



# Annual Institutional Profile Report for 2016



September 15, 2016

# County College of Morris

## PREFACE

For more than four decades, County College of Morris (CCM) has stood as a quality institution providing an outstanding and affordable education for the residents of Morris County and the surrounding area. The CCM mission is to deliver dynamic, challenging, high-quality, and accessible academic programs and services that support the individual's quest for lifelong learning and professional development. Since the college opened in 1968, more than 48,000 graduates have passed through its halls.

Located in Randolph Township, CCM offers more than 50 associate degrees and more than 25 certificate programs. A dedicated faculty of leading experts in their fields provides CCM students with a learning environment that has produced one of the highest graduation and transfer rates among the state's community colleges.

The college also serves as an important community resource offering numerous cultural activities and events for the public, including its well-respected Longo Planetarium shows, a full performing arts schedule and annual poetry festival.

The Annual Institutional Profile Report for 2016 provides information about characteristics of County College of Morris for the 2016 fiscal year. The New Jersey Higher Education Office of the Secretary provided data gathered from NJ Student Unit Record System (SURE), and Integrated Postsecondary Education Data System (IPEDS) Reports. Other pertinent institutionally gathered data elements are also utilized in the completion of this report.

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."

As president of the County College of Morris, I am pleased to present our Annual Institutional Profile Report for 2016.

Sincerely,

A handwritten signature in black ink that reads "Anthony Iacono". The signature is written in a cursive style with a large initial "A".

Anthony J. Iacono, Ph.D.  
President  
County College of Morris

# County College of Morris

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# County College of Morris

## II. Data by Category – Institutional Profile Report for 2016

### A. Accreditation status.

#### 1. Institutional accreditation.

County College of Morris is licensed by the State of New Jersey. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. It was initially accredited in 1972. The most recent re-accreditation was reaffirmed by the Commission on Higher Education in 2008. The Periodic Review Report was completed in May 2013.

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U. S. Secretary of Education and the Council for Higher Education Accreditation.

#### 2. Professional accreditation.

The college's *Nursing* program is fully accredited by the *New Jersey Board of Nursing* and the *Accreditation Commission for Education in Nursing (ACEN)*.

The *Respiratory Therapy* program is accredited by the *Committee on Accreditation for Respiratory Care (CoARC)*.

The *Radiography Program* is accredited by the *State of New Jersey Department of Environmental Protection-Radiologic Technology Board of Examiners* and the *Joint Review Committee on Education in Radiologic Technology (JRCERT)*.

The programs in *Electronic Engineering Technology* and *Mechanical Engineering Technology* are accredited by the *Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)*. ABET is the sole national accreditation organization for programs in engineering and engineering technology.

The programs in *Business Unit* that culminate in the Associate of Science and Associate of Applied Science degrees is nationally accredited by the *Accreditation of Council for Business Schools and Programs*.

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B. Number of students served.

1. Number of Undergraduates by Attendance Status.

<b>Table II.B.1</b>		
<b>Fall 2015</b>		
<b>Undergraduate Enrollment by Attendance Status</b>		
<b>Status</b>	<b>Number</b>	<b>Percent</b>
Full-Time	3,946	49.2
Part Time	4,080	50.8
Total	8,026	100.0

2. Number of Graduate Students by Attendance Status.

N/A

3. Number of Non-Credit Students Served.

<b>Table II.B.3</b>				
<b>Fall 2015</b>				
<b>Non-Credit Enrollment</b>				
	<b>Total Number of Registrations<sup>1</sup></b>	<b>Unduplicated Headcount</b>	<b>Total Clock Hours (One Clock Hour = 60 Minutes)</b>	<b>Total FTEs<sup>2</sup></b>
Open Enrollment	5,330	2,414	83,496	186
Customized Training	3,815		33,332	74
<sup>1</sup> Includes all registrations in any course that started on July 1, 2014 through June 30, 2015				
<sup>2</sup> 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.

<b>Table II.B.4</b>		
<b>Unduplicated Number of Students Enrolled and Total Credit Hour Enrollment for AY 2015</b>		
<b>Headcount Enrollment</b>	<b>Credit Hours</b>	<b>FTE</b>
12,034	183,066	6,102

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### C. Characteristics of undergraduate students.

1. Mean math, reading and writing SAT scores (senior public institutions).
2. Enrollment in Remediation Courses by Subject Area.

