Cumberland COUNTY COLLEGE

Institutional Profile

An Accountability Report on
Legislatively Mandated Information

September 2017

Data by Category

Contents

Preface to the 2017 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 2016, over 3,100 students were enrolled in these programs. An additional 972 students were enrolled in Professional and Continuing Education courses.

During 2016-2017, the College completed work in the fifth year of its 2012-2017 Strategic Plan. The Plan emphasizes three strategic directions: Student Success and Completion; Leadership and Service Learning; Workforce and Economic Development.

The Cumberland County College *2017 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 Assessment, Planning and Research or Communications and Marketing Offices. Additional information about the College may be found on the College website http://www.cccnj.edu/.

Yves Salomon-Fernandez, Ph.D.
President

Introduction

This *2017 Institutional Profile* presents 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 2016-2017 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. In addition, the College 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 the fifth year of its 2012-2017 Strategic Plan which has three strategic directions and 10 strategic goals as listed below:

<u>Strategic Direction 1:</u> 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.

<u>Strategic Direction 2:</u> 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 November 2016 following its Periodic Review Report evaluation.

2. Professional Accreditation

The Nursing program is accredited by the Accreditation Commission for Education in Nursing and the Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology and the Department of Environmental Protection/ Radiologic Technology Board of Examiners for the State of New Jersey.

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 2016 Headcount Enrollment

Category	Number	Percent
Total Students	**3,148**	**100%**
Full-Time	1,730	(55.0%)
Part-Time	1,418	(45%)

2. Number of Non Credit Students Served–FY 2016

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.

	Total Number of Registrations[1]	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs[2]
Open Enrollment	2,977	972	54,554	121
Customized Training	876	n/a	4,008	9

[1] Includes all registrations in any course that started on July 1, 2015 through June 30, 2016
[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 2016

Headcount Credit Enrollment	Credit Hours	FTE
4,325	74,847	2,495

C. Characteristics of Undergraduate Students

Cumberland County College enrolls a diverse student population. In Fall 2016 for example, 64.4 percent of the headcount enrollment in credit courses was comprised of female students. The Fall 2016 enrollment included 56.7 percent of students from under-represented populations, including 31.9 percent Hispanic, and 18.6 percent African American/Black. 65.2 percent of the students enrolled at Cumberland County College were under the age of 25. Headcount enrollment decreased by 8.8 percent over the previous Fall semester. 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.

1. Enrollment in Remediation Courses by Subject Area

Cumberland County College primarily uses the Accuplacer© for testing and placement of entering degree seeking students. The total number of students enrolled in remedial courses for Fall 2016 is shown in the tables below.

Total Number of Undergraduates Enrolled in Fall 2016 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
3,148	598	19.0%

Total Number of First-time Full-time (FTFT) Students Enrolled in One or More Remedial Courses in Fall 2016

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
657	320	48.7%

First-Time Full-Time Students (FTFT) Enrolled in Remediation in Fall 2016 by Subject Area

Subject Area	Number of FTFT Enrolled in:	Percent of all FTFT Enrolled in:
Computation	126	19.2%
Algebra	73	11.1%
Reading (combined with English)	0	0.0%
Writing (included in English)	0	0.0%
English	260	39.6%

Source: SURE Fall Enrollment File

2. Race/ethnicity, Sex and Age

2a. Race/Ethnicity – Fall 2016

	Full-Time		Part-Time		Total	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
White	735	42.5%	629	44.4%	1,364	43.3%
Black	307	17.7%	279	19.7%	586	18.6%
Hispanic	578	33.4%	427	30.1%	1,005	31.9%
Asian*	20	1.2%	20	1.4%	40	1.3%
Am. Indian	8	0.5%	8	0.6%	16	0.5%
Non-Res. Alien	6	0.3%	1	0.1%	7	0.2%
Unknown**	76	4.4%	54	3.8%	130	4.1%
Total	1730	100%	1,418	100%	3,148	100%

*Asian includes Pacific Islanders and **Unknown includes 2 or More races.

