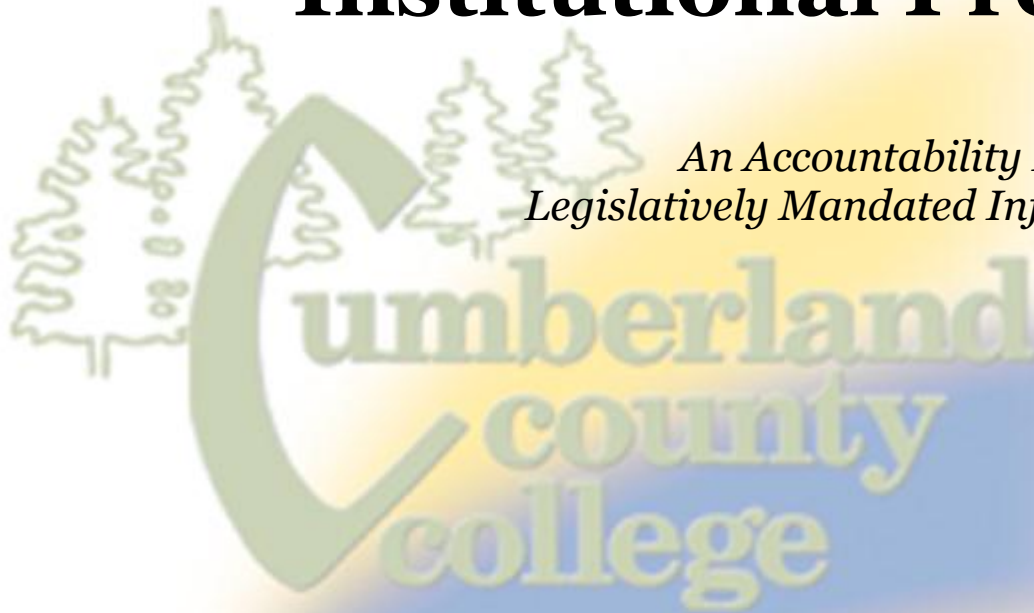


Institutional Profile

*An Accountability Report on
Legislatively Mandated Information*



September 2012



Cumberland County College
2012 Institutional Profile

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Preface to the 2012 Institutional Profile

Cumberland County College offers programs of study leading to Associate Degrees, Academic Certificates, Career Certificates, and Short-Term Training Certificates. As of Fall 2011, over 4,000 students were enrolled in these programs. An additional 1,000 students were enrolled in Professional and Continuing Education courses.

During 2011-2012, the College completed its latest strategic planning process which resulted in a new Strategic Plan 2012-2017. Included in the Plan is a revised Mission statement. The Plan emphasizes three strategic directions: Student Success and Completion; Leadership and Service Learning; Workforce and Economic Development.

The Cumberland County College *2012 Institutional Profile* contains information about the College, its students, faculty, staff, and programs. This year's *Profile* supports the College's commitment to providing the public with information about its students and their educational outcomes.

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 the College website <http://www.ccnj.edu/>.



Thomas Isekenegbe, Ph.D.
President

Cumberland County College
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Introduction

This *2012 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 "Form and Content of the Institutional Profile" defined by the New Jersey Higher Education department. In addition to this *Profile*, the College provides reports on many other aspects of its mission, as described below. Because the information required by the New Jersey Higher Education department in its "Form and Content of the Institutional Profile" requirements has changed, this *Profile* is limited to the specific data elements requested.

Cumberland County College Mission, Affirmation, Vision and Diversity Statements

MISSION...

Cumberland County College is a comprehensive community college that is accessible, learning-centered and dedicated to serving a diverse community of learners and employers through quality, innovative programs and services. The College is committed to student success and completion, and to the core elements of liberal arts, transfer, career, technical, professional and community education.

VISION...

Cumberland County College serves 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.

DIVERSITY STATEMENT...

Cumberland County College will value and ensure a faculty, staff and student community that closely reflects all segments of Cumberland County. Goals include:

- Promote, celebrate and embrace cultural, racial and ethnic diversity across the curriculum and through co-curricular and social events.
- Hire and retain individuals that reflect cultural, racial and ethnic diversity.
- Improve student success rates.