<b>Table II.C.2</b>		
<b>Number and Percent of First-Time, Full-Time (FTFT) Students Enrolled in Remediation by Subject Area in Fall 2015</b>		
<b>Subject Area</b>	<b>Number of FTFT Enrolled</b>	<b>Percent of All FTFT Enrolled</b>
<b>Reading</b>		
<b>Writing</b>	559	45.9%
<b>Computation</b>	346	28.4%
<b>Algebra</b>	159	13.1%
<b>English</b>		
<b>Total Number and Percent of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2015</b>		
<b>Total Number of FTFT Students</b>	<b>Number of FTFT Students Enrolled in One or More Remedial Courses</b>	<b>Percent of FTFT Enrolled in One or More Remedial Courses</b>
1,218	691	56.7%
<b>Total Number of Undergraduate Students Enrolled in Fall 2015 Number and Percentage of Students Enrolled In One or More Remedial Courses</b>		
<b>Total Fall 2015 Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>Percent of Total</b>
8,026	1,755	21.9%

The college uses results from various placement tests which provide information about a student's skill level in English, mathematics, algebra, and information (computer) literacy. The results of the test(s) are used to determine the proper placement of students in academic courses. The following students must take the placement test:

- All students who apply for matriculation into a program of study leading to a degree or certain specified certificate.
- All students who intend to register for an English or Mathematics course, or for a course that requires proficiency.
- All students transferring to CCM who are not exempt from placement testing as specified in "Exemptions from Placement Testing."
- Any applicant whose first language is not English and who is attempting to register for a credit course.

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- Any applicant who is exempt from the Mathematics section of the exam but who wishes to attempt to place into a higher-level mathematics course, e.g., Pre-calculus, Calculus I, etc.
- All pre-college age students who enroll at the college through the Challenger or Academy programs or any of the college's pre-college age programs who intend to register for an English or mathematics course, or for a course that requires a proficiency measured by a placement test.
- All non-matriculated students who have completed 12 credits of coursework at CCM and whose enrollment is not covered by an exemption as specified in the Exemptions from Placement Test.

### Exemptions:

#### PARCC Scores

- **A score of 4 or 5 in Grade 11 English Language Arts** will exempt the student from the English sections of CCM's placement test.
- **A score of 4 or 5 in the Algebra 2** will exempt the student from the Algebra section of CCM's placement test.\*
- **A score of 3 or less requires placement testing.**

#### ACT Scores

##### New ACT

- **A new ACT Writing score of 8** (2-12 scale) will exempt the student from the English sections of CCM's placement test.
- **A new Math ACT score of 23** will exempt the student from the Algebra section of CCM's placement test.\*

##### Old ACT

- **An old ACT Writing score of 23** (1-36 scale) will exempt the student from the English sections of CCM's placement test.
- **An old ACT Math score of 23** will exempt the student from the Algebra section of CCM's placement test.\*

#### SAT Scores

##### New SAT

- **A new SAT Evidence-based Reading and Writing score of 590** will exempt the student from the English sections of CCM's placement test.
- **A new SAT Math score of 560** will exempt the student from the Algebra section of CCM's placement test.\*

##### Old SAT

- **An old SAT Critical Reading score of 540** will exempt the student from the English sections of CCM's placement test.
- **An old SAT Math score of 530** will exempt the student from the Algebra section of CCM's placement test.\*

*\*Students who apply for STEM programs or who have taken high school Pre-Calculus or Calculus sit for CCM's College Level Math (CLM) exam. The CLM exam will allow the student to test directly into college-level Pre-calculus or Calculus without having college algebra and/or college level pre-calculus courses.*

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If the placement test results indicate that specific basic skills are lacking, the college reserves the right to require students to take non-credit remedial/developmental courses in writing, mathematical computation, and basic algebra, and or intermediate algebra. Pre-college age students are not permitted to take any remedial/developmental courses at CCM.

Students who intend to register for performance courses in the Music and Music Technology programs are required to take the Basic Musicianship Test prior to registration for Music Theory.

Students who identify themselves as being disabled may request testing accommodations by submitting the appropriate documentation to the Disability Services office.

If English is not your native language, you have the option to submit TOEFL, SAT or ACT scores or other proficiency evidence to support your admission application to CCM. However, students will be required to take the LOEP examination administered by CCM before registering for classes or other academic work.

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### 3. Enrollment status by race/ethnicity, gender, and age (separately).