2b. Gender – Fall 2016

Characteristics	**Fall 2016**	
	Number	**Percent**
Full-time Male	687	39.7%
Full-time Female	1,043	60.3%
Part-time Male	433	30.5%
Part-time Female	985	69.5%
Total Male	1,120	35.6%
Total Female	2,028	64.4%
Total	3,148	100%

2c. Age – Fall 2016

Age Breakdown

Age Category	Full-Time		Part-Time		Total	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Less than 18	12	0.7%	5	0.4%	17	0.5%
18-19	809	46.8%	130	9.2%	939	29.8%
20-21	405	23.4%	262	18.5%	667	21.2%
22-24	165	9.5%	263	18.5%	428	13.6%
25-29	150	8.7%	284	20.0%	434	13.8%
30-34	63	3.6%	160	11.3%	223	7.1%
35-39	40	2.3%	94	6.6%	134	4.3%
40-49	47	2.7%	131	9.2%	178	5.7%
50-64	37	2.1%	68	4.8%	105	3.3%
65+	2	0.1%	19	1.3%	21	0.7%
Unknown	0	0%	2	0.1%	2	0.1%
Total	1,730	100%	1,418	100%	3,148	100%

Source: IPEDS Fall Enrollment Survey

3. Number of Students Receiving Financial Assistance under each Federal-, State-, & Institution-Funded Aid Program – FY 2016

		Recipients	Dollars($)	$/Recipient
FEDERAL PROGRAMS				
Pell Grants		2,220	7,865,000	3,542.79
College Work Study		66	85,000	1,287.88
Perkins Loans		0	0	-
SEOG		359	111,000	309.19
PLUS Loans		8	70,000	8,750.00
Stafford Loans (Subsidized)		574	1,692,000	2,947.74
Stafford Loans (Unsubsidized)		697	2,754,000	3,951.22
SMART & ACG or other		0	0	-
STATE PROGRAMS				
Tuition Aid Grants (TAG)		772	1,247,000	1,615.28
Educational Opportunity Fund (EOF)		171	202,000	1,181.209
Outstanding Scholars (OSRP)		0	0	-
Distinguished Scholars		0	0	-
Urban Scholars		2	3,000	1,500.00
NJ STARS		110	310,000	2,818.18
NJCLASS Loans		0	0	-
INSTITUTIONAL PROGRAMS				
Grants/Scholarships		325	481,000	1,480.00
Loans		0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

4. Percentage of First-Time, Full-Time Students who are New Jersey Residents

Number and Percentage of First-Time Full-Time Enrolled Undergraduate Students who were State Residents in Fall 2016

State Residents	Non-State Residents	Total	% State Residents
853	1	854	99.9%

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 2013 cohort, there were 791 entering first-time, full-time, degree-seeking freshmen. After two years, 76 students (9.6%) completed degrees or certificates. In addition, after three years, 28 percent completed degrees or certificates and 16 percent transferred prior to receiving degrees or certificates.

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 2013 – 2016

	White	African American	Hispanic	Asian	NR Alien	Other*	Total
Fall 2013 Cohort	344	171	244	10	2	20	791
Graduation after 3 yrs. Number and %	125 (36.3%)	29 (17.0%)	56 (23.0%)	4 (40.0%)	1 (50.0%)	5 (25.0%)	220 (27.8%)
Transfers after 3 yrs. prior to graduation Number and %	57 (16.6%)	35 (20.5%)	26 (10.7)	3 (30.0%)	0 (0%)	2 (10.0%)	123 (15.5%)

* Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.
Source: IPEDS Graduation Rate Survey

2. Third Semester Retention

       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.

