



ANNUAL INSTITUTIONAL PROFILE



September 2014

Office of Planning, Research, & Assessment



PREFACE

This is the college's 20th 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 were originally established by the Commission on Higher Education. These include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, characteristics of faculty, characteristics of the trustees, a profile of the institution, and public service and major capital projects underway.

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.

A handwritten signature in black ink, appearing to read "Gale E. Gibson", with a long horizontal flourish extending to the right.

Dr. Gale E. Gibson
President

FOREWORD

This report is the college's 20th *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.

During the Fall 2013 semester, the college served 6,391 full-time students (52.5%) and 5,784 part-time students (47.5%) for a total of 12,175 students. This is an increase of 196 students or 1.6% from Fall 2012. Our unduplicated head count for FY 13, which includes Fall, Winter Intersession, Spring, Summer I, and Summer II, was 16,079 students. The college also served a total of 13,925 non-credit students during FY 13 and provided Customized Training to 3,311 students.

The college recognizes that graduation and third-semester (Fall to Fall) retention rates are important outcome measures. The three-year graduation rate of Full-time First-time Degree/Certificate Seeking Students increased from 7.4% to 7.8%. The third-semester retention rate of Full-time First-time Degree/Certificate Seeking Students increased to 58.0% from 50.1%. These increases reflect the college's ongoing commitment to student success.

Essex County College continues to increase its number of graduates. The number of degrees and certificates conferred increased from 1,311 in FY 12 to 1,354 in FY 13, an increase of 43 degrees/certificates or 3.3%. The largest number of degrees granted was in Business Administration, followed by Social Sciences, General Science, Education, Criminal Justice, and Liberal Arts. Nationally, the college continues to rank high in the number of minority Associate Degrees awarded. According to the June 24, 2013 issue of *Community College Week*, the college ranked 18th among two-year colleges in the total number of Associate Degrees awarded to African Americans in the 2011-12 academic year, compared to 15th the previous year.

The demographic characteristics of the student body remained fairly constant compared to prior years. For Fall 2013, the student body was 48% Black, 25% Hispanic, 9% White and 4% Asian (unknown and other = 14%). The male/female ratio continued to be 42% male and 58% female. Four percent of our students were less than 18 years old, 20% were 18 – 19, 20% were 20 – 21, 18% percent were 22 – 24, 13% were 25 – 29, and 26% were 30 and older.

Other information such as Spring enrollment, degrees and certificates conferred by program and gender, freshman profile, and licensure pass rate are not presented in this report but may be found in the college's annual Fact Book.

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ESSEX COUNTY COLLEGE
EXCELLENCE AND ACCOUNTABILITY
2013-2014

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.

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	Accreditation Commission for Education in Nursing; New Jersey Board 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)
Dietary Manager (Cert.)	Dietary Managers Association (DMA)/Association of Nutrition & Foodservice Professionals
Civil Construction Engineering Tech. Electronic Engineering Tech. and Mechanical Engineering Tech.	Accreditation Board for Engineering and Technology (ABET)

B. Number of Students Served:**1. Number of undergraduate students by attendance status: Fall 2013**

Attendance Status	Number of undergraduate students	Percent
Full-time	6,391	52.5%
Part-time	5,784	47.5%
Total	12,175	100.0%

(Source: IPEDS Fall Enrollment Survey)

2. Number of graduate students by attendance status: N/A**3. Number of non-credit students served: FY 2013**

	Total Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	21,214	13,925	756,464	1,681
Customized Training	3,311		26,584	59

(Source: SURE Non-Credit Open Enrollment File and NJIPEDS Form #31, Customized Training.)

¹ Includes all registrations in any course that started between July 1, 2012 and June 30, 2013.² FTEs were computed by converting clock hours to credit hours (dividing by 15), then converting credit hours to FTEs (dividing by 30).**4. Unduplicated number of students for entire academic year: FY 2013**

Headcount enrollment	16,079
Credit hours	287,847
Full-Time Equivalent (FTE)	9,595

(Source: IPEDS 12-Month Enrollment Survey)

C. Characteristics of Undergraduate Students:

1. Mean math, reading, and writing SAT scores: SAT/ACT scores are not required for admission, and fewer than 3% of entering students report them. We do not calculate mean scores because they would not be representative.

