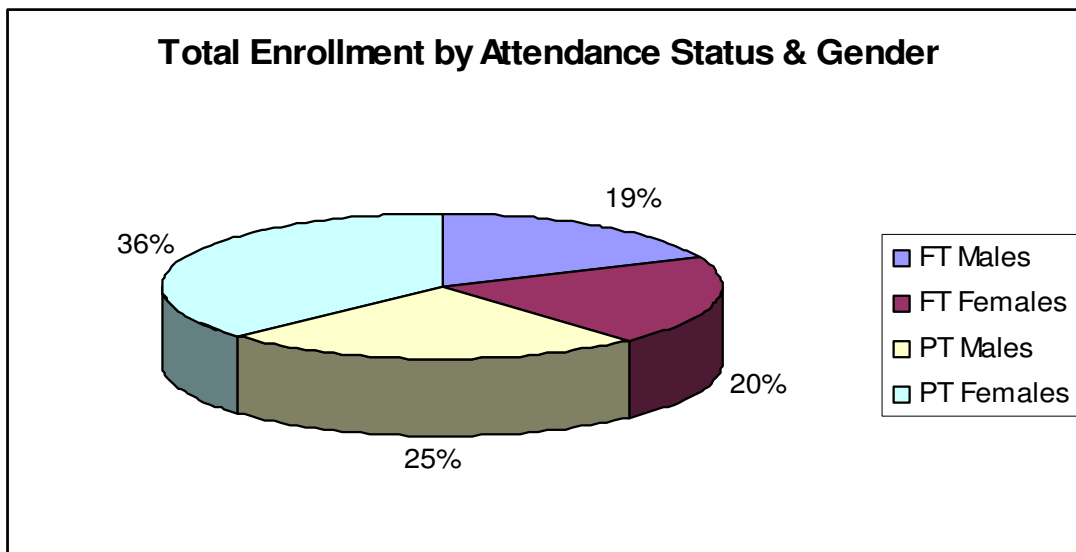
Mercer
 Table II.C.3.a:
 Undergraduate Enrollment by Race/Ethnicity, Fall 2006

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Indian</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	1,704	49.1%	760	21.9%	303	8.7%	163	4.7%	5	0.1%	233	6.7%	306	8.8%	3,474	100.0%
Part-time	2,440	43.9%	1,412	25.4%	464	8.3%	275	4.9%	9	0.2%	286	5.1%	678	12.2%	5,564	100.0%
Total	4,144	45.9%	2,172	24.0%	767	8.5%	438	4.8%	14	0.2%	519	5.7%	984	10.9%	9,038	100.0%



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Table II.C.3.b:
Undergraduate Enrollment by Sex, Fall 2006

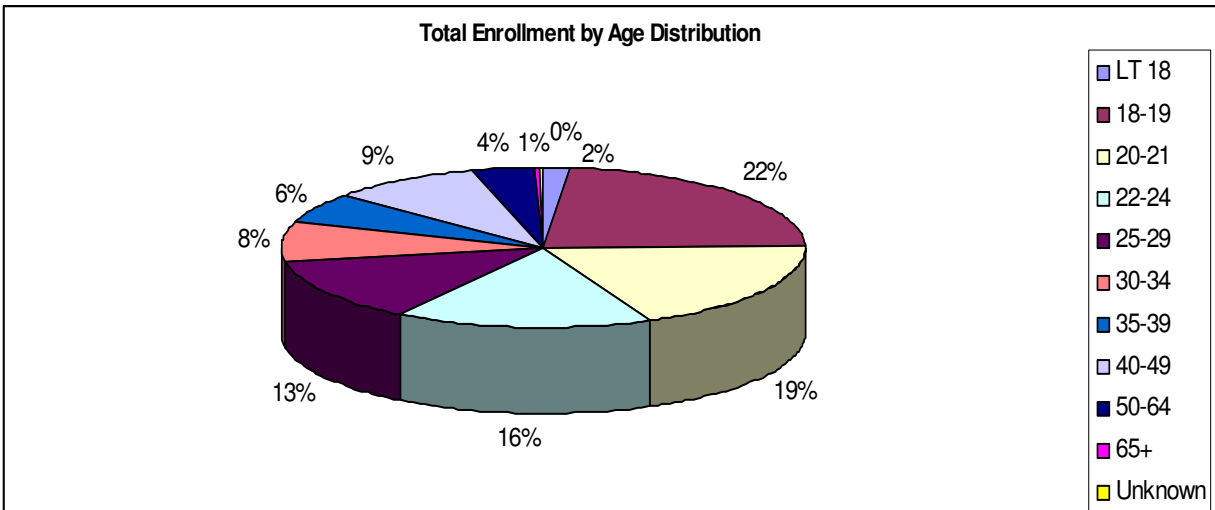
<u>Male</u>	<u>Pct</u>	<u>Full-time</u> <u>Female</u>	<u>Pct</u>	<u>Total</u>	<u>Male</u>	<u>Pct</u>	<u>Part-time</u> <u>Female</u>	<u>Pct</u>	<u>Total</u>	<u>Male</u>	<u>Pct</u>	<u>Total</u> <u>Female</u>	<u>Pct</u>	<u>Total</u>
1,680	48.4%	1,794	51.6%	3,474	2,215	39.8%	3,349	60.2%	5,564	3,895	43.1%	5,143	56.9%	9,038