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

Full-Time			Part-Time		
Fall 2015 First-Time Undergraduates	**Retained in Fall 2016**	**Retention Rate**	**Fall 2015 First-Time Undergraduates**	**Retained in Fall 2016**	**Retention Rate**
730	463	63.4%	206	105	51.0%

SOURCE: IPEDS Fall Enrollment Survey, Part E

E. Faculty Characteristics

1. Full Time 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 2015
Faculty by Race/Ethnicity, Gender, Tenure and Rank

	White		Black		Hispanic		Asian		American Ind.		Alien		Unknown		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured																
Professors	2	1	0	1	0	0	0	0	0	0	0	0	0	0	2	2
Associate Prof.	7	11	0	0	1	0	0	0	0	0	0	0	0	0	8	11
Assistant Prof.	6	6	1	1	0	0	0	0	0	0	0	0	0	0	7	7
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	15	18	1	2	1	0	0	0	0	0	0	0	0	0	17	20
Without Tenure																
Professors	0	0	0	0	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	0	0	0	0
Assistant Prof.	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
TOTAL	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Total																
Professors	2	1	0	1	0	0	0	0	0	0	0	0	0	0	2	2
Associate Prof.	7	11	0	0	1	0	0	0	0	0	0	0	0	0	8	11
Assistant Prof.	6	7	1	1	0	0	0	0	0	0	0	0	0	0	7	8
All Others	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
TOTAL	16	20	1	2	1	0	0	0	0	0	0	0	0	0	18	22

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

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 2016**

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
656	237	36%	378	58%	41	6%

Source: CCC APR Office.

3. Ratio of Full- to Part-Time Faculty 2014-2016

	Full Time Faculty	**Part Time Faculty**	**Total**
Fall 2014	44	230	274
Fall 2015	43	220	263
Fall 2016	40	211	251

Source: NJ Higher Education from IPEDS data.

F. Characteristics of the Trustees

1. Race/Ethnicity and Gender

**Race/Ethnicity and Gender for Board of Trustees
as of 2016-2017:**

Governing Body	African American	American Indian/ Alaskan	Asian/ Pacific Islander	Hispanic	White	Unknown	Total
Male	1	0	0	2	3	0	6
Female	1	0	0	0	3	0	4
Total	2	0	0	2	6	0	10

Source: CCC President's Office

2. List of Trustees with Titles and Affiliations as of 2016-2017

Name	Board Title	Affiliation
Donna M. Perez	Chair	Wells Fargo
Christine L. Ward Garrison	Vice Chair	Cumberland, Atlantic, Cape May YMCA
Joseph P. Cassisi	Treasurer	Retired
Michelle D. Brown	Secretary	Tri-County Community Action Partnership
Michael R. DeLeon	Trustee	Steered Straight
Keith C. Figgs	Trustee	Retired
Patrick W. McGrory	Trustee	Beacon Bridge Wealth Partners
Peggy Nicolosi	Trustee	NJ Department of Education
Bruce Riley	Trustee	Ultra Clean Technologies Corp

3. URLs of webpages with information on trustees

http://www.cccnj.edu/about/board-trustees

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 2016-2017 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*
        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
AA degrees in this listing with an LA prefix are Liberal Arts options.

Accounting

Accounting AAS
Accounting AC

Agriculture/Horticulture

Agriculture AAS
•Agribusiness option AAS
Agriculture/Ornamental Horticulture AC
Horticulture AAS
Floriculture CC
Landscape Technician CC

Business

Business Studies AA
Business Management AAS
        •Entrepreneurship option AAS
        •Finance option AAS
        •Human Resources option AAS
        •Insurance option AAS
        •International option AAS
        •Marketing option AAS
Business Management AC
Business Management/Insurance AC
Entrepreneurship/Small Business Leadership CC
Retail Sales CC
Retail Sales ST

Communications

•*LA/Communications option AA
•*LA/Journalism option AA
•*LA/Public Relations option AA
•*LA/Television & Digital Media option AA
Entertainment Technology AC

Computer Science

Computer Science AS
•Information Systems option AS
Network Management AAS
•Cyber Security option AAS
Networking Associate AC
Networking Associate CC

Education

•*LA/Elementary/Secondary Education AA
Early Childhood Preschool Education AAS
Early Childhood Education AC
Infant/Toddler CC
Teacher's Aide in Early Childhood Education CC
Early Childhood Education Management ST

Energy Technology

Nuclear Energy Technology AAS (collaborative program with Salem CC)

Engineering

Engineering AS

Engineering Technology

Engineering Technology AAS
Engineering Technology AC
Engineering Technology/Electronics Technology AC
Engineering Technology/Electronics Technology CC