#### a. Enrollment by status and race/ethnicity.

##### Legend of Race/Ethnic Categories

**NRA** = Non-Resident Alien                      **B** = Black/African American  
**AI/AN** = American Indian/Alaskan Native   **A/PI** = Asian/Pacific Islander  
**H** = Hispanic/Latino                                **W** = White  
**U** = Unknown also includes 2 or more Races

<b>Table II.C.3.a:</b>								
<b>Undergraduate Enrollment Status by Race/Ethnicity, Fall 2015</b>								
<b>Undergraduate</b>	<b>NRA</b>	<b>B</b>	<b>AI/AN</b>	<b>A/PI</b>	<b>H</b>	<b>W</b>	<b>U</b>	<b>Total</b>
<b>Full-time</b>	111	164	22	218	738	2,350	343	3,946
<b>Percent Full-time</b>	2.8	4.2	0.6	5.5	18.7	59.6	8.7	100.0
<b>Part-time</b>	104	207	9	219	723	2,402	416	4,080
<b>Percent Part-time</b>	2.5	5.1	0.2	5.4	17.7	58.9	10.2	100.0
<b>Grand Total</b>	215	371	31	437	1461	4752	759	8,026
<b>Percent of Total</b>	2.7	4.6	0.4	5.4	18.2	59.2	9.5	100.0

#### b. Enrollment status by gender.

<b>Table II.C.3.b:</b>						
<b>Undergraduate Status by Gender, Fall 2015</b>						
<b>Undergraduate</b>	<b>Full-time</b>	<b>Percent</b>	<b>Part-time</b>	<b>Percent</b>	<b>Grand Total</b>	<b>Percent of Total</b>
<b>Female</b>	1,790	45.4	2,210	54.2	4,000	49.8
<b>Male</b>	2,156	54.6	1,870	45.8	4,026	50.2
<b>Total</b>	3,946	49.2	4,080	50.8	8,026	100.0

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c. Enrollment status by age.

<b>Table II.C.3.c:</b>						
<b>Undergraduate Enrollment Status by Age, Fall 2015</b>						
<b>Age Category</b>	<b>Full-Time</b>	<b>Percent of Full-Time</b>	<b>Part-Time</b>	<b>Percent of Part-Time</b>	<b>Total Headcount</b>	<b>Percent of Total Headcount</b>
<b>Less Than 18</b>	51	1.3	136	3.3	187	2.3
<b>18-19</b>	1,761	44.6	727	17.8	2,488	31.0
<b>20-21</b>	1,295	32.8	917	22.5	2,212	27.6
<b>22-24</b>	443	11.2	881	21.6	1,324	16.5
<b>25-29</b>	227	5.8	578	14.2	805	10.0
<b>30-34</b>	80	2.0	244	6.0	324	4.0
<b>35-39</b>	34	0.9	145	3.6	179	2.2
<b>40-49</b>	40	1.0	246	6.0	286	3.6
<b>50-64</b>	13	0.3	153	3.8	166	2.1
<b>65+</b>	0	0.0	46	1.1	46	0.6
<b>Unknown</b>	2	0.1	7	0.2	9	0.1
<b>Total</b>	3,946	100.0	4,080	100.0	8,026	100.0

## County College of Morris

4. Numbers of students receiving financial assistance under each State-, Federal- and institution-funded aid programs – need-based and merit-based, grants and loans.

<b>Table II.C.4: Financial Aid from State, Federal and Institutional-Funded Programs, FY 2015</b>			
<b>Award</b>	<b>Recipients</b>	<b>Dollars(\$)</b>	<b>\$/Recipient</b>
<b><u>State Programs</u></b>			
<b>Tuition Aid Grants (TAG)</b>	964	1,585,000	1,644.19
<b>Educational Opportunity Fund (EOF)</b>	64	62,000	968.75
<b>Outstanding Scholars (OSRP)</b>	1	2,000	2,000.00
<b>Distinguished Scholars</b>	0	0	-
<b>Urban Scholars</b>	0	0	-
<b>NJCLASS Loans</b>	8	43,000	5,375.00
<b>NJSTARS</b>	42	123,000	2,928.57
<b><u>Federal Programs</u></b>			
<b>Pell Grants</b>	2,329	7,791,000	3,345.21
<b>College Work Study</b>	114	202,000	1,771.93
<b>Perkins Loans</b>	0	0	-
<b>SEOG</b>	431	164,000	380.51
<b>Stafford Loans (Subsidized)</b>	1,002	2,798,000	2,792.42
<b>Stafford Loans (Unsubsidized)</b>	1,013	3,356,000	3,312.93
<b>Plus Loans</b>	35	192,000	5,485.71
<b>SMART &amp; ACG or other</b>	0	0	-
<b><u>Institutional Programs</u></b>			
<b>Grants/Scholarships</b>	217	177,000	815.67
<b>Loans</b>	0	0	-

