

ESSEX COUNTY COLLEGE



INSTITUTIONAL PROFILE

(Excellence and Accountability)

Submitted to
Commission on Higher Education

October, 2010

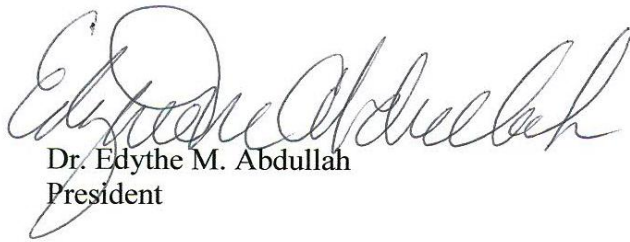
Office of Planning, Research & Assessment
Dr. J. Scott Drakulich
Associate Dean



PREFACE

This is the college's 16th institutional profile. The profile fulfills the 1994 Higher Education Restructuring Act mandate to "prepare and make available to the public an annual report on the condition of the institution." The indicators are established by the Commission on Higher Education. These include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, faculty characteristics, characteristics of the trustees, a profile of the institution, and public service and minor capital projects.

This profile is one indicator of our accomplishments and contributions to our community. Our annual *Fact Book* contains more information and may be obtained from our Planning, Research and Assessment Office at Essex County College.



Dr. Edythe M. Abdullah
President

FOREWARD

This report would be the college's 16th *Excellence and Accountability* report now known as our *Institutional Profile*.

As in the past, this report contains all mandated accountability indicators. These indicators include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, faculty characteristics, characteristics of the trustees, a profile of the institution, and major capital projects.

This year the college welcomed its sixth president. Dr. Edythe M. Abdullah comes to the college from the Downtown Campus of Florida State College in Jacksonville where she served as President. She holds a Juris Doctor degree from the University of Florida Holland Law Center in Gainesville and a Leadership Certificate in the Management of Lifelong Education from Harvard University.

With regard to the data element (students served) during the Fall 2009 semester we served 7,915 full-time students (59%) and 5,399 part-time students (41%) for a total of 13,314 students. This is a record enrollment for ECC and is based on an October 15th reporting date, not 10th day. We also served a total of 15,162 non-credit students during FY 09.

Two important outcome measures continue to be graduation and transfer rates and third-semester (Fall to Fall) retention rates. Our combined graduation and transfer rate for Fall 2006 FTFT degree-seeking freshmen is 18.9% (5.3% graduation + 13.6% transfer) an increase of 6.7 percent from last year.. This increase is due to the fact that we now track our out-of-state transfer students. The overall third-semester retention rate for ECC is 48.2% percent (down from 48.9 from last year).

Essex County College continues to increase its number of graduates. During FY 09 the number of degrees and certificates conferred increased from 941 to 962. The largest number of degrees granted was in the Health Professions area followed by Business Management, Liberal Arts/Sciences, Social Sciences and education. Nationally, the college continues to rank high in the number of minority Associate Degrees awarded. According to the June 14, 2010 issue of *Community College Week*, the college ranked 29rd in the total number of Associate Degrees awarded to Blacks in 2007-08 academic year.

The general enrollment profile of the institution has remained relatively consistent with regard to ethnicity and gender. For Fall 2009, 52 percent are Black, 23 percent Hispanic, 12 percent White and 4 percent Asian (unknown and other = 8 percent). The male/female ratio continues to be 40 percent male and 60 percent female. Twenty-five (25) percent of our students are 17 to 19 years old; 18 percent are 20 – 21; 15 percent are 22 – 24; and 14 percent are 25 – 29. Twenty-eight (28) percent are 30 and older.

Other information such as retention and graduation statistics for various cohorts are not presented in this report but may be found in the college's annual Fact Book.

TABLE OF CONTENTS

- I. Table of Contents
- II. Data by Category
 - A. Accreditation Status.....1
 - B. Number Served.....2
 - C. Characteristics of Undergraduate Students, Basic Skills Testing and Remediation.....3 – 12
 - D. Student Outcomes.....13
 - E. Faculty Characteristics.....14 – 15
 - F. Characteristics of the Trustees or Governors.....16
 - G. Profile of the Institution.....17 – 19
 - H. Grants Summary.....See Appendix A
 - J. Major Capital Projects.....21

Appendix A: *Grants Awarded to the College 2009-10*

ESSEX COUNTY COLLEGE
EXCELLENCE AND ACCOUNTABILITY
2009-2010

II. Data by Category

A. Accreditation status

1. Institutional Accreditation

Essex County College is accredited by the Middle States Commission on Higher Education and is licensed by the State of New Jersey through the Commission on Higher Education to operate and award associate degrees and certificates. In November, 2006 the Middle States Commission on Higher Education acted:
To accept the Periodic Review Report, to commend the institution for progress to date and for the quality of the report, and to reaffirm accreditation.

2. Professional Accreditation

Program	Accrediting Agent
Dental Assisting (Cert.)	American Dental Association/Council on Dental Education/Dental Assisting Section
Dental Hygiene	American Dental Association/Council on Dental Education/Dental Hygiene Section
Nursing	National League of Nursing
Ophthalmic Dispensing	Commission on Optician Accreditation
Physical Therapist Assistant	American Physical Therapy Association's Commission on Accreditation in Physical Therapy Education
Radiography	Commission on Accreditation for Allied Health Education Programs/Joint Review Committee on Education in Radiologic Technology
Respiratory Care/Respiratory Technician (Cert.)	Commission on Accreditation for Respiratory Care (COARC)
Civil Construction Engineering Tech. Electronic Engineering Tech. and Manufacturing Engineering Tech.	Accreditation Board for Engineering and Technology (ABET)

B. Number of Students Served

Number of undergraduates by attendance status: Fall 2009

Full-time = 7,915 (59.4%); Part-time = 5,399 (40.6%) Total 13,314*

Number of Non-credit students served FY 09 = 15,162 Open enrollment = 29,528

(source: SURE non-credit Open Enrollment File and NJIPEDS Form #31 without customized training)

Unduplicated headcount enrollment FY 2009 = 16,461; Credit hours 279,280

FTE = 9,309

(source: IPEDS 12-Month Enrollment Survey)

*Using October 15th census data

ESSEX COUNTY COLLEGE
Office of Planning, Research and Assessment
DISTRIBUTION OF COMPANION TEST SCORES
Fall 2009