Fine and Performing Arts

Fine Arts AFA
        •Theatre/Acting option AFA
        •*LA/Art Education option AA
        •*LA/Art Therapy option AA
        •*LA/Ceramics option AA
        •*LA/Design/Fine Arts option AA
        •*LA/Music option AA
        •*LA/Theatre Education option AA
Ceramic Technology AC

Glass Technology

Glass Art AFA (collaborative program with Salem CC)
Scientific Glass Technology AAS (collaborative program with Salem CC)

Graphic Design

Graphic Design AAS
     •*LA/Graphic Arts AA
Game Design & Development AS (joint program with Salem CC)
Computer Graphics/Desktop Publishing AC

Health Sciences

Biomedical Science AS
     •Healthcare option AS
     •Exercise Science option AS
Health Science AAS
Health Science AC
Health Information Technology AAS (joint program with Camden CC)
Medical Coding AC (joint program with Camden CC)
Nursing AAS
Occupational Therapy Assistant AS (joint program with Rutgers)
Psychosocial Rehabilitation and Treatment AS (joint program with Rutgers)
Radiography AAS
Respiratory Therapy AAS (joint program with Rutgers)
Practical Nursing AC
Certified Nurse Aide/Home Health Aide CC
Certified Nurse Aide ST
Home Health Aide ST

Justice Studies

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

Liberal Arts

AA degrees in this listing with the LA prefix are Liberal Arts options.

Liberal Arts AA
- *LA/History option AA
- *LA/Literature option AA
- *LA/Philosophy & Religion option AA
- *LA/Social Science option AA
- *LA/Spanish option AA

Mathematics/Science

Mathematics & Science AS
- Chemistry option AS
- Environmental Science option AS
- Mathematics option AS

Office Administration

Office Administration AAS
- Government Office option AAS
- Health Service option AAS

Office Administration AC
Office Administration CC
Office Administration ST
Office Administration/Government AC
Office Administration/Government CC
Office Administration/Health Service AC
Office Administration/Health Service CC
Office Administration/Legal Office CC

Paralegal Studies

Paralegal Studies AS
- Spanish AS

Public Administration

Public Administration AS

Social Service

Social Service AS
- Gerontology option AS

Alcohol & Drug Counseling AC

Technical Studies

Technical Studies AAS

H. Major Research and Public Service Activities

During the 2016-2017 academic year, the College provided the following types of selected research and public service activities.

Professional Association and Consortium Memberships

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

- Academy of Criminal Justice Sciences
- Achieving the Dream
- American Association of Community Colleges
- American Association of Collegiate Registrars and Admissions Officers
- American Association for Higher Education
- American Board of Podiatric Surgery
- American Criminal Justice Association
- American Library Association
- American Podiatric Medicine Association
- American Psychological Association
- Association of College & Research Libraries (ACRL)
- Association for Computing Machinery
- Association for the Study of African American Life and History
- Association of Community College Trustees
- Association of Fundraising Professionals
- Association of Theatre in Higher Education (ATHE)
- American Society of Criminology
- Association for Institutional Research
- Association for Library Collections and Technical Services (ALCTS)
- American Association for Paralegal Educators
- American Society of Radiologic Technologists (ASRT)
- Citizens Diplomacy International-Philadelphia
- College and University Personnel Association
- College Art Association (CAA)
- Community College Computer Consortium of New Jersey
- Council for Adult and Experiential Learning
- Council for Advancement and Support of Education
- Council for Resource Development
- Delaware Valley Archivists Group (DVAG)
- Delaware Valley Marketing Group
- Eastern Association of College & University Business Officers
- EOF Professional Association of New Jersey
- Foreign Policy Research Institute
- Garden State Wine Growers Association (GSWGA)