2. Enrollment in remediation courses by subject area

Total Number of Undergraduate Students Enrolled in Fall 2013

Total Undergraduate Enrollment	12,175
Number of Students Enrolled in One or More Remedial Courses	4,598
Percent of Total Enrolled in One or More Remedial Courses	37.8%

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2013

Total Number of FTFT Students	2,109
Number of FTFT Students Enrolled in One or More Remedial Courses	1,773
Percent of FTFT Enrolled in One or More Remedial Courses	84.1%

First-time, Full-time (FTFT) students enrolled in remediation in Fall 2013 by subject area

Subject Area	Number of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	1,401	66.4%
Algebra	166	7.9%
Reading	253	12.0%
Writing*	0	0.0%
English	1,561	74.0%

*The college does not offer a developmental writing course. Writing is taught in the developmental English course.

(Source: SURE Fall Enrollment file)

3. Undergraduate Enrollment by Race/ethnicity, sex, and age, Fall 2013

Undergraduate Enrollment by Race/Ethnicity, Fall 2013

	Full-time		Part-time		Total	
	N	%	N	%	N	%
White	480	7.5%	598	10.3%	1,078	8.9%
Black	3,134	49.0%	2,731	47.2%	5,865	48.2%
Hispanic	1,715	26.8%	1,287	22.3%	3,002	24.7%
Asian*	189	3.0%	249	4.3%	438	3.6%
American Ind.	13	0.2%	15	0.3%	28	0.2%
Nonresident Alien	473	7.4%	482	8.3%	955	7.8%
Race Unknown*	387	6.1%	422	7.3%	809	6.6%
Total	6,391	100.0%	5,784	100.0%	12,175	100.0%

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

Undergraduate Enrollment by Sex, Fall 2013

	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	2,645	41.4%	2,409	41.6%	5,054	41.5%
Female	3,746	58.6%	3,375	58.4%	7,121	58.5%
Total	6,391	100.0%	5,784	100.0%	12,175	100.0%

Undergraduate Enrollment by Age, Fall 2013

	Full-time		Part-time		Total	
	N	%	N	%	N	%
LT 18	98	1.5%	380	6.6%	478	3.9%
18-19	1,746	27.3%	647	11.2%	2,393	19.7%
20-21	1,403	22.0%	973	16.8%	2,376	19.5%
22-24	1,063	16.6%	1,079	18.7%	2,142	17.6%
25-29	759	11.9%	874	15.1%	1,633	13.4%
30-34	442	6.9%	600	10.4%	1,042	8.6%
35-39	310	4.9%	408	7.1%	718	5.9%
40-49	382	6.0%	511	8.8%	893	7.3%
50-64	177	2.8%	260	4.5%	437	3.6%
65+	11	0.2%	52	0.9%	63	0.5%
Unknown	0	0.0%	0	0.0%	1	0.0%
Total	6,391	100.0%	5,784	100.0%	12,175	100.0%

(Source: IPEDS Fall Enrollment Survey)

4. Numbers of students receiving financial assistance under federal-, state-, & institution-funded aid program: AY 2012-13

	Recipients	Dollars (\$)	\$/Recipient
<u>FEDERAL PROGRAMS</u>			
Pell Grants	8,648	31,440,000	3,635.52
College Work Study	207	718,000	3,468.60
Perkins Loans	0	0	
SEOG	293	250,000	853.24
PLUS Loans	0	0	
Stafford Loans (Subsidized)	0	0	
Stafford Loans (Unsubsidized)	0	0	
SMART & ACG or other	0	0	
<u>STATE PROGRAM</u>			
Tuition Aid Grants (TAG)	3,674	6,099,000	1,660.04
Educational Opportunity Fund (EOF)	1,152	961,000	834.20
Outstanding Scholars (OSRP)	0	0	
Distinguished Scholars	0	0	
Urban Scholars	0	0	
NJ STARS	39	93,000	2,384.62
NJCLASS Loans	21	125,000	5,952.38
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	254	434,000	1,708.66
Loans		0	

(Source: NJIPEDS Form #41 Student Financial Aid Report)

Note: There were no recipients for Perkins Loans, PLUS Loans, Stafford Loans, and Outstanding Scholars, Distinguished Scholars, and Urban Scholars.