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Table II.C.3.c:
Undergraduate Enrollment by Age, Fall 2006

		<u>LT</u> <u>18</u>	<u>18-19</u>	<u>20-21</u>	<u>22-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-49</u>	<u>50-64</u>	<u>65+</u>	<u>Unknown</u>	<u>Total</u>
Full-time	Num	25	1,585	896	396	254	108	72	91	39	3	5	3,474
	Pct	0.7%	45.6%	25.8%	11.4%	7.3%	3.1%	2.1%	2.6%	1.1%	0.1%	0.1%	100.0%
Part-time	Num	131	497	794	1,021	932	608	483	747	299	44	8	5,564
	Pct	2.4%	8.9%	14.3%	18.4%	16.8%	10.9%	8.7%	13.4%	5.4%	0.8%	0.1%	100.0%
Total	Num	156	2,082	1,690	1,417	1,186	716	555	838	338	47	13	9,038
	Pct	1.7%	23.0%	18.7%	15.7%	13.1%	7.9%	6.1%	9.3%	3.7%	0.5%	0.1%	100.0%

Source: NJ Commission on Higher Education, Office of Research and Policy Analysis



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Table II.C.4:
Financial Aid from State-Funded Programs, FY 2006

	<u>Recipients</u>	<u>Awards</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>	<u>\$/Award</u>
TAG	1,384	2,266	1,613,846	1,166.07	712.20
EOF	284	493	224,747	791.36	455.88
Bloustein Scholars	5	9	4500	900.00	0.00
Urban Scholars	10	19	9,500	950.00	500.00
NJCLASS Loans		12	53,175		4431.25
NJ STARS (Fall 2006)	112		180,437	1,611.04	

Source: NJ Commission on Higher Education, Office of Research and Policy Analysis

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Table II.C.5
First-time Full-time Freshman in Fall 2006 Enrollment
By State
Residence

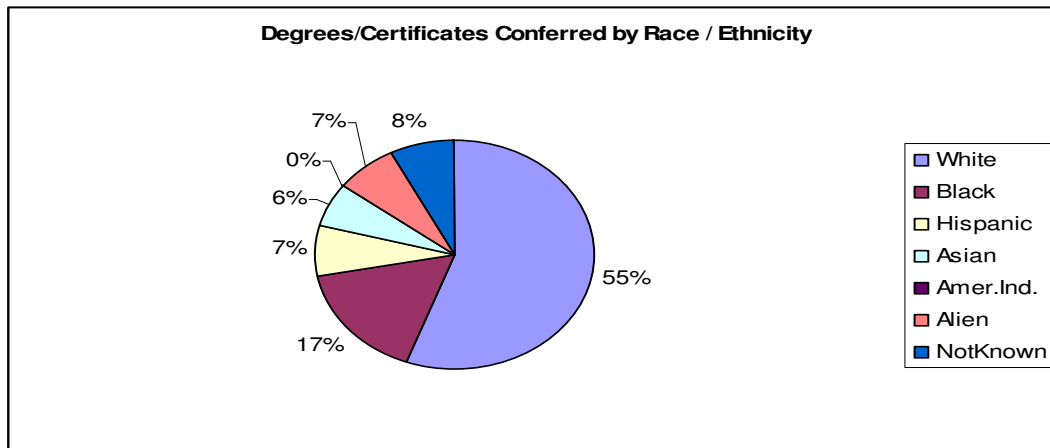
<u>State</u> <u>Residents</u>	<u>Non-State</u> <u>Residents</u>	<u>Total</u>	<u>% State</u> <u>Residents</u>
1,181	32	1,213	97.4%

