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Attached herewith is the 2010 Institutional Profile for Mercer County Community College. This information provides a snapshot of the state of our institution.

Dr. Patricia C. Donohue
President
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 2005 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. The Periodic Review Report (PRR) was filed in May 2010; it provided a comprehensive overview of institutional progress since the College’s decennial self-study and team visit in 2005 and its progress letters in 2007 and 2008.

Professional Accreditations

The New Jersey Board of Nursing approves and the National League for Nursing Accreditation Commission (NLNAC) accredits the college’s Associate Degree Nursing program. 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 for Engineering & Technology accredits the Civil Engineering Technology program. 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 Aviation Accreditation Board International.
Mercer
Table II.B.1:
Undergraduate Credit Enrollment by Attendance Status, Fall 2009

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>4,372</td>
<td>45.4%</td>
<td>5,249</td>
<td>54.6%</td>
<td>9,621</td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

Mercer
Table II.B.3:
Non-Credit Enrollment, FY 2009

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Registrations(^1)</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>24,335</td>
<td>8,372</td>
<td>836,484</td>
<td>1,859</td>
</tr>
<tr>
<td>Customized Training</td>
<td>3,201</td>
<td></td>
<td>42,239</td>
<td>94</td>
</tr>
</tbody>
</table>

\(^1\)Includes all registrations in any course that started on July 1, 2008 through June 30, 2009

\(^2\)FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

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

Mercer
Table II.B.4:
Unduplicated Enrollment, FY 2009#

<table>
<thead>
<tr>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>13,327</td>
<td>186,718</td>
<td>6,224</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment Survey

\# Data is for Academic Year September 1, 2008 thru August 31, 2009, not FY.
Mercer

II.C.2 REMEDIATION / DEVELOPMENT EDUCATION

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

Accuplacer

2 Total number of undergraduate students enrolled in Fall 2009

<table>
<thead>
<tr>
<th>Number of students enrolled in one or more remedial courses</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fall 2009 Undergraduate enrollment</td>
<td>9,621</td>
</tr>
<tr>
<td></td>
<td>2,365</td>
</tr>
<tr>
<td></td>
<td>24.6%</td>
</tr>
</tbody>
</table>

Total enrollment = includes all students, FT, PT, returning, transfers, etc.

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

<table>
<thead>
<tr>
<th>Total number of FTFT Students</th>
<th>No. of FTFT students enrolled in one or more remedial courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,623</td>
<td>1,013</td>
<td>62.4%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject area</th>
<th>No. enrolled</th>
<th>% of all FTFT enrolled in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>585</td>
<td>36.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>588</td>
<td>36.2%</td>
</tr>
<tr>
<td>Math Computation</td>
<td>741</td>
<td>45.7%</td>
</tr>
<tr>
<td>Elem. Algebra</td>
<td>201</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment File
Table II.C.3.a: Undergraduate Enrollment by Race/Ethnicity, Fall 2009

<table>
<thead>
<tr>
<th>Race</th>
<th>Num</th>
<th>Pct</th>
<th>Num</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,845</td>
<td>42.2%</td>
<td>1,058</td>
<td>24.2%</td>
</tr>
<tr>
<td>Black</td>
<td>522</td>
<td>11.9%</td>
<td>240</td>
<td>5.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24</td>
<td>0.1%</td>
<td>4</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian*</td>
<td>461</td>
<td>10.5%</td>
<td>4,372</td>
<td>100.0%</td>
</tr>
<tr>
<td>Amer. Ind.</td>
<td>461</td>
<td>10.5%</td>
<td>4,372</td>
<td>100.0%</td>
</tr>
<tr>
<td>Alien</td>
<td>557</td>
<td>10.6%</td>
<td>5,249</td>
<td>100.0%</td>
</tr>
<tr>
<td>Race Unknown*</td>
<td>557</td>
<td>10.6%</td>
<td>5,249</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>9,621</td>
<td>100.0%</td>
<td>9,621</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

Source: IPEDS Fall Enrollment Survey
Mercer County Community College Institutional Profile, 2010