5. Percentage of students who are New Jersey residents

Fall 2013 Full-time First-time Undergraduate Enrollment by State Residence

In-State	Out-of-State	Total	% of state residents
2,613	19	2,632	99.3%

(Source: IPEDS Fall Enrollment Survey)

Fall 2013 Undergraduate Enrollment by County Residence

In-County	Out-of-County	Total	% of county residents
11,052	1,123	12,175	90.8%

(Source: SURE Fall Enrollment file)

D. Student Outcomes:

1. Graduation Rates

a. Four-, Five- and six-year graduation rate by race/ethnicity: This table is not provided because it is specifically for four-year colleges and universities.

b. Two-year and three-year graduation rate

Two-Year and Three-Year Graduation Rate for Full-time First-time Degree/Certificate Seeking Students

Entering Cohort	Total	Graduated within 2 years		Graduated within 3 years	
		N	%	N	%
Fall 2006	2,466	21	0.9%	130	5.3%
Fall 2007	2,239	23	1.0%	115	5.1%
Fall 2008	2,596	34	1.3%	143	5.5%
Fall 2009	2,671	42	1.6%	198	7.4%
Fall 2010	2,646	30	1.1%	207	7.8%

(Source: IPEDS Graduation Rate Survey)

c. Three-year graduation and transfer rate by race/ethnicity

Three-Year Graduation and Transfer Rates of Fall 2010 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity

	2010 Cohort	Graduated within 3 years		Transfers (Non-graduates)	
	N	N	%	N	%
White	202	25	12.4%	32	15.8%
Black	1,461	68	4.7%	185	12.7%
Hispanic	597	54	9.0%	54	9.0%
Asian	64	5	7.8%	13	20.3%
Nonresident Alien	167	42	25.1%	14	8.4%
Other*	155	13	8.4%	13	8.4%
Total	2,646	207	7.8%	311	11.8%

* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.

(Source: IPEDS Graduation Rate Survey)

Number of Degrees and Certificates awarded

	Number of Associates	Number of Certificates	Total Awards	Unduplicated Headcount
FY 2008-09	922	40	962	954
FY 2009-10	1,004	32	1,036	1,026
FY 2010-11	1,172	70	1,242	1,218
FY 2011-12	1,270	41	1,311	1,298
FY 2012-13	1,307	47	1,354	1,340

(Source: SURE Completions files)

2. Third Semester Retention Rates:

a. By attendance status

Third Semester Retention of First-time Degree/Certificate Seeking Students

Entering Cohort	Third Semester	Full-Time			Part-Time		
		Entered	Returned	%	Entered	Returned	%
Fall 2008	Fall 2009	2,596	1,250	48.2%	522	180	34.5%
Fall 2009	Fall 2010	2,671	1,238	46.3%	451	159	35.3%
Fall 2010	Fall 2011	2,646	1,311	49.5%	363	121	33.3%
Fall 2011	Fall 2012	2,276	1,141	50.1%	275	107	38.9%
Fall 2012	Fall 2013	2,143	1,243	58.0%	425	159	37.4%

(Source: IPEDS Fall Enrollment Survey, Part E)

E. Faculty Characteristics:

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

Fall 2013 Summary.

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	24	3	7	37	1	72
FT Female	23	8	13	28	1	73
Total	47	11	20	65	2	145

<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	15	1	5	32	1	54
FT Female	18	5	8	22	1	54
Total	33	6	13	54	2	108

(Source: IPEDS Human Resources Survey)

- 74.5% percent of the faculty are tenured.

Full-Time Faculty by Race/Ethnicity, Sex, Tenure and Academic Rank, Fall 2013

	White		Black		Hispanic		Asian*		Race Unknown*		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
Tenured												
Professors	14	7	4	3	2	2	0	0	1	0	21	12
Associate Prof.	6	7	4	7	3	3	1	0	0	0	14	17
Assistant Prof.	7	3	5	5	0	1	0	3	0	1	12	13
All Others	5	5	2	3	0	2	0	2	0	0	7	12
TOTAL	32	22	15	18	5	8	1	5	1	1	54	54
Without Tenure												
Professors	1	0	0	0	0	0	0	0	0	0	1	0
Associate Prof.	0	0	0	1	0	0	0	0	0	0	0	1
Assistant Prof.	0	2	3	1	0	0	1	1	0	0	4	4
All Others	4	4	6	3	2	5	1	2	0	0	13	14
TOTAL	5	6	9	5	2	5	2	3	0	0	18	19
Total												
Professors	15	7	4	3	2	2	0	0	1	0	22	12
Associate Prof.	6	7	4	8	3	3	1	0	0	0	14	18
Assistant Prof.	7	5	8	6	0	1	1	4	0	1	16	17
All Others	9	9	8	6	2	7	1	4	0	0	20	26
TOTAL	37	28	24	23	7	13	3	8	1	1	72	73