SCORE	READING			MATH C			MATH A		
	N	%	% Bel	N	%	% Bel	N	%	% Bel
20	29	1.1%		217	8.3%		272	10.5%	
21				116	4.5%	8	149	5.7%	11
22	15	0.6%		3	0.1%	13	154	5.9%	
23	21	0.8%		140	5.4%		4	0.2%	22
24			2	1	0.0%		191	7.3%	
25	24	0.9%		4	0.2%		10	0.4%	30
26				160	6.2%		175	6.7%	
27	39	1.5%		3	0.1%	25	6	0.2%	
28	58	2.3%		148	5.7%		2	0.1%	
29	1	0.0%		2	0.1%		137	5.3%	
30	54	2.1%		1	0.0%	31	2	0.1%	42
31			9	140	5.4%		2	0.1%	
32	64	2.5%		3	0.1%		159	6.1%	
33	1	0.0%		1	0.0%		2	0.1%	
34	64	2.5%		176	6.8%		3	0.1%	48
35			15	2	0.1%	43	138	5.3%	
36	96	3.8%		4	0.2%		4	0.2%	
37				158	6.1%		4	0.2%	
38	2	0.1%		3	0.1%		4	0.2%	
39	103	4.0%		1	0.0%		120	4.6%	
40			22				3	0.1%	59
41	1	0.0%		131	5.0%		4	0.2%	
42	108	4.2%		4	0.2%		3	0.1%	
43			27	1	0.0%	55	118	4.5%	
44	1	0.0%		117	4.5%				64
45	98	3.8%		4	0.2%				
46	1	0.0%		3	0.1%		111	4.3%	
47			31	2	0.1%		2	0.1%	
48	133	5.2%		106	4.1%		2	0.1%	
49	2	0.1%		1	0.0%	64	1	0.0%	
50			36	3	0.1%		96	3.7%	
51	154	6.0%		4	0.2%		1	0.0%	72
52			42	92	3.5%		2	0.1%	
53	2	0.1%		5	0.2%		1	0.0%	
54				1	0.0%		79	3.0%	
55	125	4.9%		1	0.0%		3	0.1%	
56			47	86	3.3%		6	0.2%	76
57				4	0.2%		1	0.0%	
58	2	0.1%					69	2.7%	
59	145	5.7%		2	0.1%	71	3	0.1%	
60	2	0.1%		88	3.4%		6	0.2%	
61	2	0.1%		3	0.1%		4	0.2%	79
62			53	4	0.2%		1	0.0%	
63	147	5.8%		4	0.2%		71	2.7%	
64	1	0.0%		68	2.6%		4	0.2%	
65	2	0.1%		3	0.1%		3	0.1%	
66	1	0.0%		3	0.1%	77	9	0.3%	
67	142	5.6%		1	0.0%		55	2.1%	
68			64	64	2.5%				
69	2	0.1%		6	0.2%				84
70	3	0.1%		4	0.2%		6	0.2%	
71	137	5.4%		9	0.3%		54	2.1%	
72			70	73	2.8%		4	0.2%	
73	1	0.0%		3	0.1%		8	0.3%	
74	5	0.2%		5	0.2%				
75	132	5.2%		5	0.2%	84	45	1.7%	
76	1	0.0%		59	2.3%		2	0.1%	
77	1	0.0%		7	0.3%		1	0.0%	
78			75	3	0.1%		6	0.2%	
79	163	6.4%		4	0.2%		6	0.2%	
80	1	0.0%		7	0.3%		37	1.4%	
81	1	0.0%		56	2.2%		7	0.3%	91
82	2	0.1%		2	0.1%	89	4	0.2%	
83			82	3	0.1%		13	0.5%	
84	102	4.0%		1	0.0%		33	1.3%	
85			86	50	1.9%		4	0.2%	
86				5	0.2%				

SCORE	READING			MATH C			MATH A		
	N	%	% Bel	N	%	% Bel	N	%	% Bel
87	1	0.0%		2	0.1%		1	0.0%	
88	86	3.4%		3	0.1%	92	1	0.0%	
89	2	0.1%	89	35	1.3%		33	1.3%	
90	2	0.1%		3	0.1%				
91	4	0.2%		3	0.1%				
92	76	3.0%		5	0.2%		6	0.2%	
93	1	0.0%	93	35	1.3%	94	1	0.0%	95
94							22	0.8%	
95				1	0.0%		2	0.1%	
96	69	2.7%	96	2	0.1%		3	0.1%	
97				9	0.3%		1	0.0%	
98				33	1.3%		19	0.7%	
99	44	1.7%	98	2	0.1%		1	0.0%	
100		0.0%		3	0.1%		2	0.1%	
101		0.0%		2	0.1%		1	0.0%	
102	1	0.0%		19	0.7%	97	27	1.0%	
103	36	1.4%	99	2	0.1%		1	0.0%	98
104	1	0.0%		4	0.2%		2	0.1%	
105				2	0.1%		1	0.0%	
106				17	0.7%		10	0.4%	
107	20	0.8%		3	0.1%				
108	2	0.1%		3	0.1%		6	0.2%	
109	1	0.0%			0.0%		2	0.1%	
110				10	0.4%	99	12	0.5%	99
111	6	0.2%		1	0.0%		1	0.0%	
112				1	0.0%		1	0.0%	
113							7	0.3%	
114				4	0.2%		2	0.1%	
115							1	0.0%	
116	8	0.3%		1	0.0%		6	0.2%	
117									
118				2	0.1%				
119				2	0.1%		2	0.1%	
120				1	0.0%		2	0.1%	
TOTAL	2,551			2,600			2,602		

PLACEMENT		
Reading	Math	
EST who need reading based on reading score of 79 = 81.7%	086	80.3%
	092	6.1%
	Possible 100 or higher	11.1%

ESSAY SCORE	N	%	% Below
0	4	0.2%	
2	15	0.6%	
3	15	0.6%	1
4	205	8.5%	2
5	256	10.6%	9
6	1,205	49.8%	20
7	320	13.2%	69
8	340	14.1%	83
9	51	2.1%	97
10	6	0.2%	99
11	1	0.0%	99
12	0	0.0%	99
TOTAL	2,418		

PLACEMENT	
English	
088	24.0%
096	61.4%
101*	14.5%
* Includes 8 cut-off score	

2. REMEDIATION / DEVELOPMENT EDUCATION

1. **Name of basic skills placement test administered and criteria (if any) for selecting test takers in fall 2009**

Companion

2. **Total number of undergraduate students enrolled in Fall 2009**

Total Fall 2009 Undergraduate Enrollment	Number of students enrolled in one or more remedial courses	% of Total
13,314	5,354	40.2%

3. **Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2009.**

Total number of FTFT Students	Number of FTFT Students Enrolled in one or more remedial courses	Percent of FTFT Enrolled in one or more remedial courses
2,671	2,227	83.4%

4. **First-time, full-time students (FTFT) enrolled in remediation in Fall 2009 by subject area.**

Subject Area	Number of FTFT Enrolled in	Percent of all FTFT Enrolled in
Reading	271	10.1%
Writing		
Math Computation	1,528	57.2%
Elem. Algebra	148	5.5%

(For institutions who do not separate reading & writing))

