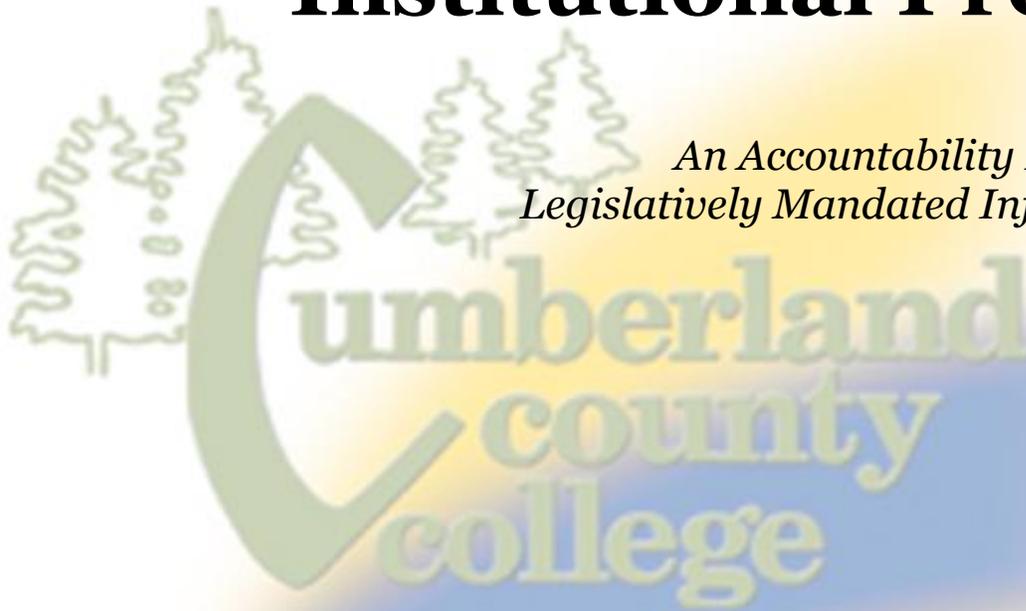


# Institutional Profile

*An Accountability Report on  
Legislatively Mandated Information*



September 2009

 Cumberland County College  
•Pride •Service •Excellence

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## Preface to the 2009 Institutional Profile

Accredited by the Middle States Commission on Higher Education, Cumberland County College offers over 100 programs of study leading to Associate Degrees, Academic Certificates, Career Certificates, and Short-Term Training Certificates. As of Fall 2008, over 3,800 students were enrolled in these programs. An additional 1,000 students were enrolled in Professional and Continuing Education courses.

Initiatives related to the College's *Strategic Plan 2006-2011: Access, Alignment, and Accountability* continue to be implemented. Among these initiatives are alignment between high school requirements and college readiness; development of career ladders in healthcare, justice studies, business: retail/tourism/hospitality; assistance to students majoring in Science, Technology, Engineering, Education and Mathematics; and accountability in providing information to the public.

The Cumberland County College *2009 Institutional Profile* contains information about the College, its students, faculty, staff, and programs. This year's *Profile* also highlights the contributions made by the College's faculty and staff to its community, Cumberland County, and supports the College's commitment to providing the public with information about its students and their educational outcomes.

During 2008-09, the College formally began its accreditation self-study with selection of the chair of the self-study, the steering committee, and subcommittees. The *Design for the Self-Study* was approved by the Middle States Commission on Higher Education. Work on this project will continue through the site visit in 2011.

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



Thomas Isekenegbe, Ph.D.  
Interim President

## **Introduction**

This *2009 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 *2009-2010 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.

## **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 2006-2008**

Category	Fall 2006	Fall 2007	Fall 2008
<b>Total Students</b>	<b>3426</b>	<b>3527</b>	<b>3822</b>
Full-Time	1881 (54.9%)	1938 (54.9%)	2151 (56.3%)
Part-Time	1545 (45.1%)	1589 (45.1%)	1671 (43.7%)

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 FY 2006-FY2008**

	FY	FY	FY
Total Noncredit Unduplicated Open Enrollment	927	981	1041

**FY 2008 Non Credit Registrations by Course Content**

	Avocational	Career	Total
Total Noncredit Registrations (Duplicated) by Type of Program	2,472	235	2,707