Table II.C.3.b:
Undergraduate Enrollment by Gender, Fall 2009

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Full-time</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Part-time</th>
<th>Part-time</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1,978</td>
<td>2,394</td>
<td>4,372</td>
<td>2,313</td>
<td>2,936</td>
<td>5,249</td>
<td>4,291</td>
<td>5,330</td>
</tr>
<tr>
<td>Female</td>
<td>54.8%</td>
<td>55.9%</td>
<td>54.8%</td>
<td>44.1%</td>
<td>55.9%</td>
<td>55.4%</td>
<td>44.6%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Pct</td>
<td>45.2%</td>
<td>44.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey
Mercer

Table II.C.3.c:
Undergraduate Enrollment by Age, Fall 2009

<table>
<thead>
<tr>
<th></th>
<th>LT 18</th>
<th>18-19</th>
<th>20-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-64</th>
<th>65+</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Num</td>
<td>24</td>
<td>2,000</td>
<td>1,090</td>
<td>501</td>
<td>326</td>
<td>130</td>
<td>96</td>
<td>150</td>
<td>48</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Pct</td>
<td>0.5%</td>
<td>45.7%</td>
<td>24.9%</td>
<td>11.5%</td>
<td>7.5%</td>
<td>3.0%</td>
<td>2.2%</td>
<td>3.4%</td>
<td>1.1%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Part-time</td>
<td>Num</td>
<td>128</td>
<td>439</td>
<td>856</td>
<td>923</td>
<td>927</td>
<td>539</td>
<td>404</td>
<td>634</td>
<td>334</td>
<td>53</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Pct</td>
<td>2.4%</td>
<td>8.4%</td>
<td>16.3%</td>
<td>17.6%</td>
<td>17.7%</td>
<td>10.3%</td>
<td>7.7%</td>
<td>12.1%</td>
<td>6.4%</td>
<td>1.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Total</td>
<td>Num</td>
<td>152</td>
<td>2,439</td>
<td>1,946</td>
<td>1,424</td>
<td>1,253</td>
<td>669</td>
<td>500</td>
<td>784</td>
<td>382</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Pct</td>
<td>1.6%</td>
<td>25.4%</td>
<td>20.2%</td>
<td>14.8%</td>
<td>13.0%</td>
<td>7.0%</td>
<td>5.2%</td>
<td>8.1%</td>
<td>4.0%</td>
<td>0.6%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey
Table II.C.4:
Financial Aid from State, Federal & Institution-Funded Programs, AY 2008-09

<table>
<thead>
<tr>
<th>State Programs</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG</td>
<td>1,376</td>
<td>1,651,000</td>
<td>1,199.85</td>
</tr>
<tr>
<td>EOF</td>
<td>231</td>
<td>197,000</td>
<td>852.81</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>13</td>
<td>10,000</td>
<td>769.23</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>1</td>
<td>1,000</td>
<td>1,000.00</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>15</td>
<td>80,000</td>
<td>5,333.33</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>192</td>
<td>671,000</td>
<td>3,494.79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>2,831</td>
<td>6,865,000</td>
<td>2,424.94</td>
</tr>
<tr>
<td>College Work Study</td>
<td>119</td>
<td>206,000</td>
<td>1,731.09</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEOG</td>
<td>347</td>
<td>123,000</td>
<td>354.47</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stafford Loans(subsidized)</td>
<td>835</td>
<td>2,325,000</td>
<td>2,784.43</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>620</td>
<td>1,880,000</td>
<td>3,032.26</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>232</td>
<td>157,000</td>
<td>676.72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Programs</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants / Scholarships</td>
<td>15</td>
<td>8,000</td>
<td>533.33</td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

Table II.C.5
Total First-time Full-time Undergraduates in Fall 2009 Enrollment
By State Residence

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,244</td>
<td>38</td>
<td>2,282</td>
<td>98.3%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey Part C
D. Student Outcomes

Mercer Table II.D.1.b
Two-Year Graduation Rate of Fall 2006 Full-time First-time Degree/Certificate Seeking Students

<table>
<thead>
<tr>
<th>Total</th>
<th>Num</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006 Cohort</td>
<td>1,213</td>
<td></td>
</tr>
<tr>
<td>Graduated after 2 years</td>
<td>63</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

Source: IPEDS Graduation Rate Survey

Mercer Table II.D.1.c
Three-Year Graduation and Transfer Rates of Fall 2006 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

<table>
<thead>
<tr>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Alien</th>
<th>Other *</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>Fall 2006 Cohort</td>
<td>543</td>
<td>315</td>
<td>129</td>
<td>50</td>
<td>65</td>
<td>111</td>
</tr>
<tr>
<td>Graduated after 3 Years</td>
<td>106</td>
<td>19.5%</td>
<td>13</td>
<td>4.1%</td>
<td>8</td>
<td>6.2%</td>
</tr>
<tr>
<td>Transferred</td>
<td>122</td>
<td>22.5%</td>
<td>36</td>
<td>11.4%</td>
<td>18</td>
<td>14.0%</td>
</tr>
</tbody>
</table>

* Other includes American Indian and Unknown Race.