Total English	1,922	72.0%		
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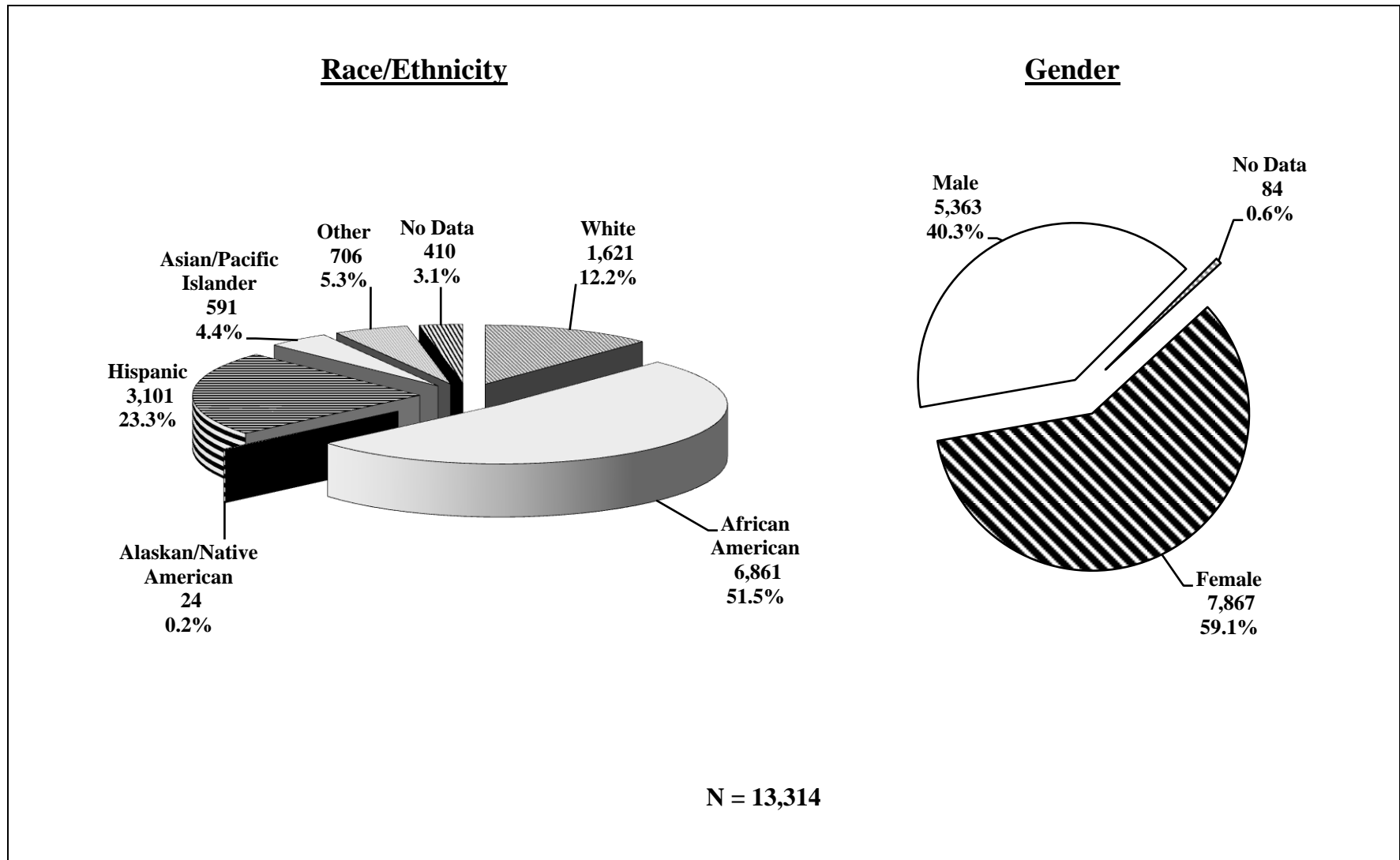
Note: Percentages should be computed using the total number provided in part 3.

Essex																
Undergraduate Enrollment by Race/Ethnicity, Fall 2009																
	White		Black		Hispanic		Asian		American Ind.		Alien		Race Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	726	9.2%	4,099	51.8%	1,867	23.6%	227	2.9%	16	0.2%	426	5.4%	554	7.0%	7,915	100.0%
Part-time	822	15.2%	2,595	48.1%	1,051	19.5%	257	4.8%	7	0.1%	212	3.9%	455	8.4%	5,399	100.0%
Total	1,548	11.6%	6,694	50.3%	2,918	21.9%	484	3.6%	23	0.2%	638	4.8%	1,009	7.6%	13,314	100.0%

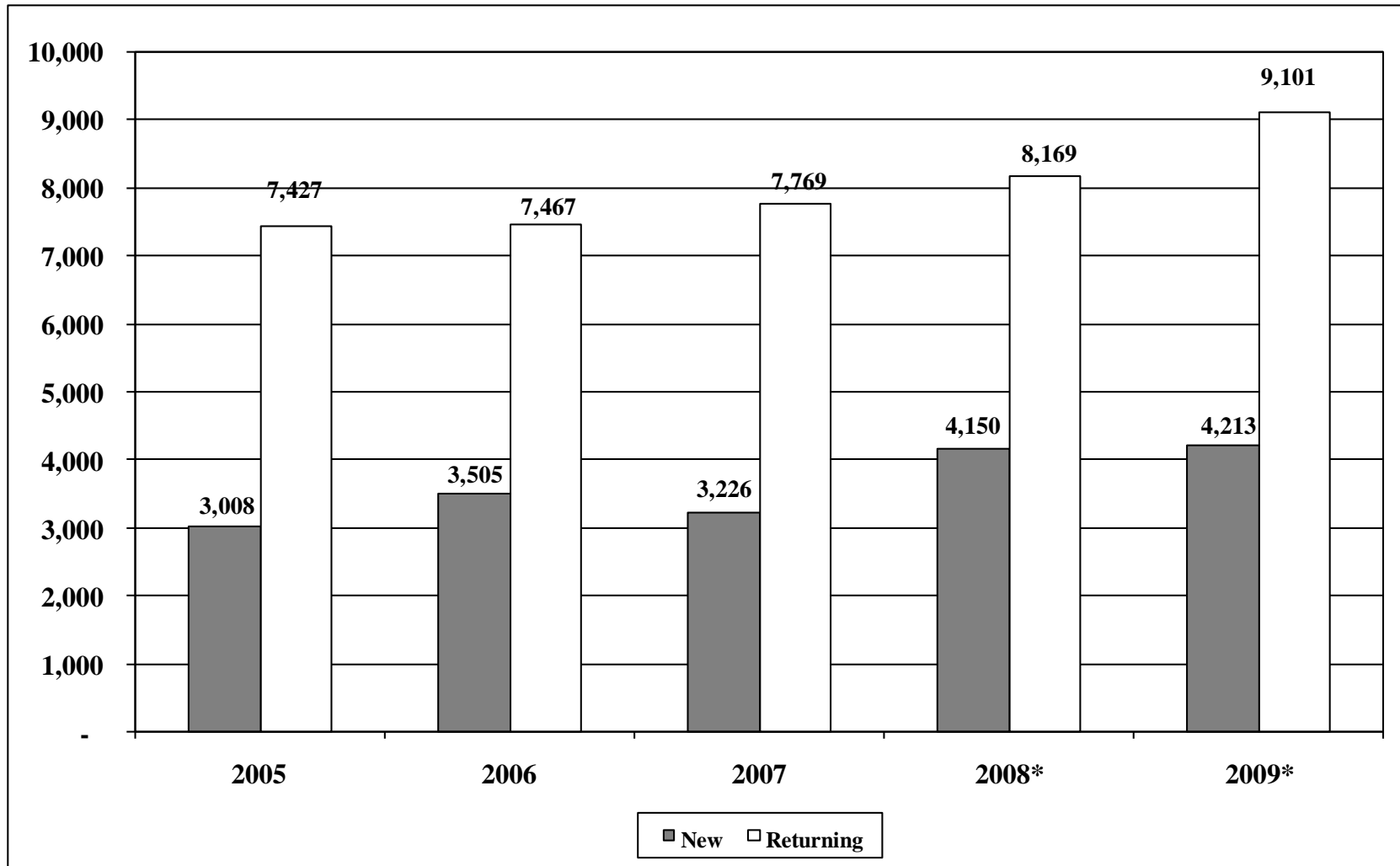
Undergraduate Enrollment by Sex, Fall 2009														
Male	Pct	Full-time Female	Pct	Total	Male	Pct	Part-time Female	Pct	Total	Male	Pct	Total Female	Pct	Total
3,353	42.4%	4,562	57.6%	7,915	2,094	38.8%	3,305	61.2%	5,399	5,447	40.9%	7,867	59.1%	13,314