- Geological Society of America
- Global Interdependence Center
- Holocaust Coalition
- Human Resources Association
- Institute of Management Accountants
- International Association of Administrative Professionals
- International Association of Literary Journalism Studies
- International Chiefs of Police
- International Visitors Council
- Kappa Delta Pi: National Honor Society for Educators
- League for Innovation
- Learn Fresh Coaches Association
- Libraries of Gloucester/Salem/Cumberland Information Network
- LYRASIS
- Mid-Atlantic Regional Archives Conference (MARAC)
- Middle States American Association of Collegiate Registrars and Admissions Officers
- Middle States Commission on Higher Education
- Modern Language Association
- National Academic Advising Association (NACADA)
- National Association of College Admissions Counselors (NACAC)
- National Association of College & University Business Officers
- National Association for Community College Entrepreneurship
- National Association of Community College Teacher Education Programs
- National Association for Developmental Education
- National Association for the Education of Young Children
- National Association of Presidential Assistants in Higher Education (NAPAHE)
- National Association of Social Workers
- National Black MBA Association, Inc.
- National Career Development Association
- National Council for Marketing and Public Relations
- National Council of Teachers of English
- National Communication Association
- National Community College Council for Research and Planning
- National Financial Educators Council
- Network of Occupational Training and Education
- New Jersey Association of College Admissions Counselors (NJACAC)
- New Jersey Association for Institutional Research
- New Jersey Association of Higher Education & Disabilities
- New Jersey Coalition for Financial Education
- New Jersey Council of Associate Degree Nurses
- New Jersey Council of County Colleges
- New Jersey County College Joint Purchasing Consortium
- New Jersey Edge Chief Information Officers Association

- New Jersey Educators in Radiologic imaging (NJERI)
- New Jersey Health Sciences Advisory Board
- New Jersey Library Association
- New Jersey Nurse Collaboration Council
- New Jersey Nurse Leadership Council
- New Jersey Nursing Institute
- New Jersey Podiatric Medicine Association
- New Jersey Presidents' Council
- New Jersey School Board Association
- New Jersey Society of Radiologic Technologists (NJSRT)
- New Jersey State Bar Association
- New Jersey Testing Administrators Special Interest Group
- New Jersey Transfer
- New Jersey Transfer Coordinators Association
- NJEDge.Net
- OCLC (Online Computer Library Center)
- Phi Delta Kappa
- Popular Culture Association
- South Jersey Math Alliance
- The Chair Academy
- The City of Millville Green Team
- The City of Millville Zoning Board
- The College Board
- Toni Morrison Society
- Virtual Academic Library Environment of New Jersey (VALE-NJ)
- Workforce Consortium of NJ
- Workforce Development Strategic Planning Committee

Selected Publications and Presentations

Bense, H. (2017) *Best Practices in Suicide Prevention: A Systemic Community College Model.* New Jersey Council of Community Colleges

Clark, R.K., (2016) *Accreditation Process Change: Developing a Holistic Approach.* Middle States Commission on Higher Education, Town Hall Meeting, September 20, 2016, San Juan, PR

Clark, R.K., (2016) *Accreditation Process Change: Developing a Holistic Approach.* Middle States Commission on Higher Education, Town Hall Meeting, September 30, 2016, Pittsburgh, PA

Clark, R.K., (2016) *Accreditation Process Change: Developing a Holistic Approach.* Middle States Commission on Higher Education, Town Hall Meeting, October 4, 2016, Albany, NY

Clark, R.K., (2016) *Accreditation Process Change: Developing a Holistic Approach.* Middle States Commission on Higher Education, Town Hall Meeting, October 9, 2016, Baltimore/Washington, D.C.

Clark, R.K., (2016) *Accreditation Process Change: Developing a Holistic Approach.* Middle States Commission on Higher Education, Town Hall Meeting, October 18, 2016, Philadelphia, PA

Clark, R.K., (2016) *The Renewed Accreditation Process: A Holistic Approach.* Middle States Commission on Higher Education's Annual Conference, Plenary Presentation, December 8, 2016, Philadelphia, PA

Clark, R.K (2017) *Trends in Beverage Tourism.* NENA Federation of the International Council on Hotel, Restaurant, and Institutional Education, Panelist, April 1, 2017, Philadelphia, PA

Felice, K. (2017) *Going into the Field: Bringing the Experiences of a Teacher Education Field Placement to Life.* Dissertation

Felice, K. (2017) *The Mindfulness Workshop* for Kappa Delta Pi, and for the college community at Spring Convocation.