### 3. Unduplicated Credit Students FY 2008

Headcount Credit Enrollment	Credit Hours	FTE
5,000	78,785	2,626

## C. Characteristics of Undergraduate Students

### 1. Race/Ethnicity

#### 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>

#### Fall 2007

	African Amer.	Amer. Indian	Asian	Hispanic	White Non-Hispanic	Unknown	Total
FT	338	43	26	368	1163	-	1938
PT	278	24	30	278	979	-	1589
<b>Grand Total</b>	<b>616</b>	<b>67</b>	<b>56</b>	<b>646</b>	<b>2142</b>	<b>-</b>	<b>3527</b>

#### Fall 2008

	African Amer.	Amer. Indian	Asian	Hispanic	White Non-Hispanic	Alien	Unknown	Total
FT	427	40	28	417	1230	6	3	2151
PT	313	25	24	308	997	1	3	1671
<b>Grand Total</b>	<b>740</b>	<b>65</b>	<b>52</b>	<b>725</b>	<b>2227</b>	<b>7</b>	<b>6</b>	<b>3822</b>

Source: CCC Planning and Research Office

### 2. Gender

#### Gender Breakdown

	Fall 2006	Fall 2007	Fall 2008
<b>FT Male</b>	716	749	802
<b>FT Female</b>	1165	1189	1349
<b>PT Male</b>	466	499	502
<b>PT Female</b>	1078	1090	1168
<b>Total Male</b>	1182	1248	1305
<b>Total Female</b>	2243	2279	2517
<b>Unknown</b>	1	0	0
<b>Grand Total</b>	<b>3,426</b>	<b>3,527</b>	<b>3,822</b>

Source: CCC Planning and Research Office

### 3. Age

#### Age Breakdown

Age Category	Fall 2006		Fall 2007		Fall 2008	
	Head-count	%	Head-count	%	Head-count	%
20 and under	1,388	40.5	1,517	43.0	1,620	42.4%
21-24	695	20.3	699	19.8	786	20.6%
25-34	649	18.9	662	18.8	739	19.3%
35-44	415	12.1	369	10.5	426	11.1%
45-54	197	5.8	216	6.1	184	4.8%
55 and over	61	1.8	63	1.8	67	1.8%
Unknown	21	0.0	1	0.0	0	0.0%
<b>TOTAL</b>	<b>3,426</b>	<b>100.0%</b>	<b>3,527</b>	<b>100.0%</b>	<b>3,822</b>	<b>100.0%</b>

Source: CCC Planning and Research Office

### 4. Remediation and Developmental Education

Cumberland County College uses Accuplacer© for testing and placement of entering degree-seeking students. The total number of students tested and needing remediation in at least one skill area in Fall 2006, Fall 2007 and in Fall 2008 is shown in the table below.

#### 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%)

#### Students Tested in Fall 2007

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
803	601 (74.8%)	492	331 (67.3%)

**Students Tested in Fall 2008**

<b>Total Number of Students Tested</b>	<b>Number of Students Needing Remediation in at Least One Skill Area</b>	<b>Number of Recent HS Graduates Tested*</b>	<b>Number of Recent HS Graduates Tested and Needing Remediation in at Least One Skill Area</b>
874	648 (74.1%)	604	401 (66.4%)

Source: CCC Office of Instructional Research

**a. First-time freshmen needing remediation in Fall 2006, Fall 2007, and Fall 2008**

**Number and Percentages of First-Time Freshmen (FTF) Needing Remediation in Reading, Writing, Math Computation, and Elementary Algebra by Skill Area in Fall 2006, 2007 and 2008**  
**Number and Percentages of First-Time Freshmen Needing Remediation Who are Recent High School Graduates**

<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%

<b>Fall 2007</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	395	49%	227	46%
Writing	267	33%	151	31%
Computation	302	38%	147	30%
Algebra (alone)	252	31%	145	30%

<b>Fall 2008</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	435	50%	269	45%
Writing	308	35%	173	29%
Computation	354	41%	179	30%
Algebra (alone)	234	27%	169	28%

Source: CCC Office of Instructional Research

**b. First-time freshmen needing remediation Fall 2006-Fall 2008**

**Number and Percentages of First-Time Freshmen Needing Remediation in Reading, Writing, Math Computation, and Elementary Algebra by Skill Area  
 Fall 2006 – Fall 2008**