Source: NJ Commission on Higher Education, Office of Research and Policy Analysis

D. Degrees Conferred

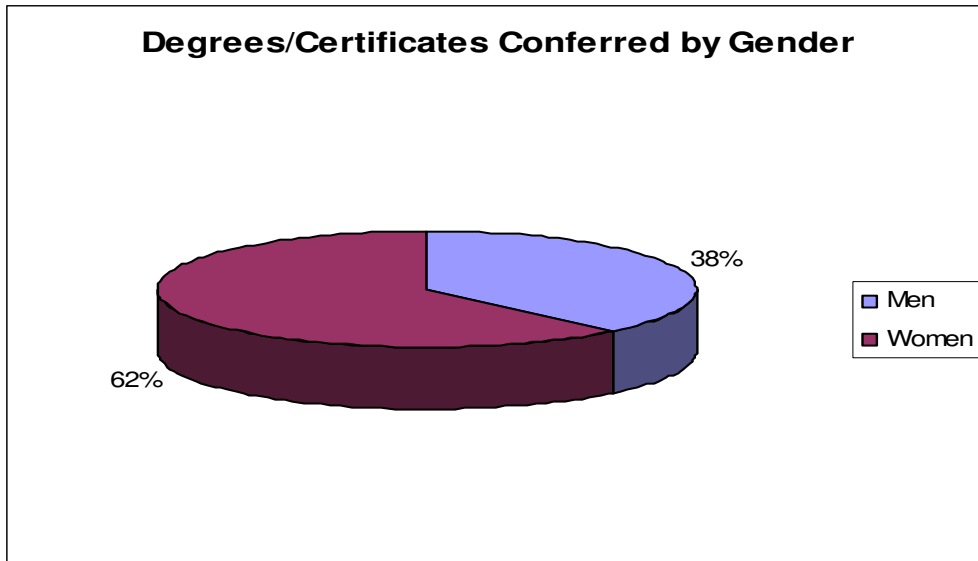
Mercer
Table II.D.1.a:
Sub-Baccalaureate Degrees/Certificates Conferred by Race/Ethnicity, FY 2006

<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Amer. Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
490	55.5%	146	16.5%	64	7.2%	53	6.0%	1	0.1%	62	7.0%	67	7.6%	883	100.0%



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Table II.D.1.b:
Sub-baccalaureate Degrees/Certificates Conferred by Sex, FY 2006

<u>Men</u>		<u>Women</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
334	37.8%	549	62.2%	883	100.0%



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Table II.D.2:

Sub-Baccalaureate Degrees/Certificates Conferred by General Field, FY 2006

IPEDS CIP Code	Major Category	No.
01	Agriculture	3
04	Architecture	10
10	Communication Tech	10
11	Computer Sciences	21
12	Personal Services	44
14	Engineering	1
15	Engineering Tech	37
22	Legal Professions	16
24	Liberal Arts/Sciences	219
30	Multi/Interdisciplinary	1
41	Science Technologies	1
43	Security/Protective	54
44	Public Administration	11
49	Transportation	6
50	Visual/Perform Arts	74
51	Health Professions	212
52	Business/Management	163
	TOTAL	883

Source: NJ Commission on Higher Education, Office of Research and Policy Analysis.

E. Student Outcomes

Graduation and Transfers

Follow-up studies of graduates and non-returning students indicate approximately the same number of students transfer to Rider University as transfer to Rutgers. In addition, Mercer has articulation agreements with Drexel University, the University of Delaware, Northwood University and Embry-Riddle University for academic programs that are not offered in New Jersey. Students transferring to these colleges are also excluded.

Mercer
Table II.E.1.a

Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2003 Full-time First-time Freshmen by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other *</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2003 Cohort	676		290		102		52		69		90		1,279	
Success after 2 Years	83	12.3%	14	4.8%	9	8.8%	10	19.2%	7	10.1%	10	11.1%	133	10.4%
Success after 3 Years	186	27.5%	28	9.7%	19	18.6%	19	36.5%	18	26.1%	21	23.3%	291	22.8%

* Other includes American Indian and Unknown Race.