Forcinito, D. *Data in reference to the "English as a Second Language/Foreign Language Center."* Engaging Learners in the 21rst Century Conference

Gooch, C. (2017) *The Mis-Education of African Americans.* (Session Chair) African American Studies, Law, Religion

Jordan, K. (2016) *Examination of the use of horror movie content as part of formal curricula and assessment to teach identity construction.* Storytelling and Community College Pedagogy, Popular Culture Association/American Culture Association, Seattle, WA

Kocher, C. (2017) *Reshaping Police Operations: A Survey of Citizen Attitudes Affecting Policing.*
Academy of Criminal Justice Sciences March 21-25, 2017, Kansas City, MO

Kocher, C. (2017) *Excessive Force Displayed by Police and the perceptions of the Millennial Generation.* Eastern Sociological Society February 23-26, 2017, Philadelphia, PA

Kocher, C. (2017) *Warrior Versus Guardian: A Survey of Millennials and Their Attitudes Pertaining to Police Operations.* American Society of Criminology November 15, 2017, Philadelphia, PA

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Kocher, C. (2017). *Creative Leaders in Law Enforcement.* The Chief of Police Magazine, 31(4), 27.

Mohan, S. (2017) *Developmental Math Data, Math Center Data, Success of Fall 2016 cohort in Gateway Math Course.* Engaging Learners in the 21rst Century Conference

Selected Public Service and Community Activities

The College and its constituent units and employees carry out public service in support of the College Mission in a variety of ways. Note that highlights only, not a complete list, are provided.

Academic Program Public Service Activities:
 Education Program:
- A-OK fundraiser event with Mennies Elementary School
- First Book Literacy Project distributed 8,000 books to area schools
- Mindfulness Training – Vineland YMCA and Sabater Elementary School, Vineland
- Service Learning Project: Read Across America
- Gateway Community Action Partnership Infant/Toddler program collaboration

Justice Studies Programs:
- Distributed food for family of six
- Volunteering at soup kitchen in Vineland
- Collection cans for homeless
- Recruiting new students from high schools to consider CCC in their future
- Silent auction fundraiser
- 9/11 Remembrance
- Coffee with the Cops

Social Services Program:
- Thanksgiving baskets (4)
- Drive for the homeless
- Backpacks for CASA
- First Book Literacy Project
- Domestic Violence Awareness Seminar

Service Learning Activities:
- Creation of a community-need based informative magazine for distribution in local schools (SO 220)
- Creation of a brochure to promote and fundraise for Code Blue (EN 103)
- Making a visual journal documenting art pieces created with consumers during the SL placement.
- Students are placed in schools, child care facilities, community service organizations, healthcare providers, and businesses. Diverse clubs, organizations, and athletic teams also organized and participated in various service learning projects.
- Nursing students participate in ongoing SL assignments including: volunteering at flu vaccine clinics, the Red Cross, and the Salvation Army; planning health fairs where they perform blood pressure screenings, blood glucose monitoring, and provide education for the community.

Student Club and Organization Activities

Faith Fellowship Club
- Spanish Food Fundraiser for India. The club raised money to pay for mattresses for an orphanage in India.
- Operation Christmas Child through Samaritan's Purse Ministry. 50 shoe boxes of toys for children oversees.
- Prayer Table for students who were stressed out from finals.
- Christmas Soup Kitchen 12/17/16
- Genesis Nursing Home Visitation
- "The Gathering" in honor of The National Day of Prayer, May 4, 2017
  Kappa Delta Pi Education Honor Society
- Worked with Cumberland Cape Atlantic YMCA to tutor students in, before and after care programs.
- Mindfulness training seminar to implement mindfulness classes in conjunction with the CCYMCA after-school programs.
- Participated in "First Book" project to disseminate children's books to schools throughout the county.
- Assisted with Open House, College Night, and on campus outreach.
  Rotaract Club
- Stuffed Blessing Bags in partnership with the TriCounty Rotary for the M25 Project (Code Blue).
- Volunteered for the Challenger League. One Saturday a year parents are able to bring their disabled child to play a ball game and volunteers either push them in wheelchairs, run bases with/for them, etc.
- Presentations about service at an all-day Interact Leadership Conference on 2/4/17.