Undergraduate Enrollment by Age, Fall 2009													
		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Num	95	2,404	1,700	1,172	984	559	357	470	168	4	2	7,915
	Pct	1.2%	30.4%	21.5%	14.8%	12.4%	7.1%	4.5%	5.9%	2.1%	00.1%	0.0%	100.0%
Part-time	Num	295	478	726	862	903	609	452	690	302	44	138	5,399
	Pct	5.5%	8.9%	13.4%	16.0%	16.7%	11.3%	8.4%	12.8%	5.6%	0.8%	0.7%	100.0%
Total	Num	390	2,882	2,426	2,034	1,887	1,168	809	1,160	470	48	40	13,314
	Pct	2.9%	21.6%	18.2%	15.3%	14.2%	8.8%	6.1%	8.7%	3.5%	0.4%	0.3%	100.0%

FALL 2009 ENROLLMENT BY RACE/ETHNICITY AND GENDER



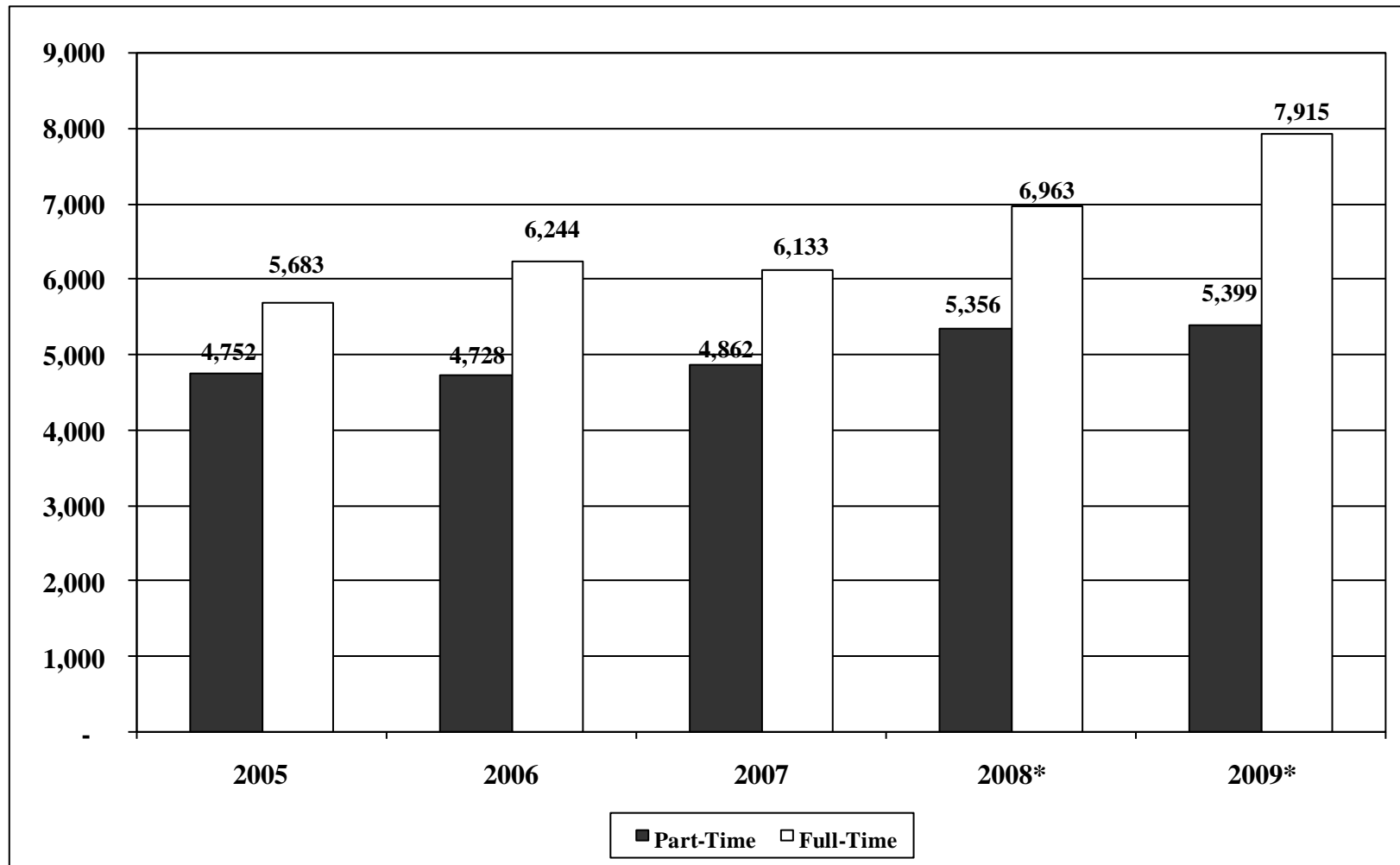
FALL ENROLLMENT NEW / RETURNING COMPARISON 2005 -2009