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Table II.E.1.b

Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2003 Full-time First-time Freshmen by Income

	<u>Low Income *</u>		<u>Non-Low Income</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2003 Cohort	268		418		593		1,279	
2 Year Rates	15	5.6%	57	13.6%	61	10.3%	133	10.4%
3 Year Rates	37	13.8%	117	28.0%	137	23.1%	291	22.8%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

Mercer
Table II.E.1.c
Two- and Three-Year Graduation Rates of Fall 2003 Full-time First-time Freshmen by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other *</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2003 Cohort	676		290		102		52		69		90		1,279	
Success after 2 Years	34	5.0%	5	1.7%	4	3.9%	6	11.5%	5	7.2%	4	4.4%	58	4.5%
Success after 3 Years	84	12.4%	14	4.8%	9	8.8%	11	21.2%	12	17.4%	6	6.7%	136	10.6%

* Other includes American Indian and Unknown Race.

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Table
II.E.1.d
Two- and Three-Year Graduation Rates of Fall 2003 Full-time First-time Freshmen by Income

	<u>Low Income</u>		<u>Non-Low</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Income</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2003 Cohort	268		418		593		1,279	
2 Year Rates	4	1.5%	23	5.5%	31	5.2%	58	4.5%
3 Year Rates	13	4.9%	53	12.7%	70	11.8%	136	10.6%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

Table II.E.2.a
Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2005 to Fall 2006

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>%</u>	<u>Num</u>	<u>%</u>	<u>Num</u>	<u>%</u>	<u>Num</u>	<u>%</u>	<u>Num</u>	<u>%</u>	<u>Num</u>	<u>%</u>	<u>Num</u>	<u>%</u>	<u>Num</u>	<u>%</u>
Retained	413	66.7%	176	55.9%	68	58.1%	36	78.3%	1	50.0%	45	72.6%	74	62.2%	813	63.5%
Not Retained	206	33.3%	139	44.1%	49	41.9%	10	21.7%	1	50.0%	17	27.4%	45	37.8%	467	36.5%
Total	619	100.0%	315	100.0%	117	100.0%	46	100.0%	2	100.0%	62	100.0%	119	100.0%	1,280	100.0%

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Table II.E.2.b
Third Semester Retention of Full-time First-time Freshmen by Income, Fall 2005 to Fall 2006

	<u>Low Income *</u>		<u>Non-Low Inc.</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	174	59.8%	294	64.5%	345	64.7%	813	63.5%
Not Retained	117	40.2%	162	35.5%	188	35.3%	467	36.5%
Total	291	100.0%	456	100.0%	533	100.0%	1,280	100.0%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

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Table II.E.3.b
Three-Year Transfer Rate of Fall 2003 Full-time First-time Freshmen

<u>Transfers thru Spring 2006</u>		<u>Non-Transfers</u>		<u>Total FTFTF Fall 2003</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
141	11.0%	1,138	89.0%	1,279	100.0%

Mercer
Table II.E.3.c
Overall Three-Year Transfer Rate of Fall 2003 Full-time First-time Freshmen

<u>Transfers thru Spring 2006</u>		<u>Non-Transfers</u>		<u>Total FTFTF Fall 2003</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
193	15.1%	1,086	84.9%	1,279	100.0%

Faculty Characteristics

Mercer
Table II.F.1:
Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2006

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Amer. Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>
Tenured																
Professors	19	13	1	1	0	0	0	0	0	0	0	0	0	0	20	14
Associate Prof.	10	14	2	4	0	1	0	1	0	0	0	0	0	0	12	20
Assistant Prof.	7	13	1	2	0	0	0	0	0	0	0	0	0	0	8	15
All Others	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
TOTAL	38	40	4	7	0	1	0	1	0	0	0	0	0	0	42	49
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	5	5	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Assistant Prof.	10	11	1	3	1	1	0	1	0	0	0	0	0	0	12	16
All Others	4	3	0	0	0	0	0	0	0	0	0	0	0	0	4	3
TOTAL	19	19	1	3	1	1	0	1	0	0	0	0	0	0	21	24
Total																
Professors	19	13	1	1	0	0	0	0	0	0	0	0	0	0	20	14
Associate Prof.	15	19	2	4	0	1	0	1	0	0	0	0	0	0	17	25
Assistant Prof.	17	24	2	5	1	1	0	1	0	0	0	0	0	0	20	31
All Others	6	3	0	0	0	0	0	0	0	0	0	0	0	0	6	3
TOTAL	57	59	5	10	1	2	0	2	0	0	0	0	0	0	63	73