Phi Theta Kappa
- Big Brother Big Sister Foundation - Book drive
- SPCA - Supplies drive
- Celebration of Lights - Ginger Bread house and origami craft shop for the children
- MLK -Community Service
- Big Brother Big Sister Foundation - Book bags and school supplies
- Kitchen Soup - Non-perishable food drive donated group that feeds homeless people.

Radiography Club
- Participated in the AHA Heart Walk, College Night, College Open House (Fall & Spring).

The HR/Business Club
- Conducted a clothing drive for Code Blue, collecting over 100 items, including coats, hats, scarves, gloves, and socks.

Parents Club
- Candy Fundraiser
- April - Photo with the Easter Bunny Fundraiser
- Clothing swap
- Clothing/canned good donation to Cumberland Family Shelter
- Professor Appreciation Fundraiser
- Mother's Day Fundraiser
- Father's Day Fundraiser

Student Support Services
- No Trick, Just Treats trick-or-treating event that was open to the community.

Martin Luther King, Jr. Service Days 2017
- Total Volunteers: 136 Total Hours: 413.5 (combined for all volunteers)
- Total Number of Service Sites: 16 partners (2 were unable to be served)
- Partner List:
- Bayshore Discovery Project, Bethel Development Corporation, Bishop McCarthy Center, Boys & Girls Club, Cohanzick Zoo, Habitat for Humanity, CC Office of Veterans Affairs, CC SPCA, Dr. William Mennies School, Family Success Center of Vineland, Family Success Center of Commercial Township, Gateway Family Success Center, Genesis Elder Care, Maurice House, NJ Veterans Memorial Home, Spring Oak Assisted Living (Two partners were unable to be served with no volunteers signing up at their facilities)

Arts and Theater Community Activities and Performances
- 10/12/16: Caribbean Food Festival, Caribbean Art Show Reception & evening Concert in conjunction with Wheaton Arts
- 10/19/16: CCC Jazz Ensemble
- 10/26/16: One Book One College author visit
- 11-17-20/16: Avenue Q
- 12/4/16: Winter Concert by CCC Wind Symphony, Jazz Ensemble & Chorus
- 12/6/16: Dinner with Friends
- 12/21/16: CCC Christmas Concert at the Cumberland Mall
- 2/15/17: CCC Wind Symphony Concert
- 2/18/17: Play in a Day
- 4/7-4/9/17: Charlotte's Web. 4/7/17 special performances for school children
- 4/25/17: Dog Sees God staged reading
- 4/30/17: Spring Concert by CCC Wind Symphony, Jazz Ensemble & Chorus
- 5/3/17: Poetry Slam (also, community members invited to perform)
- 5/4/17: Cinco de Mayo food festival
- 5/7/17: Art Majors Show and Reception

- 5/9/17: A Night of Scenes & Monologues
- 5/10/17: Otto the Outcast Oyster children's play
- 5/13/16: CCC Concert on the Mall at Washington, DC
- 6/2/17: CCC Community Band Festival
- CCC Chorus Performance at Second Fridays at the Bayshore Center at Bivalve

I. Major Capital Projects Underway in Fiscal Year 2017

The College engaged in capital projects that carry out the 2011-2018 Facilities Master Plan.   The following projects were underway during the 2016-2017 academic year:

- Phase two of renovations to the Student Center were completed. This was a large, multi-year project. Phase two included gym renovations such as new roof and floor, new stadium seating and new lighting.

- In collaboration with the Millville Urban Redevelopment Arts and Innovation Center Corporation, the 21,000 square foot, two-story Arts and Innovation Center in Millville was constructed and occupancy was begun. This spacious facility includes art studios, classroom space, computer laboratories, two art galleries and a multi-use student gathering space. It will house the college's existing arts programs including Clay College, as well as new programs under development.

- Initial stages of an energy modernization project were undertaken including replacing existing boilers, internal and external lighting upgrades and minor HVAC upgrades. It is anticipated that these improvements will greatly reduce the college's energy expenditures.