SOURCE: IPEDS Graduation Rate Survey

Mercer Table II.D.2.a
Third Semester Retention of First-time Undergraduates, Fall 2008 to Fall 2009

<table>
<thead>
<tr>
<th>Fall 2008 First-Time Undergraduates</th>
<th>Full-Time Retained in Fall 2009</th>
<th>Retention Rate</th>
<th>Fall 2008 First-Time Undergraduates</th>
<th>Part-Time Retained in Fall 2009</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,409</td>
<td>955</td>
<td>67.8%</td>
<td>697</td>
<td>265</td>
<td>38.0%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey, Part E
## E. Faculty Characteristics

### Mercer

**Table II.E.1:**

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Amer. Ind.</th>
<th>Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td><strong>Tenured</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>20</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>10</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>8</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>40</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Without Tenure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>11</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td>20</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

| **Total** | 55 | 60 | 4 | 8 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 16 | 23 |

### II.E.2  Percentage of Course Sections Taught by Full-time Faculty

(Note: Others includes Full-time Administrators and Teaching Assistants)

**Fall 2009**

<table>
<thead>
<tr>
<th>Total Number of Course Sections</th>
<th>Taught by Full-time Faculty</th>
<th>Taught by Part-time Faculty</th>
<th>Taught by Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>1,436</td>
<td>570</td>
<td>40%</td>
<td>785</td>
</tr>
</tbody>
</table>

### Mercer

**Table II.E.3:**

Ratio of Full- to Part-time Faculty, Fall 2009

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Num</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>131</td>
<td>22.5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time</th>
<th>Num</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>452</td>
<td>77.5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Num</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>583</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey
F. Characteristics of the Trustees

Table F.1
Race/Ethnicity and Gender of the Members of the Board of Trustees, Fall 2010

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian, Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: MCCC, President's Office, Fall 2010

Table F.2
MERCER COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES
2010 – 2011

David Applebaum
Dr. Mary Lou Armiger
Anthony Cimino
Reverend William E. Coleman, Jr. (Board Chair)
Robert Di Falco (Board Treasurer)
Marvin Gardner, Esq.
Dr. Gwendolyn Harris
Pamela Hersh
Mark Matzen (Board Vice Chair)
Dr. Samuel Stewart (ex-officio)
Dr. Patricia Donohue (Board Secretary) (ex-officio)
Alumni Trustee:
Ms. Laura Stapperfenne

Table F.3
http://www.mccc.edu/welcome_bot.shtml

Source: MCCC, President's Office, Fall 2010
G. 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.
Credit Programs by Degree Type, Fall 2010

### Access Programs
- English-as-a-Second Language
- LPN-RN Advanced Placement
- Non-degree Career Related
- Non-degree Exploratory
- Non-degree Other College
- Non-degree Personal Development

### AA Programs
- Communication
  - Communication: Speech and Theater
  - Dance
  - Education
  - Theatre
- Liberal Arts & Sciences
  - American Studies
  - Humanities
  - International Studies
  - Liberal Arts
  - Political and Legal Systems
  - Social Science
  - Women's & Gender Studies
- Visual Arts
  - Art History
  - Ceramics / Sculpture
  - Fine Arts
  - Photography & Digital Imaging

### AFA Programs
- Dance
- Theatre

### AS Programs
- Architecture
- Aviation Management
- Biology
- Business Administration
- Global Business
- Chemistry
- Computer Science
- Criminal Justice: Corrections
- Criminal Justice: Law Enforcement
- Culinoogy
- Engineering Science
- Exercise Science
- Human Services
- Information Systems
- Computer Information Systems
- Management Information Systems
- Mathematics
- Music
- Nursing (ADN)
- Cooperative Nursing – Capital Health Systems
- Cooperative Nursing – St. Francis
- Plant Science
- Physics