<b>Skill Area</b>	<b>2006</b>				<b>2007</b>				<b>2008</b>			
	<b>FT</b>		<b>PT</b>		<b>FT</b>		<b>PT</b>		<b>FT</b>		<b>PT</b>	
	#	%	#	%	#	%	#	%	#	%	#	%
Reading	247	43	81	46	304	47	91	57	329	45	106	71
Writing	181	32	57	33	212	33	55	35	232	32	76	51
Computation	216	38	97	55	224	35	78	49	259	36	95	64
Algebra (alone)	137	24	49	28	193	30	59	37	202	28	32	22

Source: CCC Office of Instructional Research

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  
FY 2006, FY2007, FY2008**

	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>
TAG	898	934	905
EOF	176	165	165
Distinguished, Garden State, and Urban Scholars	38	47	47
NJ STARS( Began Fall 2004)	151	206	225

Source: HESAA Files. This Table has been revised to reflect the Higher Education Student Assistance Authority data. **Note: This table does not include federal grants and loans; nor does it include institutional, Foundation Scholarships and School Counts! Scholarships.**

**6. State of Residence**

	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
NJ Residents	99.8%	99.7%	99.8%
Cumberland County Residents	94.7%*	94.7%	95.4%

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 2006

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>

##### FY 2007

Awards	NRA*	African Amer.	Amer Indian	Asian	Hispanic	White, non-Hispanic	Unknown	Total
Associate's	8	51	5	7	67	272	-	410
Certificate	1	3	-	1	1	7	1	14
<b>Total</b>	<b>9</b>	<b>54</b>	<b>5</b>	<b>8</b>	<b>68</b>	<b>279</b>	<b>1</b>	<b>424</b>

##### FY 2008

Awards	NRA*	African Amer.	Amer. Indian	Asian	Hispanic	White, Non Hispanic	Unknown	Total
Associate's	4	67	8	3	73	318	0	473
Certificate	0	4	1	0	2	10	0	17
<b>Total</b>	<b>4</b>	<b>71</b>	<b>9</b>	<b>3</b>	<b>75</b>	<b>328</b>	<b>0</b>	<b>490</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>2006</b>	119	306
<b>2007</b>	137	287
<b>2008</b>	135	355

### 3. By General Field

#### Summary of Graduates in Selected Fields

<b>Subbaccalaureate Degrees/Certificates Conferred by General Field FY2006, FY2007, FY2008</b>				
<u>IPEDS CIP Code</u>	<u>Major Category</u>	<b>2006</b>	<b>2007</b>	<b>2008</b>
11	Computer Science	7	11	6
13	Education^	19	10	15
15	Engineering Technology	7	3	3
22	Law and Legal Studies	2	7	3
24	Liberal Arts & Sciences*	195	184	235
43	Security/Protective Services- Criminal Justice	48	37	48
44	Public Administration - Social Service	32	19	27
51	Health Professions	66	97	90
52	Business/Management	44	44	43
	Other Program Categories***	3	12	20
	<b>TOTAL</b>	<b>425</b>	<b>424</b>	<b>490</b>

Notes: ^ 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

\* Math, Science, and Engineering are included in Liberal Arts

\*\*\*Includes Communication Technology (Graphic Design/Desktop Publishing)  
Construction, Agriculture/Horticulture, and Fine Arts.

## 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

##### Fall 2003-2006

	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 (15.6%)	5 (7.8%)	4 (5.6%)	0 (0.0%)	0 (0.0%)	2 (13.3%)	46 (12.0%)
<b>Success after 3 years</b>	76 (33.8%)	9 (14.1%)	11 (15.3%)	2 (33.3%)	0 (0.0%)	3 (20.0%)	101 (26.4%)

Does not include transfers to Non-NJ Senior Public Institutions

##### Fall 2004-2007

	White	African Amer.	Hispanic	Asian	Alien	Other*	Total
<b>Fall 2004 Cohort</b>	268	88	73	3	1	10	443
<b>Success after 2 years</b>	45 (16.8%)	5 (5.7%)	3 (4.1%)	0 (0.0%)	1 (100.0%)	2 (20.0%)	56 (12.6%)
<b>Success after 3 years</b>	117 (43.7%)	15 (17.0%)	16 (21.9%)	1 (33.3%)	1 (100.0%)	3 (30.0%)	153 (34.5%)

\* Includes American Indian and Unknown Race.