# County College of Morris

5. Percentage of First-Time Full-Time students who are New Jersey residents.

<b>Table II.C.5: First-Time Undergraduate Student Enrollment by State of Residence in Fall 2015</b>		
<b>Residence</b>	<b>Number</b>	<b>Percent</b>
In-State	1,750	99.9
Out-of-State	1	0.1
Total	1,751	100.0

## County College of Morris

### D. Student outcomes.

#### 1. Graduation rates.

a. Four- five- and six-year graduation rate (*senior publics*).

b. Two-year graduation rates (*community colleges*).

<b>Table II.D.1.b:</b>		
<b>2-Year Graduation Rate of Fall 2012 Full-Time First Time Degree/Certificate Seeking Freshmen</b>		
<b>Fall 2012 Cohort</b>	<b>Graduated after 2 Years</b>	<b>Percent</b>
1,455	154	10.6

c. Three-year graduation and transfer rates by race/ethnicity (*community colleges*).

<b>Table II.D.1.c:</b>					
<b>3-Year Graduation and Transfer Rates of Fall 2012 Full-Time First Time Degree/Certificate Seeking Freshmen by Race/Ethnicity</b>					
<b>Race/Ethnicity</b>	<b>Fall 2012 Cohort</b>	<b>Graduated after 3 Years</b>	<b>3-Year Graduation Rate</b>	<b>Transferred by end of 3<sup>rd</sup> Year</b>	<b>3-Year Transfer Rate</b>
<b>Non-Resident Alien</b>	15	3	20.0	0	0.0
<b>Black/African Amer</b>	81	13	16.0	22	27.2
<b>Asian</b>	63	14	22.2	10	15.9
<b>Hispanic</b>	233	50	21.5	44	18.9
<b>White</b>	892	258	28.9	163	18.3
<b>Other*</b>	171	51	29.8	37	21.6
<b>Cohort Totals</b>	1,455	389	26.7	276	19.0

\* Other includes American Indian, Native Hawaiian, Pacific Islander, 2 or more races and Race Unknown

2. Third semester retention rates by attendance status (*community colleges*).

<b>Table II.D.2:</b>					
<b>Third Semester Retention of First Time Undergraduates for Fall 2014 to Fall 2015 by Attendance Status</b>					
<b>Full-Time</b>			<b>Part-Time</b>		
<b>Fall 2014 First-Time Undergraduates</b>	<b>Retained in Fall 2015</b>	<b>Retention Rate</b>	<b>Fall 2014 First-Time Undergraduates</b>	<b>Retained in Fall 2015</b>	<b>Retention Rate</b>
1,313	922	70.2	472	262	55.5

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## E. Faculty characteristics.

### 1. Full-time faculty by race/ethnicity, gender, tenure status, and academic rank (simultaneously).

#### Legend of Race/Ethnic Categories

<b>NRA</b> = Non-Resident Alien <b>AI/AN</b> = American Indian/Alaskan Native <b>H</b> = Hispanic/Latino <b>U</b> = Unknown also includes 2 or more Races	<b>B</b> = Black/African American <b>A/PI</b> = Asian/Pacific Islander <b>W</b> = White
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#### Legend of Gender Categories

**M** = Male                      **F** = Female

Table II.E.1: Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2016																	
	W		B		H		A/PI		AI/AN		NRA		U		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	All
<b>Tenured</b>																	
Professors	21	15	1	3	3	0	1	0	0	0	0	0	0	0	26	18	44
Associate Prof.	19	11	2	3	0	3	1	2	1	0	0	0	0	0	23	19	42
Assistant Prof.	11	22	2	0	0	1	1	0	0	0	0	0	0	0	14	23	37
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>51</b>	<b>48</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>63</b>	<b>60</b>	<b>123</b>
<b>Without Tenure</b>																	
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	2	3	0	0	0	0	0	0	0	0	0	0	0	0	2	3	5
Assistant Prof.	10	13	0	0	0	0	0	0	0	0	0	0	0	0	10	13	23
All Others	1	3	1	0	0	1	0	0	0	0	0	0	0	0	2	4	6
<b>TOTAL</b>	<b>13</b>	<b>19</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>14</b>	<b>20</b>	<b>34</b>							
<b>Total All</b>																	
Professors	21	15	1	3	3	0	1	0	0	0	0	0	0	0	26	18	44
Associate Prof.	21	14	2	3	0	3	1	2	1	0	0	0	0	0	25	22	47
Assistant Prof.	21	35	2	0	0	1	1	0	0	0	0	0	0	0	24	36	60
All Others	1	3	1	0	0	1	0	0	0	0	0	0	0	0	2	4	6
<b>TOTAL</b>	<b>64</b>	<b>67</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>77</b>	<b>80</b>	<b>157</b>