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
 (Source: IPEDS Human Resources Survey)

2. Percent of course sections taught by full-time faculty: Fall 2013

Total Number of Course Sections = 1,608

	Taught by Full-time Faculty	Taught by Part-time Faculty
Number	474	1,134
Percent	29.5%	70.5%

(Source: ECC Faculty Credit Report)

3. Ratio of full- to part-time faculty: Fall 2013

	Full-time	Part-time	Total
Number	145	780	925
Percent	15.7%	84.3%	100.0%

(Source: IPEDS Human Resources Survey)

F. Characteristics of the trustees or governors:**1. Race/ethnicity and sex**

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknwn	Total
Male	2	3	1	0	0	0	0	6
Female	0	4	0	0	0	0	0	4
Total	2	7	1	0	0	0	0	10

2. List of trustees/governors with titles and affiliations

<u>Name</u>	<u>Title</u>	<u>Affiliation</u>	<u>ETH</u>	<u>GEN</u>
Calvin Souder, Chair	Attorney	Souder's Law, LLC	B	M
Elvin Esteves, Vice Chair	Attorney	Gibson P.C.	H	M
Michellene Davis, Treasurer	Executive Vice President, Corporate Affairs	Barnabas Health	B	F
Jeweline Grimes, Secretary	Retired		B	F
Joseph Fiordaliso	Commissioner of the NJ Board of Public Utilities	State of New Jersey	W	M
Reginald T. Jackson	Bishop	African Methodist Episcopal Church	B	M
Wesley Jenkins	Executive Director	Babyland Family Services, Inc.	B	M
Rita Sallis	Principal	Yucaipa Companies	B	F
Joseph Zarra	Essex County Executive Superintendent of Schools	Essex County	W	M
Dr. Gale E. Gibson	President Trustee, Ex Officio	Essex County College	B	F

(Source: President's Office)

Note: ETH – Race/Ethnicity: B: Black, H: Hispanic, W: White;
GEN – Gender: F: Female, M: Male

3. URLs of webpages with information on trustees/governors

<http://www.essex.edu/about/administration/board-of-trustees/>

G. Profile of the institution

1. Degree and Certificate Programs by Divisions/Departments

DIVISION OF BILINGUAL STUDIES

Liberal Arts: Spanish Language Option, AA

DIVISION OF BIOLOGY AND CHEMISTRY

Biology, Pre-Medicine, AS
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, C
Retail Sales Specialist, C
Word Processing, C

DIVISION OF ENGINEERING TECHNOLOGIES AND COMPUTER SCIENCE

Applied Computer Science, AS
Architectural Technology, AAS
Building Code Technology, C
Civil Construction Engineering Technology, AAS
Computer-Aided Design Technology, C
Computer Information Systems, AS
Computer Science, AS
Electrical Code Technology, C
Electronic Engineering Technology, AAS

Degrees and Certificate Programs continued:

Engineering, AS
Fire Code Technology, C
Land Surveying Technology, AAS
Manufacturing Engineering Technology, AAS
Mechanical Engineering Technology, AAS
Plumbing Code Technology, C
Renewable Energy 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

DIVISION OF NURSING & 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
Vision Care Technology, C
Nursing, AAS
Nursing, LPN Articulation Option, AAS
Licensed Practical Nurse (LPN) Program, C

Degrees and Certificate Programs continued:

DIVISION OF SOCIAL SCIENCES

Childhood Development Associate, C
Criminal Justice, AS
Education, AA
Human and Social Services AAS
Human and Social Services, C
Legal Secretary, C
Nurse Paralegal, C
Massage Therapy, C
Paralegal, C
Paralegal Studies, AS
Physical Education, AS
Social Science, AS

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:

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$0
Institutionally Financed Academic R&D Expenditures	\$0
Total Academic R&D Expenditures	\$0

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (*Survey of Research and Development Expenditures at Colleges and Universities*).