* October 15

Source: ECC Fall Enrollment Data

FALL ENROLLMENT FULL-TIME / PART-TIME COMPARISON 2005 - 2009

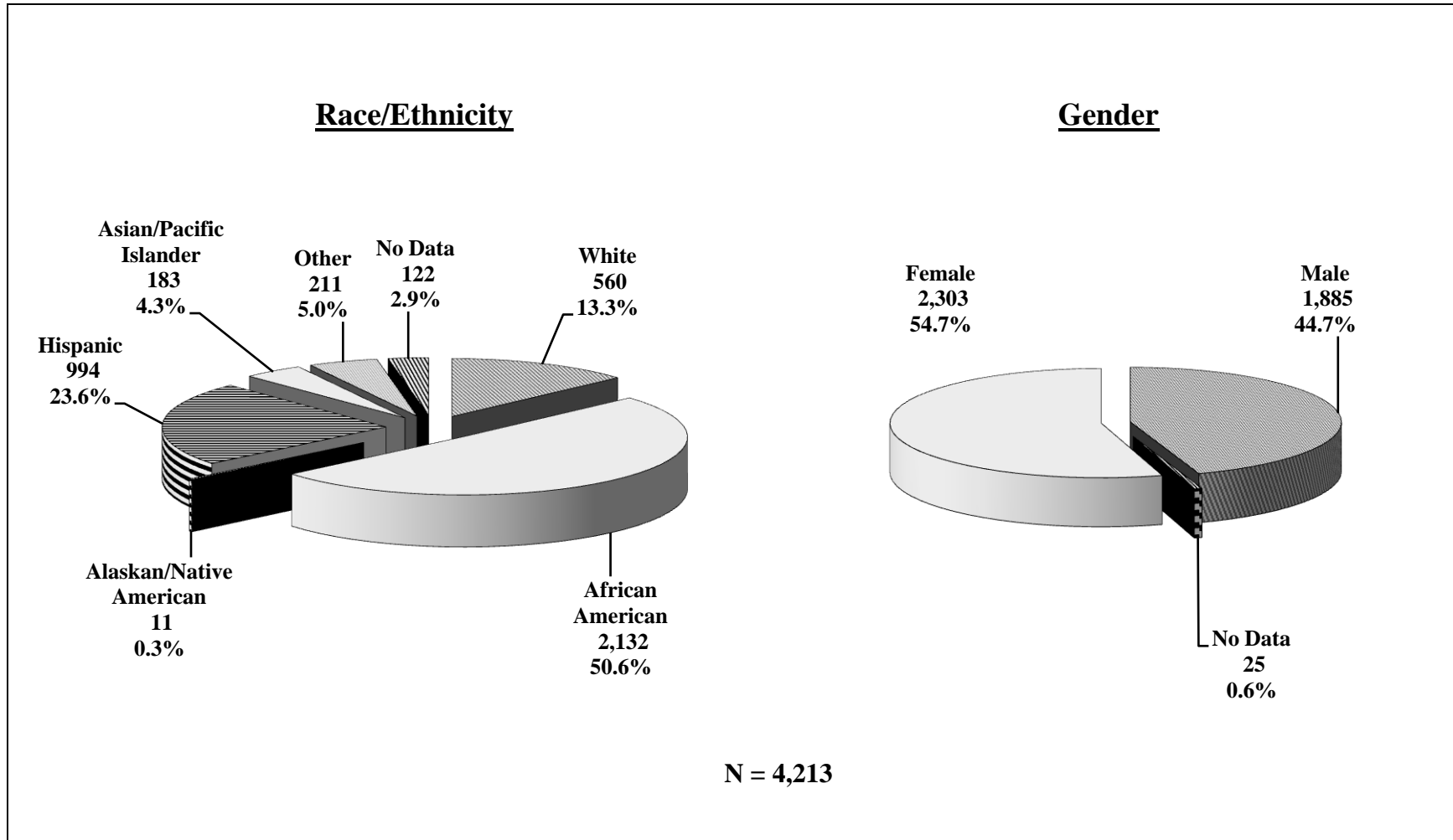


* October 15

Source: ECC Fall Enrollment Data

FALL 2009 FRESHMAN PROFILE

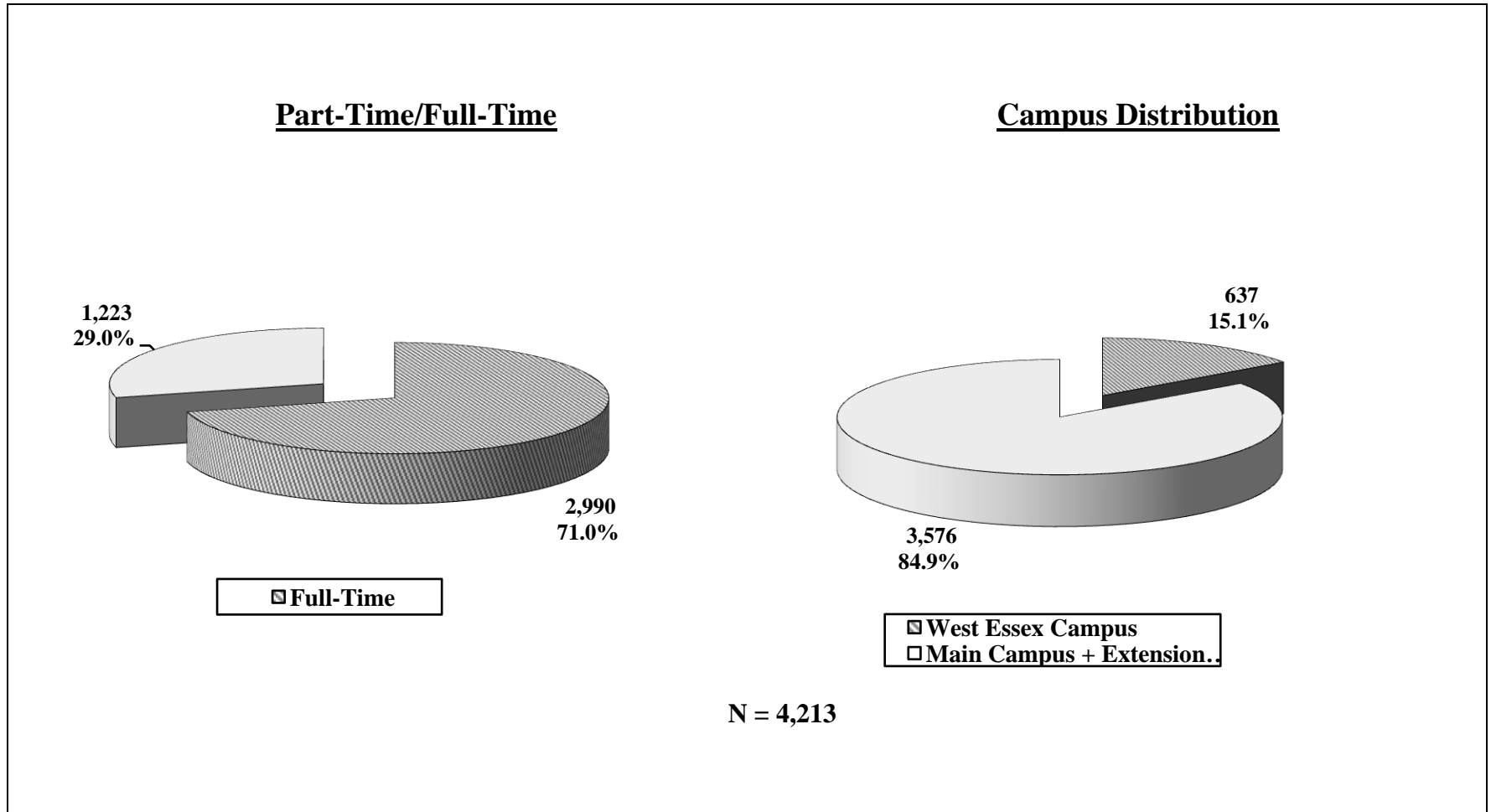
By Race/Ethnicity and Gender



Source: Fall 2009 October 15th Enrollment Data

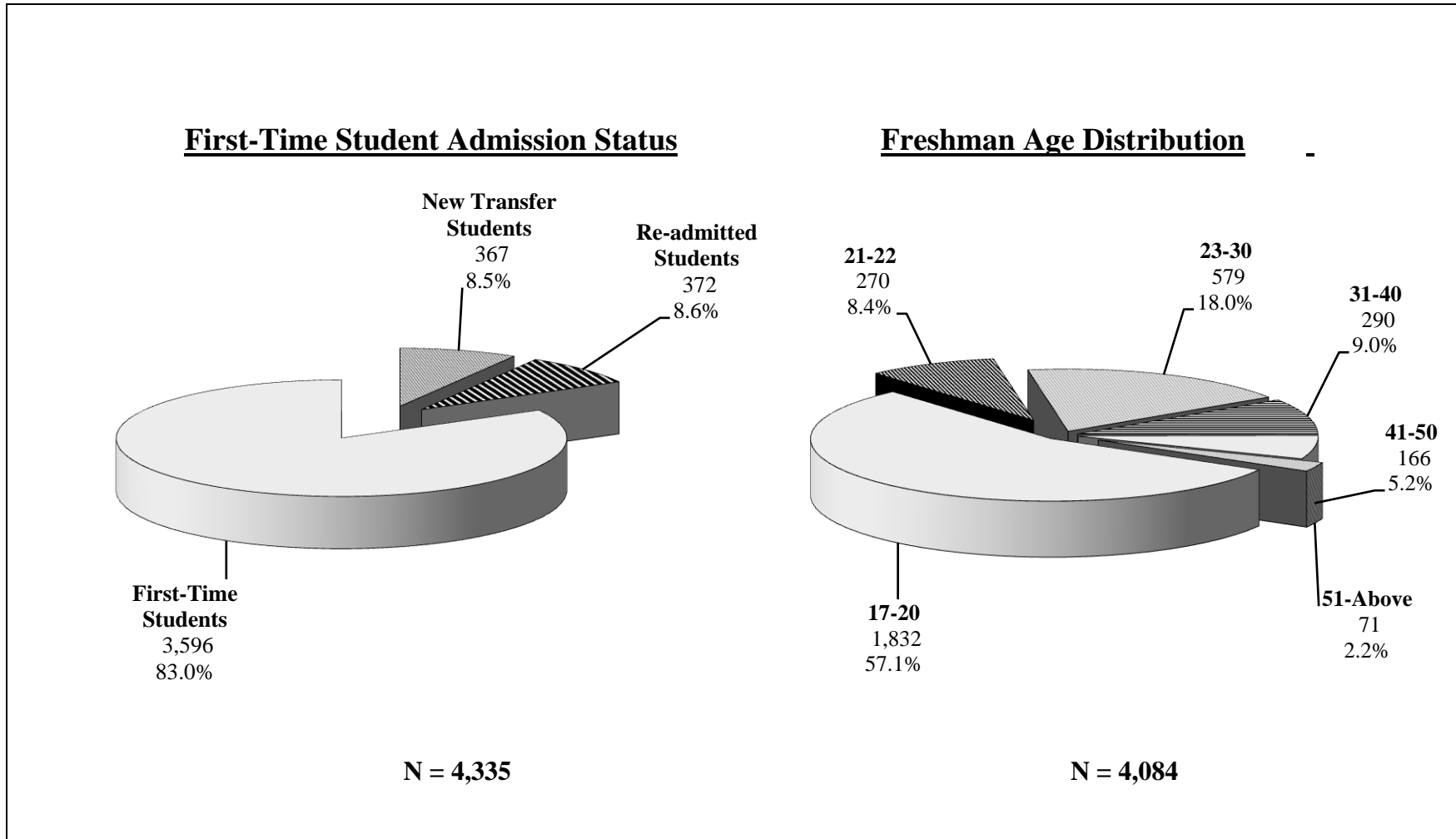
FALL 2009 FRESHMAN PROFILE

Part-Time/Full-Time Status and Campus Distribution



Source: Fall 2009 October 15th Enrollment Data

FALL 2009 FIRST-TIME STUDENT ADMISSION STATUS AND FRESHMAN AGE DISTRIBUTION



Source: Fall 2009 October 15th Enrollment Data

D. Student Outcomes

1. Graduation Rates by Race/Ethnicity

Three-Year Graduation and Transfer Rates of Fall 2006 Full-time First-time Degree/Certificate Seeking Students 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 2006 Cohort	169		1,301		553		53		209		181		2,466	
Graduated after 3 Years	18	10.7%	60	4.6%	25	4.5%	4	7.5%	5	2.4%	18	9.9%	130	5.3%
Transferred	31	18.3%	185	14.2%	60	10.8%	6	11.3%	21	10.0%	33	18.2%	336	13.6%

* Other includes American Indian and Unknown Race.