##### Fall 2005-2008\*\*

	White	African Amer.	Hispanic	Asian	Alien	Other*	Total
<b>Fall 2005 Cohort</b>	332	88	97	4	0	19	540
<b>Success after 2 years</b>	43 (15.1%)	3 (3.8%)	7 (7.9%)	0 (0.0%)	0 (0.0%)	1 (5.9%)	54 (11.4%)
<b>Success after 3 years</b>	129 (38.9%)	17 (19.3%)	27 (27.8%)	2 (50.0%)	0 (0.0%)	7 (36.8%)	182 (33.7%)

Includes transfers to Non-NJ Senior Public Institutions

Source: NJ Commission on Higher Education

\* Includes American Indian and Unknown Race.

\*\*Cohort has been corrected by CCC's Office of Instructional Research

**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 2003 Cohort</b>	99	167	117	383
<b>Success after 2 years</b>	4 (4.0%)	26 (15.6%)	16 (13.7%)	46 (12.0%)
<b>Success after 3 years</b>	14 (14.1%)	52 (31.1%)	35 (29.9%)	101 (26.4%)

	Low Income*	Non-Low Income	Unknown	Total
<b>Fall 2004 Cohort</b>	131	205	107	443
<b>Success after 2 years</b>	8 (6.1%)	28 (13.7%)	20 (18.7%)	56 (12.6%)
<b>Success after 3 years</b>	31 (23.7%)	80 (39.0%)	42 (39.3%)	153 (34.5%)

	Low Income*	Non-Low Income	Unknown	Total
<b>Fall 2005 Cohort</b>	132	229	112	473
<b>Success after 2 years</b>	7 (5.3%)	21 (9.2%)	8 (7.1%)	36 (7.6%)
<b>Success after 3 years</b>	17 (12.9%)	64 (27.9%)	13 (11.6%)	94 (19.9%)

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

Source: NJ Commission on Higher Education  
 Note: These data are from the NJCHE and do not reflect the corrections made by CCC OIR.

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

**Fall 2005 – Fall 2006**

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

**Fall 2006 – Fall 2007**

	White	African Amer.	Hispanic	Asian	American Indian	Alien	Unknown	Total
<b>Retained</b>	200 (72.2%)	55 (54.5%)	57 (60.6%)	7 (87.5%)	4 (100.0%)	1 (50.0%)	2 (66.7%)	326 (66.7%)
<b>Not Retained</b>	77 (27.8%)	46 (45.5%)	37 (39.4%)	1 (12.5%)	0	1 (50.0%)	1 (33.3%)	163 (33.3%)
<b>Total</b>	<b>277</b> <b>(100.0%)</b>	<b>101</b> <b>(100.0%)</b>	<b>94</b> <b>(100.0%)</b>	<b>8</b> <b>(100.0%)</b>	<b>4</b> <b>(100.0%)</b>	<b>2</b> <b>(100.0%)</b>	<b>3</b> <b>(100.0%)</b>	<b>489</b> <b>(100.0%)</b>

**Fall 2007 – Fall 2008**

	White	African Amer.	Hispanic	Asian	American Indian	Alien	Unknown	Total
<b>Retained</b>	216 (72.5%)	57 (51.4%)	80 (70.2%)	6 (75.0%)	11 (84.6%)	2 (66.7%)	1 (100.0%)	373 (68.1%)
<b>Not Retained</b>	82 (27.5%)	54 (48.6%)	34 (29.8%)	2 (25.0%)	2 (15.4%)	1 (33.3%)	0 (0.0%)	175 (31.9%)
<b>Total</b>	<b>298</b> <b>(100.0%)</b>	<b>111</b> <b>(100.0%)</b>	<b>114</b> <b>(100.0%)</b>	<b>8</b> <b>(100.0%)</b>	<b>13</b> <b>(100.0%)</b>	<b>3</b> <b>(100.0%)</b>	<b>1</b> <b>(100.0%)</b>	<b>548</b> <b>(100.0%)</b>

Source: NJ Commission on Higher Education

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

**2005-2006**

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

**2006-2007**

	Low Income*	Non-Low Income	Unknown	Total
<b>Retained</b>	92 (57.5%)	156 (74.6%)	78 (65.0%)	326 (66.7%)
<b>Not Retained</b>	68 (42.5%)	53 (25.4%)	42 (35.0%)	163 (33.3%)
<b>Total</b>	<b>160</b> <b>(100.0%)</b>	<b>209</b> <b>(100.0%)</b>	<b>120</b> <b>(100.0%)</b>	<b>489</b> <b>(100.0%)</b>