# County College of Morris

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

<b>Table II.E.2: Number and Percentage of Courses Taught by Full-Time and Part-Time Faculty, Fall 2015</b>		
<b>Total Number of Course Sections = 1,471</b>	<b>Sections</b>	<b>Percent</b>
<b>Taught by Full-Time Faculty</b>	763	52.4
<b>Taught by Part-Time Faculty</b>	663	45.5
<b>Taught by Others (includes Full-Time Administrators and Teaching Assistants)</b>	30	2.1

3. Ratio of full- to part-time faculty.

<b>Table II.E.3: Ratio of Full- to Part-Time Faculty, Fall 2015</b>		
<b>Status</b>	<b>Number</b>	<b>Percent</b>
<b>Full-Time</b>	157	30.5
<b>Part-Time</b>	358	69.5
<b>Total</b>	515	100.0

## County College of Morris

F. Characteristics of the trustees or governors.

1. Race/ethnicity and gender of the trustees or governors.

<b>Table I.F.1:</b>								
<b>Race/Ethnicity and Gender of the Governing Board</b>								
	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>American Indian</b>	<b>Non-Resident Alien</b>	<b>Unknown</b>	<b>Total</b>
Male	8	1	0	0	0	0	0	9
Female	2	0	0	0	0	0	0	2
<b>TOTALS</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

2. Members of the Board of Trustees with Titles and Affiliations.

<b>Table II.F.2:</b>		
<b>List of Board of Trustees with Titles and Affiliations</b>		
<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Dr. Joseph L. Ricca, Jr.	Chair	<i>Superintendent of Schools, Elmsford Union Free School District, Elmsford, NY</i>
Paul R. Licitra	Vice Chair	<i>Insurance Executive</i>
Laurie Bogaard, Esq.	Treasurer	<i>Attorney, Bogaard &amp; Assoc. LLC</i>
Michael A. Van Allen	Secretary	<i>Retired Educator</i>
Jeffrey M. Advokat, Esq.		<i>Attorney; Advokat &amp; Rosenberg</i>
Francis P. Giarratano		<i>President, COO; SGW Integrated Marketing Communications</i>
Dr. Barbara L. Hadzima		<i>Retired Educator</i>
Roger A. Jinks		<i>Executive County Superintendent; Morris-Union Counties</i>
Thomas A. Pepe		<i>Retired Banker</i>
Lance Tkacs		<i>Director of Operations; Protameen Chemicals Inc.</i>
Dr. Joseph S. Weisberg		<i>Retired Educator</i>

3. If your organization has a web site that includes information on your governing board, please report the URL. <http://www.ccm.edu/aboutCCM/Trustees>

# County College of Morris

## G. Profile of the institution.

### 1. Degree and certificate programs.

#### ***Degree Programs***

Aviation Flight Technology Biotechnology Business Administration Business Career Chemical Technology Environmental Science Option Computer Information Systems Administrative Support Option Game Development Option Management Information Systems Option Technical Support Option Communications Criminal Justice Computer Science Culinary Arts & Science Digital Media Technology Early Childhood Education Electronics Engineering Technology Biomedical Equipment Option Engineering Science Exercise Science Fine Arts Dance Option Design Option Drama Option Visual Arts Option Fire Science Technology Graphic Design Hospitality Management Restaurant & Culinary Management Option	Landscape and Horticultural Technology Agribusiness Option Landscape Management & Design Option Turf & Turfgrass Management Option Liberal Arts and Sciences Human Services Option International Studies Option Media Studies Option Broadcasting Arts & Tech. Emphasis Journalism Emphasis Music Option Social Science Option Mechanical Engineering Technology Music Technology Electronic Music Option Music Recording Option Musical Theatre Nursing Occupational Therapy Assistant Photography Technology Public Administration Public Health Radiography Respiratory Therapy Science and Mathematics Biology Option Chemistry Option Mathematics Option Technical Studies Information Technologies Telecommunications Systems Technology Networking Option
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#### ***Academic Certificate Programs***

- CAD Technology Academic Certificate
- Early Childhood Development Academic Certificate

County College of Morris offers both full- and part-time students an opportunity to take honors courses and/or earn an Honors degree in their major or program of study. Students can apply to take honors courses or seek an Honors degree directly from high school or

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while enrolled at the college. Admission from high school requires an SAT score of at least 1100 or ACT equivalent and/or graduation in the top 20 percent of the class.