Mercer
Table II.F.3:
Ratio of Full- to Part-time Faculty, Fall 2006

<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
136	25.1%	406	74.9%	542	100.0%

% of courses taught by full-time faculty = 41%

G. Characteristics of the Trustees

**Table G.1
Race/Ethnicity and Gender of the Members of the Board of Trustees, Fall 2007**

	Male	Female	Total
Caucasian	5	4	9
African American	1	1	2
Hispanic	0	0	0
Asian, Pacific Islander	0	0	0
Total	6	5	11

Source: MCCC, President's Office, Fall 2007.

**Table G.2
MERCER COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES
2005 – 2006**

David Applebaum
 Ms. Mary Lou Armiger
 Anthony Cimino (Chair)
 Reverend William E. Coleman, Jr.(Vice Chair)
 Robert Di Falco (Treasurer)
 Marvin Gardner
 Gwendolyn Harris
 Pamela Hersh
 Mark Matzen
 Dr. Patricia Donohue (Board Secretary)
Alumni Trustee:
 Read Langan

Source: MCCC, President's Office, Fall 2007.

H. Profile of Institution

Mercer County Community College was established in 1966. It began operations in the summer of 1967 after incorporating the former Trenton Junior College and School of Industrial Arts, an institution whose history dates from 1902. Initially housed in various rented facilities in downtown Trenton, the college moved in 1972 to a comprehensive new campus located on 290 acres adjacent to a sprawling new county park in suburban/rural West Windsor Township. Limited operations continued in Trenton until 1976, when the newly constructed James Kerney Campus opened as a visible sign of the college's continuing commitment to serve the Trenton community.

Degree and Certificate Programs

The scope of Mercer's educational offerings is among the broadest in the state of New Jersey. Through more than 80 program options, students may earn an Associate in Arts (AA), Associate in Fine Arts (AFA), Associate in Science (AS) or Associate in Applied Science (AAS) degree or a Certificate of Proficiency. Unique programs including Funeral Service and Aviation continue to draw a large number of out-of-county students to Mercer. Noncredit offerings cover a wide spectrum, including customized corporate training, continuing professional education, personal interest courses, entry-level employment skills development, and adult basic education. There are also many youth-oriented year-round programs and summer camps.

Table H.1 Credit Programs by Degree Type, Fall 2006

Access Programs

English-as-a-Second Language	Non-degree Exploratory
LPN-RN Upward Mobility	Non-degree Other College
Non-degree Career Related	Non-degree Personal Development

AA Programs

Communications	Humanities and Social Science
Communications: Speech and Theater	International Studies
Dance	Political and Legal Studies
Education	Theatre

AFA Programs

Dance	Visual Arts
Theatre	

AS Programs

Architecture	Criminal Justice: Corrections
Aviation Management	Criminal Justice: Law Enforcement
Biology	Funeral Service Preparatory
Business Administration	Mathematics
Chemistry	Music
Computer Science	Nursing
Cooperative Nursing - Capital Health System	Plant Science
Cooperative Nursing - St. Francis	

AAS Programs

Accounting	Health Sciences
Accounting and Management	Heating, Refrigeration and Air Conditioning
Advertising Design	Hotel, Restaurant & Institution Management
Architectural & Building Construction Tech	Illustration
Automotive Technology.	Information Technology: Network Engineering Technology
Aviation Customer Relations	Information Technology: Programming
Aviation Flight Technology	Information Technology: Programming and Networking
Banking	Information Tech: Website Development & Administration
Business Software Application	Laboratory Technology
Chef Apprentice	Legal Assistant
Civil Engineering Technology	Medical Laboratory Technology
Community Service Assistant	Microcomputer Systems Administration
Computer Graphics	Network Engineering Technology
Computer Systems/Networking Administrator	Office Systems Technology
e-Commerce	Ornamental Horticulture
Education/Special Education Assistant	Paralegal
Electronics Engineering Technology	Physical Therapy Assistant
Energy Utility Technology	Programming/Networking
Entertainment Technology	Radio
Fire Science Technology	Radiography
Funeral Service	Respiratory Therapy Cooperative
General Business	Television