**2007-2008**

	Low Income*	Non-Low Income	Unknown	Total
<b>Retained</b>	95 (58.6%)	201 (74.2%)	77 (67.0%)	373 (68.1%)
<b>Not Retained</b>	67 (41.4%)	70 (25.8%)	38 (33.0%)	175 (31.9%)
<b>Total</b>	<b>162</b> <b>(100.0%)</b>	<b>271</b> <b>(100.0%)</b>	<b>115</b> <b>(100.0%)</b>	<b>548</b> <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 2003**

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

**Fall 2004**

Total Full-Time First-Time Freshmen Fall 2004		Transfers to Other Postsecondary Institutions thru Fall 2007	
Number	Percent	Number	Percent
443	100.0%	53	12.0%

**Fall 2005**

Total Full-Time First-Time Freshmen Fall 2005		Transfers to Other Postsecondary Institutions thru Fall 2008	
Number	Percent	Number	Percent
540	100.0%	62	11.5%

Source: NJ Commission on Higher Education and National Student Clearinghouse  
 Note: The total FTFTF cohort and success data have been corrected for Fall 2005 by CCC OIR.

Cumberland County College’s Student Right to Know (SRTK) 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 a slightly over 82 percent success rate for the entering Fall 2005 cohort.

## F. Faculty Characteristics

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

#### 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>

#### Fall 2007 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		22		24
Faculty FT Female	2			1	22		25
Faculty PT Male	3		1	2	21	63	90
Faculty PT Female	3		2	1	18	91	115
<b>Total Faculty</b>	<b>9</b>		<b>4</b>	<b>4</b>	<b>83</b>	<b>154</b>	<b>254</b>

#### Fall 2008 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				23		24
Faculty FT Female	2			1	23		26
Faculty PT Male	6			2	76	7	91
Faculty PT Female	17		5	3	102	7	134
<b>Total Faculty</b>	<b>26</b>		<b>5</b>	<b>6</b>	<b>224</b>	<b>14</b>	<b>275</b>

Source: NJ Commission on Higher Education, as reported on IPEDS forms; Staff Survey.

## 2. Full-Time Faculty by Tenure Status

### Fall 2006 Tenured Faculty by Gender/Ethnicity

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian or Pacific Islander	Hispanic	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>

### Fall 2007 Tenured Faculty by Gender/Ethnicity

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian or Pacific Islander	Hispanic	White, Non Hispanic	Unknown	Total
Full-Time Male	1				16		17
Full-Time Female	1			1	11		13
<b>Total</b>	<b>2</b>			<b>1</b>	<b>27</b>		<b>30</b>

### Fall 2008 Tenured Faculty by Gender/Ethnicity

Faculty	African Am./ Black	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White Non Hispanic	Unknown	Total
Full-Time Male	1				15		16
Full-Time Female	1			1	14		16
<b>Total</b>	<b>2</b>			<b>1</b>	<b>29</b>		<b>32</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 percent of all full-time faculty as of Fall 2008. The proportion of full-time teaching faculty with a masters degree or higher is 100 percent; 12.0 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 2006, Fall 2007, and Fall 2008 the percentage of course sections taught by full-time and by part-time employees is as follows\*:

Course sections taught by:	2006	2007	2008
Full-time Employees	43%	46%	43%
Part-time Employees	57%	54%	57%

\*Data include sections taught by full-time employees, some of whom may not be classified as faculty for IPEDS.

**Sections Taught by Full-Time Faculty, Adjunct Faculty and by Other Full-Time Employees  
Fall 2007**

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
632	254	40.2%	340	53.8%	38	6.0%

**Fall 2008**

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others*	
	Number	Percent	Number	Percent	Number	Percent
678	241	35.5%	388	57.2%	49	7.2%

**Note:** "Others" includes Full-time Administrators, counselors and/or librarians. Breaking out Full-time Faculty and Other Full-time employees is a new CHE requirement for the 2008 Institutional Profile.