See also Appendix A on grants received 2013-2014.

I. Major Capital projects underway in FY 2014:

1. Classroom refurbishing at the Newark Campus buildings
2. Creation of a new Academic Advisement Center
3. Purchase of 2 new Shuttle Buses to transport student to Newark and West Caldwell campuses
4. Bathroom Renovations at the West Caldwell Campus
5. Refurbishment of the West Caldwell Campus Parking Lot
6. Creation of Specialized Classrooms for Developmental Math & English instruction
7. Expansion of the Health Sciences Nursing Simulation Laboratory
8. Creation of a new Information Commons within the existing library
9. Renovation of classrooms and laboratories at the West Caldwell Campus
10. Upgrade of the college's entire academic computing infrastructure
11. Creation of three tutorial labs

APPENDIX A

GRANTS AWARDED TO THE COLLEGE

2013 - 2014

**Essex County College
2013-14 External Funding**

Predominantly Black Institutions Formula Grant \$250,000: U.S. Department of Education Office of Postsecondary Education Title III, Part A funding was used to support seven activities to enhance Essex County College's capacity to serve low-income and middle income Black students. These activities focused on preparation for college-level courses and student persistence. The seven activities were: 1) Center for academic foundations/supplemental developmental education, 2) Support for entry level math, 3) Math 100 supported sections, 4) Next step re-entry support services, 5) Completion project, 6) Online learning, and 7) External evaluation.

Carl D. Perkins Vocational & Technical Education Act \$742,747: New Jersey Department of Education, the purpose is to support the Tutorial Support for Workforce Certification & Programs which provides round-the-clock online tutorial support to workforce students in Engineering, Business, Allied Health and STEM majors; to support the Nursing Program with integration of patient simulation into the curriculum through equipment purchase and faculty training; to support the Environmental Science program through the purchase of instructional supplies such as a chromatograph which helps students understand current concepts in environmental testing, and desktop computers to be used for the collection, manipulation and analysis of data; to support the Engineering Technology and Computer Science Program with the purchase of equipment and instructional supplies that will help design and implement better hands-on labs and project based learning modules that will meet industry standards and satisfy ABET accreditation recommendations; to support the Allied Health/Radiography program with the purchase of digital radiography equipment. This will ensure that graduates of the Radiography program continue to have relevant knowledge and skill to successfully compete in the workforce; to support the Business Division with equipment upgrades for two computer classrooms which offer CIS courses; to support the Student Development and Counseling program with staff who will assist students enrolled in the CEE course with understanding career paths associated with their majors, exploring occupations, making sound career decisions, setting goals and implementing career plans; to support a video/audio equipment upgrade to the instructional broadcast facility within the academic communications program under the Media Production Technology Center; to support the New Media Technology/Humanities Lab, with instructional equipment upgrades such as green screens, HD cameras, and DSLR cameras as a way to attract more students to the New Media Technology and Digital Media programs; 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 maintenance and administrative support to all Perkins funded programs.

Newark Area Industry Linked Information Technology (NAIL-IT) \$899,932: U.S. Department of Labor, Employment and Training Administration, to improve certificate and degree offerings in Information Technology by developing three degree programs – in Cybersecurity, Health Information Technology, and Software Development – with six Certificates and multiple industry certifications that address the hiring and skill needs of employers in ECC's service area of northern New Jersey and New York City.

Leveraging, Integrating, Networking, Coordinating Supplies (LINCS) \$295,105: U.S. Department of Labor, Employment and Training Administration, is a consortium of eight community colleges and three universities representing states with critical, high-volume U.S. supply chain hubs working together to provide an articulated, accelerated pathway offering credit for previous learning and work experience, and opportunities to obtain industry recognized academic credentials.

Gateway to College Program \$957,000: The Bill & Melinda Gates Foundation via the Gateway to College National Network, provide alternative pathways to out-of-school youth or youth are over-aged and under credited at the high school level. An arrangement between Essex County College, Newark Public Schools, East Orange Campus High, Orange School District, and Montclair High School allows program participants to satisfy their high school requirements by completing designated course work at the college while also pursuing an Associate Degree or Certificate program. Participants will be awarded their high school diploma from their home district, while also having accumulated significant college credits.