Certificate Programs

Addictions Specialist	Information Technology: Networking Engineering
Alcohol and Drug Counselor	Information Technology: Project Management
Applied Photography	Information Technology: Webmaster
Architectural Technology	Legal Assistant
Aviation Flight Tech.–Certified Flight Instructor	Medical Office Assistant
Catering Management	Microcomputer Applications
Computer Aided Design	Network Engineering Technology
Computer Science	Office Systems Technology
Computer Systems/Networking Administration	Ornamental Horticulture
Database Administration	Paralegal
e-Commerce	Paraprofessional Classroom Educator
Electronics Engineering Technology	Professional Baking
Engineering Science (Transfer Cert.)	Professional Cooking
Fire Science	Programming
Funeral Service	Retail Management
Heating, Refrigeration and Air Conditioning	Small Business Employment Readiness
Individualized Certificate	Small Business Management
Information Technology: Programming	Total Quality Management
Information Technology: Database Administration	Travel Agent

I. Major Research and Public Service Activities

Mercer is a publicly supported co-educational institution of higher education that seeks to provide quality programs and services at a reasonable cost. Funding is secured through state support (distributed among the various New Jersey community colleges according to enrollment), annual county allocation, student tuition and fees, and supplemental grants.

From the outset, Mercer has operated under a one-college philosophy that ensures equitable service to all students regardless of when and where they take their courses. Full-time faculty members teach both day and evening courses at both the West Windsor and James Kerney campuses. Academic divisions and support services departments serve students at both campuses and are responsible for day, evening and weekend students as well as those who enroll via The Virtual Campus, which offers distance learning through web and cable television based courses.

Mercer County Community College is a cultural hub. Mercer's Kelsey Theatre offers a full slate of musical and dramatic productions for both adults and children. The college's Art Gallery exhibits six major shows per year. A listener-supported public radio network offers classical music programming at 89.1 WWFM. Mercer hosts a series of speakers on topics of interest to the community through its Distinguished Lecture Series.

Our cable television channel has a wide geographic reach. It has been energized by the addition of new faculty, and is slated for additional programming including more educational programs. Kelsey Theatre, our Student Center, and classrooms host non-profits for informational seminars, meetings, and fund-raising activities. In January 2007, Governor Corzine held a Town Meeting in MCCC's Kelsey Theatre that was videotaped and rebroadcast on the college's MCTV26 cable network.

While our faculty and staff are major supporters and a catalyst for the area's vibrant non-profit community, the College itself is the centerpiece of the activities for many non-profits and educational entities. The College just participated in the American Heart Association **Heart Walk** with over 60 faculty and staff members. Our 290-acre campus is used frequently for similar walks for March of Dimes, SIDS, Cancer, etc. Various non-profit or other groups use the College facilities every day of the week, and this activity is coordinated with our security personnel for the health and safety of students and community members. The College is the home of a new Mercer County Police Academy and has now assumed responsibility for the Mercer County Fire Academy, which it plans to expand into a regional center for training in fire science and emergency management.

Our state-of-the-art soccer stadium has hosted Ivy League games and is used by local high school and club teams. The College also hosts Camp College, a summer educational program for area youth, and numerous summer sport camps.

J. Major Capital Projects

During the last five years, the college has made significant improvements to its 34 year-old West Windsor Campus. As part of a strategic plan, five classrooms each year have been upgraded for optimum high-technology learning and student convenience. In addition, 10-15 faculty offices are renovated yearly. The four major lecture halls have also been upgraded, as has the Physical Education Building. During 2005-06, an attractive new entrance and a new classroom were completed for the James Kerney Campus. During 2006-07, three science laboratories underwent major renovation as phase 1 of a multi-year process to upgrade science facilities.

Approval has been secured during 2006-07 for projects to be funded under New Jersey's Chapter 12 grant program, featuring phase 2 of the multi-year effort to upgrade science facilities and a major expansion and renovation of the library and student center at the West Windsor Campus. The expanded library/student center will provide students the ability to register for classes, purchase books, and eat meals all in one convenient one-stop facility. It will also incorporate a new Academic Testing Center designed for learning enhancement. Also under Chapter 12, a complete overhaul of the WWC HVAC system will be undertaken, to allow even air flow and temperature control in our classrooms allowing students to learn in an inviting environment.

A facilities master planning process is well underway. This will help the college project and prioritize its capital needs for the next five years.