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

	Full Time Faculty	Part Time Faculty	Total
<b>FY 2006</b>	45 (19.0%)	192 (81.0%)	237 (100.0%)
<b>FY2007</b>	49 (19.3%)	205 (80.7%)	254 (100.0%)
<b>FY 2008</b>	50 (18.2%)	225 (81.8%)	275 (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 2008-2009:

Governing Body	African American	American Indian/Alaskan	Asian/Pacific Islander	Hispanic	White	Unknown	Total
<b>Male</b>	2				5		7
<b>Female</b>	1				3		4
<b>Total</b>	<b>3</b>				<b>8</b>		<b>11</b>

Source: CCC President's Office

### 2. List of Trustees with titles and affiliations as of 2008-09

Name	Board Title	Affiliation
Charles A. Thomas	Chairman	Employment and Training Director (retired)
Charles Brett, Jr.	Vice Chairman	Grant Evaluation Coordinator, Education Institute, Rowan Univ.
Jeffrey DuBois	Treasurer	Senior V.P. South Jersey Industries
Keith Figgs, Ed.D.	Secretary	Supt. for Administration, Vineland School District
Ginger Chase		Owner, Sir Speedy Printing
Michael R. Elwell		County Superintendent of Education
Edward J. Geletka		President, CEO and Director, Colonial Bankshares, Inc.
David Gray		Cumberland County Administrator, (retired)
Carole D. S. Green		Consultant
Barbara A. Logan MacMurray, R.N.		Colonel, U.S. Army (retired)
Lynnette T. Wood	Alumni Trustee	Student, Fairleigh Dickinson University

### 3. URL's of webpages with information on trustees/governors

<http://www.cccnj.edu/cccnw2/aboutUs/governingBoards/index.cfm>

## **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 2008-2009 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 on the college website.

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

AFA – Associate in Fine Arts

AS – Associate in Science

AAS – Associate in Applied Science

AC – Academic Certificate

CC – Career Certificate

ST – Short-Term Training

#### **Accounting**

Accounting AAS

Accounting AC

#### **Agriculture/Horticulture**

Agriculture AAS

Agribusiness AAS

Horticulture AAS

Horticulture AC

Aquaculture AC

Floriculture CC

Landscape Technician CC

#### **American Studies**

Liberal Arts/American Studies AA

## **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

Construction Supervision CC

## **Education**

Liberal Arts/Elementary/Secondary 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 Technology AAS

Engineering Technology AC

Engineering Technologies/Electronics Technology AC

Engineering Technologies/Electronics Technology CC

## **Fine and Performing Arts**

Fine Arts AFA

Theatre/Acting 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**

Biomedical Science AS

- Healthcare AS
- Healthcare Pre-Nursing RN AAS
- Healthcare Pre-LPN-RN Challenge AAS
- Healthcare Pre-Radiography AAS
- Healthcare Pre-Practical Nursing AC

Health Science AAS

Health Science AC

Psychosocial Rehabilitation Prep AS

(Joint degree program w/UMDNJ)

Respiratory Therapy Prep AAS

(Joint degree program w/UMDNJ)

## **Journalism**

Liberal Arts/Journalism AA

## **Justice Studies**

Criminal Justice AS

Corrections AS

Forensics & Technology AS

Homeland Security AS

Criminal Justice AC

Gangs/Juvenile Delinquency AC

Homeland Security AC

Private Security CC

Homeland Security CC

### **Liberal Arts**

Liberal Arts/Humanities AA  
Liberal Arts/Social Sciences AA

### **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**

Liberal Arts/Philosophy & Religion AA

### **Public Administration**

Public Administration AS

### **Social Service**

Social Service AS

- Gerontology AS

### **Technical Studies**

Technical Studies AAS

### **Television Production**

Liberal Arts/Television Production AA

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

During the 2008-2009 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 2008-2009 faculty and staff also were actively involved in evaluating and revising existing curricula and courses, and developing new programs.

Dr. Kenneth L. Ender, President of Cumberland County College through June 30, 2009, made numerous presentations to national, state, and community groups during 2008-09.

The College president's Public Service activities include Board of Directors memberships for several organizations including the NJ State Chamber of Commerce, South Jersey Healthcare, Leadership Cumberland County, Cumberland County Inter-Municipality Empowerment Zone, Cumberland County Economic Development Board, Cumberland County Workforce Investment Board, and United Way of Cumberland County.

Dr. Thomas A. Isekenegbe, Interim President beginning in July 2009, has made presentations to numerous groups and has participated in such professional activities as the New Jersey Academic Officers Association, the NJ Task Force on Transition from Secondary to Postsecondary Education, the NJ Council of Presidents: Transfer Articulation Committee, the Millville, Vineland, and Bridgeton Chambers of Commerce.