### AAS Programs
- Accounting
- Administrative Professional
- Advertising & Graphic Design
- Architectural & Building Construction Tech
- Automotive Technology
- Aviation Customer Relations
- Aviation Flight Technology
- Banking & Financial Services
- Business Software Applications
- Chef Apprenticeship
- Chef Apprenticeship (Pastry)
- Civil Engineering Technology
- Culinary Arts
- Digital Film
- Early Childhood Education
- Electronics Engineering Technology
- Energy Utility Technology
- Entertainment Technology: Light & Sound
- Engineering Technology: Music & Sound
- Fire Science Technology
- Funeral Service
- Funeral Service Preparatory
- Game Design
- Health Science
- Heating, Refrigeration and Air Conditioning
- Hotel, Restaurant & Institution Management
- Illustration
- Information Technology
- Help Desk Technology
- Network Engineering Technology
- Programming
- Website Technology
- Insurance & Financial Management
- Laboratory Technology
- Management
- Marketing
- Medical Laboratory Technology
- Microcomputer Systems Administration
- Ornamental Horticulture
- Horticulture
- Floral Design
- Landscape Design
- Paralegal
- Pastry Arts
- Physical Therapist Assistant
- Radio
- Radiography
- Respiratory Therapy Cooperative
- Social Service
- Sports Management
- Technical Studies
- Television
- Visual Arts
- 3-D Animation
- Digital Imaging
- Web Design
Certificates of Proficiency

3-D Animation
Administrative Support
Architectural Technology
Aviation Flight Tech.–Certified Flight Instructor
Catering Management
Computer Aided Design
  3-D Design
  Auto CAD
Computer Science
Database Administration
Electronics Engineering Technology
Engineering Science (Transfer Cert.)
Fire Science
  Code Enforcement
  Officer/Administrator
Funeral Service
Heating, Refrigeration and Air Conditioning
Medical Office Assistant

Microcomputer Applications
Network Engineering Technology
Ornamental Horticulture
Paralegal
Paraprofessional Classroom Educator
Photography
Professional Baking
Professional Cooking
Project Management
Retail Management
Small Business Employment Readiness
Small Business Management
Solar/Energy Technology
Total Quality Management
Travel Agent
Web Design
H. 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. The college offers associate degrees and certificates in 67 programs.

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. During the 2009-2010 academic year, MCCC launched 9 new academic programs. The college now has on-campus articulations with Fairleigh Dickinson University, William Paterson University and Felician College. The partnerships with 4 year institutions allow the college to provide students with an opportunity to earn a bachelor's degree in 6 different program areas without leaving Mercer. The college offers dual enrollment programs including Tech Prep courses with the Technical High School.

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 and a new HD-2 channel for jazz on the same frequency. Mercer hosts a series of speakers on topics of interest to the community through its Distinguished Lecture Series. Mercer is also a destination site for area high-school athletes seeking scholarship opportunities through sports. Mercer's men's and women's soccer teams are Division I; cross-country for women was added in Fall 2010 which is also Division I. Baseball, softball, and men's and women's basketball participate in Division II and our Division III teams are men's and women's tennis.

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.

The college operates the Conference Center at Mercer to deliver training and professional development for employees of regional businesses and other employers. Other regional, state and local events are hosted at the Conference Center with community partners such as United Way, Italian American societies etc.

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 50 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 these activities are coordinated with our security personnel for the health and safety of students and community members. The college encourages students to volunteer through the college chapter of the Bonners Honors program or through service learning projects. The College continues to house the 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 hosted the 2009 NJCAA Division I Men's Soccer Championship and the facility is also used by local high school and club teams. The College also offers Camp College, a summer educational program for area youth, numerous summer, sports and theatre camps.
I. Major Capital Projects

Fall 2009 marked the completion of MCCC’s One-Stop Student Center and Library renovation project. Undertaken with the goal of improving student services and accessibility, the project brought two of the college’s major buildings, constructed in the early 1970s, up to current code standards. Many energy-saving elements were included.

Designed by the Spiezle Architectural Group, the construction added 7,000 square feet to the previous structures, with the total renovated space equaling 70,000 square feet. A new Reception Center connecting the Student Center and Library creates a visible entrance. A new second floor, added to the existing Library, houses the Bookstore, while the Learning Center, Academic Testing Center and Office of Special Services received major renovation. New short-term parking adds convenience.