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 *2011-2012 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. The College also assesses student learning outcomes and institutional effectiveness through annual reports, Student Right to Know information, retention and other reports. During the past year, the College completed its Strategic Plan 2012-2017 which has three strategic directions and 10 strategic goals as listed below:

Strategic Direction 1: Student Engagement and Completion – Cumberland County College will increase student success and completion.

- Goal 1. Increase the college readiness of entering students.
- Goal 2. Increase the number of students successfully completing developmental courses and reduce the time students spend in developmental education.
- Goal 3. Increase the number of students enrolling in and successfully completing gatekeeper courses.
- Goal 4. Increase retention rates for all students.
- Goal 5. Increase the number of students completing degrees and certificates
- Goal 6. Make comprehensive and fundamental college-wide changes in order to support student success.

Strategic Direction 2: Leadership and Service Learning – Cumberland County College will Integrate Leadership and Service Learning across the curriculum.

- Goal 7. Align all of the College's leadership programs and establish a leadership component in relevant college courses.
- Goal 8. Collaborate with community groups to develop and integrate Service Learning into academic and non-academic programs.

Strategic Direction 3: Economic and workforce Development – The College will serve as a catalyst for local and regional economic and workforce development initiatives.

- Goal 9. Revise current programs and create new programs and options in key sectors to match the needs of the local and regional economy.
- Goal 10. Collaborate with local and regional businesses, industries, community groups and related institutions to implement appropriate partnerships for entrepreneurial initiatives.

II. Data by Category

A. Accreditation Status

1. Institutional Accreditation

Cumberland County College is accredited by the Middle States Commission on Higher Education. Accreditation was reaffirmed in June 2011 following its decennial self-study and site visit in March 2011.

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 Higher Education department 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. Number of Undergraduate Students by Attendance Status

Total Fall Headcount Enrollment 2011

Category	Fall 2011
Total Students	4,188
Full-Time	2394 (57.2%)
Part-Time	1794 (42.8%)

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. Number of Non Credit Students Served—FY 2011

	Total Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	3,304	1,557	63,143	140
Customized Training	605		587	1

¹ Includes all registrations in any course that started on July 1, 2010 through June 30, 2011

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.

3. Unduplicated Number of Credit Students for Entire Year- FY 2011

Headcount Credit Enrollment	Credit Hours	FTE
5,486	94,371	3,146

C. Characteristics of Undergraduate Students

Cumberland County College enrolls a diverse student population. In Fall 2011 for example, 63.6 percent of the headcount enrollment in credit courses was comprised of female students and the average age of all students enrolled was 26. The Fall 2011 enrollment included 48.4 percent of students from under-represented populations: 23.9 percent Hispanic, and 21.4 percent African American/Black. Headcount enrollment decreased by 2.4 percent over the previous Fall semester. 31.5 percent of the total number of recent high school graduates in the county enrolled at Cumberland County College. During the past several years, information has been compiled concerning the number of students needing remediation in the skill areas of English, reading, mathematics and algebra. All of these characteristics are reported in the sections below.

2. Enrollment in Remediation Courses by Subject Area

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 2011 is shown in the tables below. Note that data for Fall 2011 reflect changes in the scores required for students to place into college-level courses. These changes were implemented to standardize cut scores across the sector, but resulted in higher numbers of students needing remediation by skill area.

Total Number of Undergraduates Enrolled in Fall 2011 and Number Enrolled in One or More Remedial Courses

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
4,188	1,326	31.7%

Total Number of First-time Full-time (FTFT) Students Enrolled in One or More Remedial Courses in Fall 2011

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
631	395	62.6%

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First-Time Full-Time Students (FTFT) Enrolled in Remediation in Fall 2011 by Subject Area

Subject Area	Number of FTFT Enrolled in:	Percent of all FTFT Enrolled in:
Computation*(included in Algebra)	0	0.0%
Algebra	294	46.6%
Reading	296	46.9%
Writing (included in English)	0	0.0%
English	249	39.5%

* The College has re-designed the remedial math program so that only one level of remediation is used rather than two levels.