NOTE: 3 year GRS Completers 130/2,466 = 5.3%% Transfers 336/2,466 = 13.6%

NOTE: Fall 2006 Two-Year Graduation Rate for Full-time First-time Degree/Certificate Seeking Students

Fall 2006 Cohort 2,466 Graduated after 2 Years N=21 0.9% Source: IPEDS GRS

2. Third Semester Retention Rates

Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2007 to Fall 2008

Full-Time

First-Time Fall 2008 = 2,596 Retained Fall 2009 = 1,250 or 48.2%

Part-Time

First-Time Fall 2008 = 522 Retained Fall 2009 = 180 or 34.5%

E. Faculty Characteristics

1. Full-time faculty by ethnicity, sex and tenure status.

Fall 2009 Summary here - also see page 13A

Legend: **B** = Black; **A/PI** = Asian, Pacific Islander; **H** = Hispanic;
W = White; **Un** = Unknown; No Native Indian

<u>FACULTY (All FT)</u>	<u>B</u>	<u>A/PI</u>	<u>H</u>	<u>W</u>	<u>Un</u>	<u>TOTAL</u>
FT Male	19	4	6	34	2	65
FT Female	24	5	10	27	1	67
Total	43	9	16	61	3	132

<u>TENURED FACULTY</u>	<u>B</u>	<u>A/PI</u>	<u>H</u>	<u>W</u>	<u>Un</u>	<u>TOTAL</u>
FT Male	13	1	4	29	1	48
FT Female	18	4	9	20	0	51
Total	31	5	13	49	1	99

Source: CHE

- 75.0% Percent of the faculty are tenured.