Dr. Jacqueline Galbiati, Interim Vice President of Academic Affairs and Enrollment Services has served as the Director of the Healthcare Career Pathways career ladder funded by the U.S. Department of Labor under its Community-Based Job Training program.

Mr. John Pitcher, CPA, Vice President of Finance and Administrative Services, , the New Jersey County Colleges Business Officers Association, the New Jersey Society of Certified Public Accountants, and the American Institute of Certified Public Accountants.

Selected faculty, administration, and staff research projects, publications, grant proposals, and presentations included:

- Lucy Acevedo, Senior Admissions Counselor, made presentations to such organizations as ASPIRA of New Jersey, La Zeta radio station, and Hispanic ProEducacion.
- Dr. Robert K. Clark served as a Visiting Scientist in the Department of Neurology/Pediatrics, Children's Hospital of Philadelphia.
- Dr. Adrian DeWindt-King is a member of New Jersey Commission on Higher Education.
- Dr. Charles Kocher and Darren Stocker were published in the May 2009 *Journal of Emergency Management*, and in the *New Jersey Law Enforcement Journal: NJ Cops*.

- Humanities faculty published articles and poems in *L'Esprit* and in other College publications.
- Walter Johnson published an article in the *N.J. English Journal* titled "Poetry Research: A Life-Long Learning Project."
- Kellie Slade presented at the NJ Council of County Colleges Best Practices Conference in April 2009 and at the Association for the Promotion of Campus Activities (APCA) Conference.
- Dr. Steve Stolar prepared an article for the NACADA Clearinghouse of Academic Advising Resources.
- Mary Padden conducted a pilot study to "Investigate the Effects of Guided Reflective Journaling on Baccalaureate Nursing Students' Self-Awareness and Clinical Decision Making."

### Memberships in Professional Associations

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

- EOF Professional Association of New Jersey
- Tri-State Consortium
- FEMA's Emergency Management Higher Education Project
- 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
- National Association for Developmental Education
- National Academic Advising 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
- National Academic Advising Association
- Association for Supervision and Curriculum Development
- American Association for Higher Education
- 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 County College Business Officers Association
- College and University Personnel Association
- NJ College and University Information Technology Managers Association
- South Jersey Regional Library Cooperative
- New Jersey Library Association
- Consortium of Distance Education
- NJ Virtual Community College Consortium
- NJEDGE.Net
- Eastern Nurses' Research Society

#### Assessment in Academic Areas

Faculty have developed new course offerings, revised existing academic programs, and developed new options. In addition, faculty have focused on assessing student learning outcomes at the course and program level and for general education courses. Selected examples include:

- The General Education Committee has assessed three of the Gen Ed goals in three courses during 2008-2009 and plans to assess student learning outcomes in three courses each semester during the 2009-2010 academic year.
- Each Division has reviewed master course syllabi, revised student learning outcomes, and mapped program level student learning outcomes to course outcomes.

#### Academic Affairs and Enrollment Services

- The Library conducted several assessment activities during 2008-09. Among these were participation in the LibQual online survey of library services developed by the Association of Research Libraries, assessment of information literacy skills, as well as reference and facilities surveys.
- In-house Library attendance increased 36 percent, total circulation increased 19 percent, online database searches increased 43 percent.

- The various departments within Enrollment Services also documented increases in the number of students participating in new student orientations, completing degree programs, and utilizing IRIS online.
- For example, the Success Center provided an increased number of hours of tutoring as well as supplemental instruction, drop-in tutoring and testing.

#### Foundation, Gifts, and Grant Programs

- The College's Foundation annually awards \$300,000 in scholarship support to students.
- In addition, the Foundation funds School Counts! Scholarships for two years of tuition for students who earn certificates for levels of high school attendance, rigor of curriculum, and on-time completion.
- 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.

#### Student Life and Athletics

Student Life includes active clubs, student governance and athletic teams in Cross Country, Baseball, Men's and Women's Basketball, and Softball. Among the highlights in 2008-09 were the following:

- Student Pathways Leadership Institute
- Dr. MLK Jr. Service Days
- Adopt-a-Family Thanksgiving Programs
- Celebration of Lights
- Spring Fling
- Health and Wellness programs
- Alcohol Awareness Week programs

#### **Selected Public Service and Community Activities**

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

### Professional and Community Education Programs

During 2008-09, more than 25,000 hours of customized training were delivered to area business on such topics as Blueprint Reading, Troubleshooting, Supervision, Customer Service, Communications, Team Building, Manufacturing Simulations, and Marketing.