3a. Race/Ethnicity – Fall 2011

	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
White	1,188	49.6%	969	54.0%	2,157	51.5%
Black	512	21.4%	381	21.2%	893	21.3%
Hispanic	618	25.8%	382	21.3%	1,000	23.9%
Asian	34	1.4%	42	2.3%	76	1.8%
Am. Ind.	33	1.4%	19	1.1%	52	1.2%
Non-Res. Alien	8	0.3%	1	0.1%	9	0.2%
Unknown	1	0.0	0	0.0%	1	0
Total	2,394	100.0	1,794	100.0	4,188	100.0

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3b. Gender – Fall 2011

Characteristics	Fall 2011	
	Number	Percent
Full-time Male	949	39.6%
Full-time Female	1,445	60.4%
Part-time Male	576	32.1%
Part-time Female	1,218	67.9%
Total Male	1,525	36.4%
Total Female	2,663	63.6%
Total	4,188	100.0

3c. Enrollment by Age- Fall 2011

Age Breakdown

Age Category	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	12	0.5%	5	0.3%	17	0.4
18-19	930	38.8%	189	10.5%	1,119	26.7%
20-21	587	24.5%	277	15.4%	864	20.6%
22-24	301	12.6%	315	17.6%	616	14.7%
25-29	230	9.6%	334	18.6%	564	13.5%
30-34	134	5.6%	211	11.8%	345	8.2%
35-39	77	3.2%	151	8.4%	228	5.4%
40-49	90	3.8%	195	10.9%	285	6.8%
50-64	32	1.3%	98	5.5%	130	3.1%
65+	1	0.0%	18	1.0%	19	0.5%
Unknown	0	0.0%	1	0.1%	1	0.0%
Total	2,394	100.0	1,794	100.0	4,188	100.0

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4. Number of Students Receiving Financial Assistance under each Federal-, State- & Institution-Funded Aid Program – FY 2011

	<u>Recipients</u>	<u>Dollars(\$)</u>	<u>\$/Recipient</u>
<u>FEDERAL PROGRAMS</u>			
Pell Grants	2,496	8,578,000	3,436.70
College Work Study	95	76,000	800.00
Perkins Loans	0	0	-
SEOG	229	75,000	327.51
PLUS Loans	2	16,000	8,000.00
Stafford Loans (Subsidized)	814	2,536,000	3,115.48
Stafford Loans (Unsubsidized)	905	3,973,000	4,390.06
SMART & ACG or other	18	17,000	944.44
<u>STATE PROGRAMS</u>			
Tuition Aid Grants (TAG)	1,068	1,324,000	1,239.70
Educational Opportunity Fund (EOF)	137	111,000	810.22
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	2	2,000	1,000.00
Urban Scholars	28	20,000	714.29
NJ STARS	78	55,000	705.13
NJCLASS Loans	9	34,000	3,777.78
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	194	250,000	1,288.66
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

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5. State of Residence

**Number and Percentage of First-Time Full-Time Undergraduate Students who
were State Residents in Fall 2011**

State Residents	Non-State Residents	Total	% State Residents
631	0	631	100.0%

Source: IPEDS Fall Enrollment Survey

D. Student Outcomes

1. Graduation Rates

a. Two-Year Graduation Rate

This is an additional category requested by NJ Higher Education. Previously, community colleges have been required to report graduation rates within 150% of the catalog time; in other words, a three- year graduation rate. According to the data reported for the 2008 cohort, there were 635 entering first-time, full-time, degree-seeking freshmen. After two years, 90 of these students or 14.2 percent completed their programs and graduated with a degree or certificate. In addition, after three years, 29.8 percent completed degrees or certificates and 10.6 percent transferred prior to receiving degrees or certificates.

According to the Student Right to Know data for the Fall 2008 entering cohort, another 101 students were still enrolled at the college as of Fall 2011 and 173 or 27.2 percent left in good standing with a GPA of 2.00 or above. The total number of students who graduated, transferred prior to graduation, remained enrolled, or left in good standing was 83.5 percent.

b. Three-year Graduation and Transfer Rates by Race/Ethnicity

Three-year graduation and transfer rates include the number of entering first-time, full-time, degree-seeking freshmen who entered the college in the Fall of a specific year and three years later either received a degree or certificate or transferred to another institution prior to receiving a degree.