2. Percent of course sections taught by full-time faculty.

Fall 2009 sections = 1,431

Taught by Full-time = 467 or 32.6%

Taught by Part-time = 964 or 67.4%

Fall 2009 full-time faculty = 132 and part time = 578. Percent of full-time faculty = $132/710 = 18.6\%$ Part-time = 81.4%

Source: IPEDS & Academic Deans Office

Full-Time Faculty by Race/Ethnicity, Sex, Tenure and Academic Rank, Fall 2009

	<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>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	11	5	2	0	2	1	1	0	0	0	0	0	1	0	17	6
Associate Prof.	6	8	5	4	2	4	0	0	0	0	0	0	0	0	13	16
Assistant Prof.	8	4	5	10	0	2	0	2	0	0	0	0	0	0	13	18
All Others	4	3	1	4	0	2	0	2	0	0	0	0	0	0	5	11
TOTAL	29	20	13	18	4	9	1	4	0	0	0	0	1	0	48	51
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
Assistant Prof.	0	1	2	0	1	0	2	0	0	0	0	0	0	0	6	1
All Others	5	6	3	5	1	1	1	1	0	0	0	0	0	1	10	14
TOTAL	5	7	6	6	2	1	3	1	0	0	0	0	0	1	17	16
Total																
Professors	11	5	2	0	2	1	1	0	0	0	0	0	1	0	17	6
Associate Prof.	6	8	6	5	2	4	0	0	0	0	0	0	0	0	14	17
Assistant Prof.	8	5	7	10	1	2	2	2	0	0	0	0	1	0	19	19
All Others	9	9	4	9	1	3	1	3	0	0	0	0	0	1	15	25
TOTAL	34	27	19	24	6	10	4	5	0	0	0	0	2	1	65	67

F. Characteristics of the trustees or governors:

1. List of trustees / governors with titles and affiliations

<u>Name</u>	<u>Title</u>	<u>Occupation</u>	<u>ETH</u>	<u>GEN</u>
Reginald T. Jackson	Chairperson	Minister	B	M
Thomas P. Scrivo	Vice Chairperson	Attorney	W	M
William Vazquez	Treasurer	Health Care Executive	H	M
Alfred H. Bundy	Secretary	Education Consultant	B	M
Shelia T. Baynes	Trustee	Retired Executive	B	F
Dr. Lawrence Feinsod	Trustee	Essex County Executive Superintendent of Schools	W	M
Joseph Fiordaliso	Trustee	Commissioner of the NJ Board of Public Utilities	W	M
Jeweline Grimes	Trustee	Community Outreach Coordinator	B	F
Stacey LG Jennings	Trustee	Corporate Executive	B	F
Calvin Souder	Trustee	Attorney	B	M
Levine B. West, Sr.	Trustee	Minister	B	M
President Edythe M. Abdullah and ex-officio member				

Note: ETH – Ethnic Background; GEN – Gender
 Source: President’s Office

2. Race/Ethnicity and Gender of Governing Board
 Summary

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	3	4	1	0	0	0	0	8
Female	0	3	0	0	0	0	0	3
Total	3	7	1	0	0	0	0	11

URL http://www.essex.edu/admin/ecc_trustee_members.html

G. A profile of the institution

1. Degree and Certificate Programs by Divisions/Departments

DIVISION OF ALLIED HEALTH

Dental Assisting, C
Dental Hygiene, AAS
Dietary Management, C
Health Science, AS
Physical Therapist Assistant, AAS
Radiography, AAS
Respiratory Care, AS
Vision Care Technology, AAS

DIVISION OF BILINGUAL STUDIES

Liberal Arts: Spanish Language Option, AA

DIVISION OF BIOLOGY AND CHEMISTRY

Biology, Pre-Medicine, AS
Biotechnology, AAS
Biotechnology, C
Chemical Technology, AAS
Chemical Technology, C
Chemistry, AS
Environmental Science, AAS
General Science, AS

DIVISION OF BUSINESS

Accounting, AAS
Accounting, AS
Business Administration, AAS
Business Administration, AS
Business Administration: Financial Services Option, AAS
Business Administration: Hospitality Management Option, AAS
Business Administration: Microcomputer Applications Option, AAS
Business Administration: Office Adm. and Computer Tech. Option, AAS
Business Career Development, C
Business Paraprofessional, C
Information Systems Office Operations, C
Internet – Web Page Design Specialist, C
Microcomputer Systems Applications, AAS
Office Assistant Program, C Word Processing Program, C

Degrees and Certificate Programs continued:

DIVISION OF ENGINEERING TECHNOLOGIES AND COMPUTER SCIENCE

Applied Computer Science, AS
Architectural Technology, AAS
Civil Construction Engineering Technology, AAS
Civil Construction Engineering Technology: Land Surveying Option, AAS
Computer-Aided Design Technology, C
Computer Information Systems, AS
Computer Science, AS
Electronic Engineering Technology, AAS
Energy Utility Technology, AAS
Engineering, AS
Geographic Information Systems, C
Internetworking Technology, C
Mechanical Engineering Technology, AAS
Mechanical Engineering Tech: Manufacturing Engineering Tech. Option, AAS
Network Technology, C
Technical Studies, AAS
Technical Studies Program, Uniform Construction Code Tech. Option, AAS

DIVISION OF HUMANITIES

Art, AA
Art, C
Digital Media & Electronic Publishing, C
Liberal Arts, AA
Liberal Arts: Africana Studies Option AA
Liberal Arts: Communications Option, AA
Liberal Arts: Journalism Option, AA
Music, AS
New Media Technology, AAS

DIVISION OF MATHEMATICS AND PHYSICS

Mathematics, AS

DEPARTMENT OF NURSING

Nursing, AAS
Nursing, LPN Articulation Option, AAS
LPN Certificate Program, C

Degrees and Certificate Programs continued:

DIVISION OF SOCIAL SCIENCES

Childhood Development Associate Certification Program

Criminal Justice, AS

Education, AA

Human and Social Services AAS – offering specializations in Psychology,
Alcohol and Substance Abuse and Social Work

Human and Social Services, C

Legal Secretary Certificate, C

Nurse Paralegal Certificate, C

Massage Therapy, C

Paralegal Certificate, C

Paralegal Studies Program, AS

Physical Education, AS

Psychosocial Rehabilitation and Treatment Program, AAS

Social Science, AS

COMMUNITY AND CONTINUING EDUCATION

Building Code Technology, C

Electrical Code Technology, C

Fire Code Technology, C

Plumbing Code Technology, C

2. Other

Articulation Agreements:

Berkeley College

Bloomfield College

Centenary College

Clark Atlanta University

Drexel University

Fairleigh Dickinson University

Felician College (nursing)

John Jay College of Criminal Justice

Kean University of New Jersey

Mercy College

Montclair State University

New Jersey City University

New Jersey Inst. of Technology

New York University

Palmer College of Chiropractic

Rutgers University

St. Peter's College

Seton Hall University

Thomas Edison State College

University of Phoenix

William Patterson College

H. Major research and public service activities:

See appendix on grants received 2009-2010: Appendix A

I. Major Capital projects:

Revitalizing Biology and Chemistry labs over a three year period.