To earn the Honors Degree, students enrolled in A.A., A.S., and A.F.A. programs must complete eighteen (18) credits of Honors courses distributed among the areas of communications, humanities, social science, mathematics and science. Students enrolled in Associate in Arts, Associate in Fine Arts, and Associate in Science programs must complete twenty-one (21) credits distributed among the same disciplines.

County College of Morris offers 10 Teacher Education specializations designed to meet the requirements of the first two years of a baccalaureate-level teacher education program in elementary or secondary education (K-12). The Teacher Education areas of specialization are offered in Biology, Chemistry, English, Exercise Science Health/Physical Education, History, Mathematics, Psychology, Sociology, Spanish, and Visual Arts.

### 2. Other

#### ***County College of Morris Certificate of Achievement Programs***

Administrative Support	Information Security
Advanced Electronics	Landscape & Horticultural Tech Apprentice
Advanced Mechanical Analysis	Landscape Contractor
Assembly & Testing	Landscape Design
Basic Electronics	Mechanical CAD
Basic Telecommunications Fundamentals	Media Technology
System and Application Software	Personal Trainer
Culinary Arts	Restaurant Management & Event Planning
Digital Technology	Routing (CISCO CCNA)
Engineering Technology	Small Business Management
Finance	Systems Networking
Garden Center	Web Development
Grounds Maintenance	

English for Speakers of Other Languages is a non-credit program of study designed for students whose native language is not English but who already have some fundamental knowledge of English as determined by a placement examination administered on the CCM campus. The academically oriented curriculum provides international students with the linguistic knowledge, cultural awareness and strong study skills appropriate for college studies. Students in the program will be allowed to matriculate in a college curriculum upon satisfactory completion of the program.

CCM became a certified provider of continuing education courses for nurses and allied health professionals. The certification was granted by the New Jersey State Nurses Association (NJSNA), which is accredited by the American Nurses Credentialing Center's Commission on Accreditation. Active and inactive nurses and allied health professionals will be able to earn the continuing education credits they need to upgrade their skills and renew their specialty certification and licenses.

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## H. Major research and public service activities.

### 1. Public Service Activities

CCM pursues funding from both public and private external sources to fund scholarships, improve teaching and learning, acquire state-of-the-art equipment and provide public services. During the 2015-2016 fiscal year, the CCM Foundation raised \$594,919 for a number of projects and needs including:

- Three hundred thirty-three thousand dollars (\$333,000) was raised for scholarships to assist students with tuition and fees. As a result, more than 240 CCM students received assistance in disciplines ranging from liberal arts to nursing to the sciences.
- The completion of the *Alex DeCroce Media Center* (broadcast studio) for the college. The Foundation has completed a three-year, \$2 million campaign (*Visioning the Future*) to create a modern facility for students. The campaign was capped off by a \$1 million grant from the Morris County Board of Chosen Freeholders.
- The Foundation continued to fund such programs as the annual *Teen Arts Day* for Morris County middle- and high-school students, a *CCM Celebrates Seniors Day*, which educated seniors on issues ranging from healthcare to driver safety, and the *Women Who Dare* event, which introduces high-school women to careers in the sciences.
- The annual CCM Scholarship Gala raised net proceeds of \$90,000 for the scholarship program at the May 6, 2016 event. Dr. Edward J. Yaw, who is retiring as president of CCM after 30 years of service, received the Foundation's 2016 *Leadership Award*.

During 2015-2016 academic year, the Special Events department provided public service through events that stimulated and enriched the social, cultural, professional and recreational climate of the community. Many of the programs were co-sponsored by the Office of Campus Life. Program expenses are subsidized by the College to keep ticket prices affordable and accessible to the local communities.

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## I. Major capital projects.

### 1. Capital projects underway in FY2016:

- Renovation of 675 building including HVAC improvements to the server room and connection to city sewer was completed
- Construction of a new access road to Rt. 10 was completed
- Construction of a 22,000 square foot Music Technology addition to the Dragonetti Auditorium which houses the Performing Arts and Music programs was completed
- Renovation of the Media Center which includes the addition of an instructional studio and upgrade to digital broadcasting was completed.
- Replacement of main electrical switchgear was completed
- Renovation of the Cohen Hall Café was started