**Three-Year Graduation & Transfer Rates
 for Full-Time First-Time Degree-Seeking Freshmen by Race/Ethnicity**

Fall 2008 – 2011

	White	African American	Hispanic	Asian	NR Alien	Other*	Total
Fall 2008 Cohort	354	144	124	5	0	8	635
Graduation after 3 yrs. Number and %	138 (38.9%)	18 (12.5%)	28 (22.6%)	1 (20.0%)	0 (0.0%)	4 (50.0%)	189 (29.8%)
Transfers after 3 yrs. prior to graduation Number and %	42 (11.9%)	16 (11.1%)	7 (5.6%)	0 (0.0%)	0 (0.0%)	2 (25.0%)	67 (10.6%)

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2. a. Third Semester Retention Rates for Entering First-time Students by Attendance Status

Previously, the Retention Rate data requested by NJ Higher Education included data by race/ethnicity. For the current Institutional Profile, NJ Higher Education has requested retention data for full-time and part-time students. The data included in the tables that follow are for first-time entering degree-seeking students who entered in one fall semester and the number who returned the following fall semester. Rates are provided separately for full-time and part-time students.

Full-Time			Part-Time		
Fall 2010	Retained		Fall 2010	Retained	
First-Time	in	Retention	First-Time	in	Retention
Undergraduates	Fall 2011	Rate	Undergraduates	Fall 2011	Rate
823	542	65.9%	215	91	42.3%

SOURCE: IPEDS Fall Enrollment Survey, Part E

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E. Faculty Characteristics

1. Faculty by Race/Ethnicity, Gender, Tenure and Rank

Since only the data for full-time faculty were requested by NJ Higher Education, the part-time data are omitted in this edition of the Profile.

Fall 2011 Full-Time Faculty by Race/Ethnicity, Gender, Tenure and Rank

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Total</u>	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tenured												
Professors	1	1	0	1	0	0	0	0	0	0	1	2
Associate Prof.	9	7	1	1	0	1	0	0	0	0	10	9
Assistant Prof.	4	5	0	0	0	0	0	0	0	0	4	5
All Others	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	14	13	1	2	0	1	0	0	0	0	15	16
Without Tenure												
Professors	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	6	3	0	1	0	0	0	1	0	0	6	5
All Others	1	6	0	0	0	0	0	0	0	0	1	6
TOTAL	7	9	0	1	0	0	0	1	0	0	7	11
Total												
Professors	1	1	0	1	0	0	0	0	0	0	1	2
Associate Prof.	9	7	1	1	0	1	0	0	0	0	10	9
Assistant Prof.	10	8	0	1	0	0	0	1	0	0	10	10
All Others	1	6	0	0	0	0	0	0	0	0	1	6
TOTAL	21	22	1	3	0	1	0	1	0	0	22	27

Note: Cumberland has no faculty in the non-resident alien or unknown categories

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2. Percentage of Course Sections Taught by Full-Time Faculty

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

Fall 2011

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
668	240	36.0%	379	56.8%	49	7.3%

3. Ratio of Full- to Part-Time Faculty 2009-2011

	Full Time Faculty	Part Time Faculty	Total
Fall 2009	50 (18.2%)	225 (81.8%)	275 (100.0%)
Fall 2010	50 (16.2%)	258 (83.8%)	308 (100.0%)
Fall 2011	49 (17.0%)	240 (83.0%)	289 (100.0%)

Source: NJ Higher Education from IPEDS data.

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F. Characteristics of the Trustees

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

The information below is as of 2011-2012:

Governing Body	African American	American Indian/Alaskan	Asian/Pacific Islander	Hispanic	White	Unknown	Total
Male	1				4		5
Female	1				5		6
Total	2				9		11

Source: CCC President's Office

2. List of Trustees with Titles and Affiliations as of 2011-2012

Name	Board Title	Affiliation
Charles J. Brett, Jr.	Chairman	Grant Evaluation Coordinator, Rowan Univ. (retired)
Keith C. Figgs, Ed.D.	Vice Chairman	Supt. for Administration, Vineland School District(retired)
Ginger Chase	Treasurer	Owner, Sir Speedy Printing
Jeffrey E. DuBois	Secretary	President, South Jersey Gas
Richard Stepura, Ed.D.		County Superintendent of Education
Patrick McGrory		Financial Advisor, Ameriprise Financial Services, Inc.
Carole D. S. Green		Consultant, Gateway Community Action Partnership
Barbara A. Logan R.N.		Colonel, U.S. Air Force (retired)
Elizabeth Riley-Wasserman, Ph.D.		Sr. V.P. Human Resources & Org. Dev., Mercy Health System
Pamela Ann Sjogren		Special Education Committee, Cumberland Christian School
Donna Perez		Senior Registered Client Associate, Wells Fargo Advisors