APPENDIX A

GRANTS AWARDED TO THE COLLEGE

2009 - 2010

Essex County College
2009-10 External Funding

Predominantly Black Institutions \$467,946: U.S. Department of Education Office of Postsecondary Education, purpose to create a learning environment that will provide a cohort of 300 African American males with academic programs, tutoring, student advisors, mentoring, career opportunities and other supportive services to increase their success rates in remedial mathematics and English.

Carl D. Perkins Vocational & Technical Education Act \$669,586: New Jersey Department of Education, purpose to support the Tech-Prep Program which provides students with vocational training while granting college credits in the areas of computer graphics, business and communications; to support the National Work Readiness Credential Certification that will strengthen student skills by providing them with the opportunity to earn a national portable certification of work readiness; to support the Summer Connections program that will strengthen the subject skill of freshman majoring in Business, Allied Health, and Law during a 4-week summer bridge; to support the Certified Clinical Medical Assistant program designed to prepare students for entry-level positions in private medical offices, hospitals, home health care agencies, nursing homes, clinics and diagnostic centers; to support Nursing Clinical support to first year students in both the RN and LPN programs. The program will help increase the number of hours students spend in the skills lab for practice, decrease the percentage of students who report being unprepared for clinical practice after graduation, and improve program retention rates; to support the Professional Business Certificate which supports the existing degree programs in Business Administration. The certificate will provide students the opportunity to take courses outside of a traditional classroom setting, therefore providing the confidence of managing time, technology and themselves in a rigorous academic course of study; to support faculty development that will be offered to both full-time and part-time faculty in instructional technology and its integration into curricula; and to provide full and part-time support to maintain the SMART classrooms and mobile multimedia stations. Individuals will work with faculty on the proper usage of equipment, and faculty training for curriculum integration.

Educational Opportunity Fund \$595,646: New Jersey Commission on Higher Education, purpose to provide access to higher education for those who have been burdened with economic and educational disadvantages.

Student Support Services \$433,369: U.S. Department of Education. To improve the retention and graduation rate of economically disadvantaged, first generation of college students through basic skills instruction and ancillary support services.

Ready for College \$178,443: U.S. Department of Education Office of Vocational and Adult Education, a national initiative aimed at assisting Adult Secondary Education (ASE) programs improve the college readiness of out-of-school young adults ages 18-24.

Talent Search \$393,692: U.S. Department of Education, offered counseling, tutoring, cultural activities and academic classes to sixth through twelfth graders whose educational, social and economic deprivation is continuous.

College Bound Tech Program \$299,000: New Jersey Commission on Higher Education, a college preparatory program designed to provide tutoring, counseling, academic classes in science, math/technology, college placement and personal development to Newark students through participation in an array of educational/cultural activities.

Gateway to College Program \$300,000: Wal-Mart Foundation via the Gateway to College National Network, to provide alternative pathways to out-of-school youth. An arrangement between Essex County College and Newark Public Schools allows program participants to satisfy their high school requirements by completing designated course work at the college while also pursuing their associate degree. Participants will be awarded their high school diploma from their home district, while also having accumulated significant college credit.

Urban Women Program \$95,000: Department of Community Affairs, Division on Women that provides job training and other services for dependent unemployed or underemployed urban women. The project will assist these women in attaining skills to be successful in the job market.

Adult Basic Education Grant \$2,307,180: New Jersey Department of Labor, to provide adult basic education that also includes English as a Second Language and GED Preparation.

Training, Inc., \$1,070,136: Essex County Division of Training and Employment, to support job training, Image Enhancement a dress-for-success/counseling service, software application, One-Stop Center Workforce Development, and Inter-Agency Staff Development.

Training, Inc., \$110,000: Prudential Foundation, to provide general operating support.

Training, Inc., \$70,000: Victoria Foundation or general operating support.

Next Step Program \$201,040: the Nicholson Foundation, to assist individuals from halfway and recovery houses with re-entry into society.

Kintock Distance Learning Project \$92,640: The Nicholson Foundation, to assist ex-offenders with on-line learning that will help with re-entry into society.

Forge grant \$225,990: The Nicholson Foundation, to provide female offenders with one-stop services in an effort to reduce recidivism in Essex County.

Child Development Center \$164,737: U.S. Department of Human Services, funding is to support Abbott eligible students.

Science, Technology, Engineering and Mathematics (STEM) Talent Expansion Program \$199,998: National Science Foundation. “Cultivating the STEM” – to increase the retention, graduation and transfer rates of a largely underrepresented minority student population. The project targets six programs: Chemistry, Civil Construction Engineering Technology, Engineering, Manufacturing Engineering Technology, Mathematics and Biology.

Scholarships for Disadvantaged Students \$81,368: U.S. Department of Health and Human Services, Health Resources and Services Administration, to provide scholarships to nursing students in an effort to increase the number of economically/educationally disadvantaged persons who are prepared to enter the nursing profession.

Center for Academic Foundations \$197,200: Victoria Foundation, to provide intensive support for students in need of basic Math proficiencies and English remediation through learning communities and an applied functional teaching approach.

Law Enforcement Officers Training and Equipment Fund \$205,039: New Jersey State Division of Criminal Justice Police Training Commission, to support the development and provision of basic and in-service training courses for law enforcement officers and the purchase of training equipment.

GIS Homeland Security \$129,050: The County of Essex, to create a collaborative partnership with Essex County College in supporting the implementation of the FEMA All Hazard Mitigation Plan grant in conjunction with Essex County Municipalities providing education, training, GIS support and public outreach.

Division of Youth and Family Services \$91,971: New Jersey Department of Human Services, to provide parenting skills training for DYFS referred clients which includes interactive observations between parent and child.

Child Development Center Food Program \$59,294: New Jersey Department of Education, to provide nutritious meals to youth enrolled in the summer programs.

Louis Stokes Alliance for Minority Participation (LSAMP) \$45,048: National Science Foundation, to provide a three part program that includes recruitment of scholars, financial support, and academic support of students interested in pursuing a degree in the Science, Technology, Engineering and Math (STEM) fields.

Truancy Alternative Program \$33,860: Newark Board of Education & Newark Municipal Court, to provide parenting skills to parents of chronic truant students.

College Access Challenge Grant \$10,000: New Jersey Commission on Higher Education, purpose to provide direct assistance to students and their families in completing and submitting the Free Application for Federal Student Aid (FAFSA).