Adult Basic Education Grant \$2,421,524: New Jersey Department of Labor, to provide adult basic education that also includes English as a Second Language and GED preparation.

Educational Opportunity Fund \$577,456: New Jersey Commission on Higher Education, purpose to provide financial assistance and support services (e.g. counseling, tutoring, developmental course work) to students from educationally and economically disadvantaged backgrounds who attend institutions of higher education in the State of New Jersey. Undergraduate grants range from \$200 annually to \$2,500 annually depending on the type of institution and financial need. These grants are renewable based upon continued eligibility.

Student Support Services \$387,805: 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.

Training, Inc., \$680,320: Essex County Division of Training and Employment, to support vocational training for TANF (Temporary Assistance for Needy Families) clients, job search for TANF clients, Basic Skills for older youth and a summer youth program.

Training, Inc., \$120,000: NewarkWORKS, to provide vocational training in Office Support and Home Health Aide.

Training, Inc., \$75,000: Prudential Foundation, to provide general operating support.

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

Training, Inc., \$12,000: The Local 1199J/Youth Transition to Work (New Jersey Department of Labor), to provide training in the area of Certified Nurse Aide.

Training, Inc., \$59,000: Jewish Vocational Services, to provide CNA and EKG training to employees of the St. Barnabas Health Care System.

Training, Inc., \$12,692: Estate of Retty Thomas, for general operating support.

Northern New Jersey Healthcare Consortium Grant \$352,680: Bergen Community College, to provide low-income participants with the portable skills, competencies and credentials needed to secure and retain employment in New Jersey's healthcare sector.

Health Professions Opportunity Grant \$98,380: Bergen Community College, to provide 95 low-income participants with the portable skills, competencies and credentials needed to secure and retain employment in New Jersey's healthcare sector. ECC will train participants in the following Allied Health Certification Programs: CNA (Certified Nurse Assistant), CCMA (Certified Clinical Medical Assistant), CHHA (Certified HomeMaker Home Health Aide), PCT (Patient Care Technician), Pharmacy Tech., and Telemetry Tech.

Child Development Center \$160,000: U.S. Department of Human Services, funding is to support Abbott eligible students.

Next Step Program \$40,000: Rutgers University, to assist individuals from halfway and recovery houses with re-entry into society.

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.

Law Enforcement Officers Training and Equipment Fund \$220,931: 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.

Urban Areas Security Initiative \$157,000: State of New Jersey Office of Homeland Security and Preparedness, to purchase new security cameras and equipment at the main Newark campus.

Center for Academic Foundations \$99,990: Bill and Melinda Gates Foundation, to implement individualized, adaptive learning technology and pedagogy in developmental math courses.

Community Traffic Safety Program \$75,000: State of New Jersey, to promote traffic safety throughout Essex County through education, enforcement, and engineering that will include DWI, Occupant Protection, Distracted Driving, Pedestrian Safety, and Age Related Driving Improvement awareness.

High School Initiative \$60,000: Victoria Foundation, to support Essex County College's partnership with the Newark Early College High School and the 2014 Essex High School Summer Bridge program.

College Readiness Now Grant \$43,926: New Jersey Council of County Colleges in partnership with the Office of the NJ Secretary of Higher Education and New Jersey's 19 community colleges, to provide teacher professional development in addition to a six week summer bridge program that will identify high school students who lack the English and math requisite skills to enter college, and provide them with a rigorous curriculum that will prepare them for success. This program will serve students from Irvington High School, Essex County Vocational and Technical High School, and Newark Early College High School.

Child Development Center Food Program \$65,000: New Jersey Department of Education, to provide nutritious meals to youth enrolled in the summer programs.

Certified Homemaker (TANF) \$70,340: NewarkWorks One -Stop Center, to provide vocational training in Certified Home Health Aide careers to TANF (Temporary Assistance to Needy Families) clients.

Adult Learning Center Supplemental Grant \$50,070: Mayor's Office of Employment and Training, to provide GED preparation and vocational training.

Ford Community College Challenge Grant \$25,000: Ford Motor Company, to support an urban hydroponics effort in Newark, NJ by constructing a rainwater harvesting system that encompasses two contiguous greenhouses. The system involves water catchment, storage, and purification with a distribution system that is powered by photovoltaic cells with battery storage.

Single Stop Grant \$9,150: Single Stop USA funds to operate a Single Stop site at Essex County College.