3. URL's of webpages with information on trustees

<http://www.cccnj.edu/aboutUs/boards>

G. 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 2011-2012 academic year is included on the following pages.

CUMBERLAND COUNTY COLLEGE Programs of Study

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 Certificate

Accounting

Accounting AAS

Accounting AC

Agriculture/Horticulture

Agribusiness AAS

Agriculture AAS

Horticulture AAS

Horticulture AC

Floriculture CC

Landscape Technician CC

Business

LA/Business Studies AA

Business Management AAS

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

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Business Management AC
Business Management/Hospitality AC
Entrepreneurship/Small Business Leadership CC
Insurance AC
Retail Sales CC
Retail Sales ST

Communications

LA/Communications AA
LA/Public Relations 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
Elementary Education/American Studies Major AA
Early Childhood/Preschool Education AAS
Early Childhood Education AC
Teacher's Aide in Early Childhood Education CC
Early Childhood Education Management ST

Energy Technology

Nuclear Energy Technology (with Salem CC)
Sustainable Energy Technology (with Salem CC)

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
Music AA
Theatre AA
Ceramics AC

Glass Technology

Glass: Applied Craft & Design AFA (with Salem CC)

Graphic Design

Graphic Arts AA
Graphic Design AAS
Computer Graphics/Desktop Publishing AC

Health Sciences

Biomedical Science AS

- Healthcare AS
- Exercise Science 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
Nursing AAS
Practical Nursing AC
Psychosocial Rehabilitation Prep AS(with UMDNJ)
Radiography AAS
Respiratory Therapy AAS(with UMDNJ)

Journalism

LA/Journalism AA

Justice Studies

Criminal Justice AS
Corrections AS
Forensics & Technology AS
Homeland Security AS
Criminal Justice AC
Emergency Management AC
Gangs/Juvenile Delinquency AC
Homeland Security CC
Private Security CC

Liberal Arts

Liberal Arts/General AA

- History AA
- Humanities AA
- Literature AA

Liberal Arts/Social Sciences AA

Mathematics/Science

Mathematics/Science General AS

- Chemistry AS
- Environmental Science AS
- Mathematics 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 and Digital Media Production

Liberal Arts/Television and Digital Media AA

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2. Degrees Conferred

Degrees Conferred by Race/Ethnicity

FY 2009

Awards	NRA*	African Amer.	Amer. Indian	Asian	Hispanic	White, Non Hispanic	Unknown	Total
Associate's	1	60	9	8	73	403	0	554
Certificate	0	1	0	1	2	14	0	18
Total	1	61	9	9	75	417	0	572

Source: NJ Higher Education

*NRA is Non-Resident Alien

FY 2010

Awards	NRA*	African Amer.	Amer. Indian	Asian	Hispanic	White, Non Hispanic	Unknown	Total
Associate's	0	53	12	9	102	379	0	555
Certificate	0	9	3	0	3	11	0	26
Total	0	62	15	9	105	390	0	581

FY 2011

Awards	NRA*	African Amer.	Amer. Indian	Asian	Hispanic	White, Non Hispanic	Unknown	Total
Associate's	2	98	9	7	89	350	0	555
Certificate	0	4	0	0	1	17	0	22
Total	2	102	9	7	90	367	0	577

2. By Gender

Degrees and Certificates Conferred by Gender

Fiscal Year	Male	Female
2009	163	409
2010	182	399
2011	183	394

H. Major Research and Public Service Activities

During the 2011-2012 academic year, the College offered the following types of selected research and public service 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 2011-2012 faculty and staff also were actively involved in evaluating and revising existing curricula and courses, and developing new programs. There were major revisions in Communications, Journalism and TV Production programs that reflected changes in the communications fields. Three options were added to the Mathematics/Science degree: Math, Chemistry and Environmental Science.

Final approval was granted by the Middle States Commission on Higher Education to allow the College to offer online degree programs, beginning with degrees in CCC's Justice Studies program of study.