Short-term career certification programs were offered in healthcare fields and the alternate route New Pathways to Teaching in New Jersey was offered to accelerate the process of teacher certification.

### K-12 Programs

- The School Counts! Program has issued more than 7,000 certificates; 92 School Counts! students have graduated from CCC; record numbers of School Counts! students are enrolling at the College.
- College and high school faculty met to align curricula in language arts and mathematics as part of the College's Strategic Plan.
- The Summer Academy for Kids included a 9 week program for ages 5-14.
- The Fine and Performing Arts Student Matinee Series offered live performances for more than 3,500 school children.

### Fine and Performing Arts Programs

Performing arts programs included approximately 240 different events attended by nearly 20,000 people:

- Art shows and exhibits of faculty, student, and community art work
- *High School Musical*, *The Crucible*, and *Beauty and the Beast* sponsored by the Arts and Humanities Division
- The FamilyTime Series for all generations of community residents
- One Book One College presentation by Jeannette Walls, author of *The Glass Castle*
- Concerts by the Bay Atlantic Symphony

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

### Other Community Programs and Events

During 2008-2009 examples of selected activities included:

- Southern New Jersey ESL Migrant Worker Program
- Campus-wide food drive for area agencies
- The Annual Seeking Out Alternative Roads (SOAR) Conference
- Cumberland County Science Fair
- Unity Day activities
- Hispanic Leadership Conference
- Phi Theta Kappa programs
- Cinco de Mayo celebration and performances

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

During 2008-09, 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.

### Individual Public Service Activities

Faculty, staff, and administrators have participated in the following associations and 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
- The New Jersey State Horticultural Society, Director
- Presentation for School Counts! Students at local high schools
- Southwoods Prison Ministry
- Cumberland County 4H Advisory Committee
- Zonta Club of Cumberland County
- Big Brothers/Big Sisters
- Court-Appointed Special Advocate
- Bayshore Discovery Project, Board Chair
- Community health and wellness programs offered by Nursing department
- ASPIRA of NJ Taskforce
- Latin American Educational Foundation
- Martin Luther King Outreach and Social Services Agency
- La Zeta Spanish Radio
- Cumberland Hispanic Literacy events
- New Jersey State Chamber of Commerce, Board of Directors
- South Jersey Healthcare, Board of Directors
- American Heart Association Heart Walk
- Leadership Cumberland County, Advisory Board
- Vineland Education Foundation
- Mayor's Advisory Committee for the Community Development Block Grant

In addition to the selected groups listed above, College faculty and staff participate in numerous other service organizations. Among these are United Way, Rotary, Kiwanis, Lions Club, AAUW, as well as numerous other 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**

Within the past two years, the College completed such major projects as construction of the Shirlee and Bernard Brown University Center and the Paul Navone Healthcare Education Center.

Both the Academic Building and the Library have undergone major renovations.

New Music and Art studios were added to the Fine and Performing Arts Center.

In 2008-09, the College completed site improvements including access roads, parking lots, and signage as part of the Chapter 12 funded construction.

## K. Other Institutional Information (Optional)

In 2005-06 Cumberland County College adopted its *Strategic Plan 2006-2011: Access, Alignment, and Accountability*. The Plan contains Four Strategic Directions and Eight Strategic Goals as listed below.

<p><b>Strategic Direction 1.</b> 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.</p>
<p><b>Strategic Goal 1.</b> 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.</p>
<p><b>Strategic Direction 2.</b> 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.</p>
<p><b>Strategic Goal 2.</b> 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.</p>
<p><b>Strategic Goal 4.</b> 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.</p>
<p><b>Strategic Goal 5.</b> Develop and deliver a variety of “work readiness” credentials.</p>
<p><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.</p>
<p><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.</p>
<p><b>Strategic Goal 6.</b> Provide multiple options for curriculum and services delivery aligned with student needs and availability.</p>
<p><b>Strategic Goal 7.</b> Communicate effectively with constituents from diverse language backgrounds.</p>
<p><b>Strategic Direction 4.</b> Identify, disseminate, and report on data points measuring a continuous improvement process.</p>
<p><b>Strategic Goal 8.</b> Develop strategies for measuring student success and utilize results to provide targeted support.</p>

Strategic objectives based on these goals are developed each year and monitored through the College’s Strategic Dashboard.