Proposals for several grant-funded projects have been completed and the College continues to implement objectives related to the federal Title III grant for strengthening institutions. Among the initiatives as part of this grant are those that will increase retention and completion rates and implementation of a new computer system. The College has also been designated as an Achieving the Dream institution, one of three in New Jersey. During 2011-2012, the College received a federal GEAR-UP grant designed to prepare local high school students to continue their educations at the postsecondary level.

Professional Association Memberships

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

- American Association of Community Colleges
- American Association of Collegiate Registrars and Admissions Officers
- American Association for Higher Education
- Association for Institutional Research
- Association for Supervision and Curriculum Development
- College and University Personnel Association
- Consortium of Distance Education
- Council for Resource Development
- Delaware Valley Marketing Group
- EOF Professional Association of New Jersey
- FEMA's Emergency Management Higher Education Project
- Human Resources Association
- League for Innovation

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- Network of Occupational Training and Education
- National Council of Teachers of Mathematics and Research Council on Mathematics Learning
- National Academic Advising Association
- National Association for Developmental Education
- National Council for Marketing and Public Relations
- National Council for Research and Planning
- National Education Business Association
- New Jersey Council of County Colleges
- New Jersey Library Association
- New Jersey Presidents' Council
- NJ Board of Nursing
- NJ Health Sciences Advisory Board
- NJ Virtual Community College Consortium
- NJEDge.Net
- Phi Delta Kappa
- South Jersey Math Alliance
- South Jersey Regional Library Cooperative
- The National Association of Developmental Educators

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 2011-12 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. Community education programs as well as customized training programs for business and industry continue to be offered by this College department.

K-12 Programs

More than 16,000 high school students have enrolled in the School Counts! program since it began in 2001. The School Counts! Program has issued approximately 11,000 certificates to students in grades 9-12; more than 600 freshmen and 350 sophomores have utilized the School Counts! scholarships; and 201 School Counts! students have graduated from CCC.

College and high school faculty met to align curricula in language arts and mathematics as part of a continuing effort to increase the number of high school graduates who are college-ready.

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Fine and Performing Arts Programs

Performing arts programs included over 200 different events attended by more than 19,000:

- Through a major grant from the New Jersey State Council on the Arts, the Guaracini Center was able to present “Works in Dance III.” This bi-annual performance featured the works of some of New Jersey’s newest and most innovative choreographers.
- The FamilyTime productions were popular, as were their school-day performances
- Cumberland County College Theater Arts was active with “The Odd Couple” in the fall, which was an entry into the Kennedy Center American College Theater Festival
- The season ended with a production of “Fiddler on the Roof” which featured a cast of 50 students, faculty, community members and children
- The David Sanchez Group played Latin and Afro-Cuban influenced jazz, and Grammy winner Kurt Elling celebrated the 50th anniversary of Frank Sinatra’s “Live in Paris”
- Sonia Nazario, author of *Enrique’s Journey*, the College’s “One Book, One College” selection, gave a presentation at the College
- Several concerts by the Bay Atlantic Symphony were offered during 2011-12 at the Frank Guaracini, Jr. Fine and Performing Arts Center

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 2011-2012 examples of selected activities included:

- Southern New Jersey ESL Migrant Worker Program
- The Annual Seeking Out Alternative Roads (SOAR) Conference
- Cumberland County Science Fair
- Unity Week 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 and awards ceremonies in the Conference Center and Theater.

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In January, approximately 172 Cumberland County College students, faculty and staff members honored the work of civil rights leader Dr. Martin Luther King Jr. by serving the community as volunteers at various service organizations throughout the county.

The service sites included: Bethel AME Development Corp., Big Brothers Big Sisters, Boys & Girls Club, Bridgeton Public Library, Cumberland County SPCA, Cohanzick Zoo, County of Cumberland, Genesis Eldercare, Maurice House, Mennies Elementary School, R.D. Wood School, Shirley Eves Center, Spirit and Youth Ministries, WheatonArts, and Vineland YMCA.

I. Major Capital Projects Underway in Fiscal Year 2012

In 2011-2012 the College completed its Facilities Master Plan 2011-2018, outlining several major capital projects and improvements. Selected athletic program projects were completed during 2011-2012, including renovation of the baseball fields. In addition, various projects related to roads and parking lots were completed. A solar energy project is under review for future completion.