



Annual Institutional Profile Report for 2017



September 15, 2017

County College of Morris

PREFACE

For nearly fifty years, 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, nearly 50,000 graduates have passed through its halls.

Located in Randolph Township, CCM offers 48 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. Also included among its distinctions, CCM is the only community college in New Jersey to be named a National Center of Academic Excellence in Cyber Defense Education by the National Security Agency and Department of Homeland Security. PayScale also has placed CCM as the top community college in New Jersey based on the earnings of the college's graduates. Additionally, BestColleges.com has rated CCM a top community college in New Jersey, while Washington Monthly magazine has recognized CCM as a top community college for adult learners.

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 and visual arts schedule, and an annual poetry festival.

The Annual Institutional Profile Report for 2017 provides information about characteristics of CCM for the 2017 fiscal year. The New Jersey Office of the Secretary of Higher Education provided data gathered from New Jersey Student Unit Record System (SURE) and Integrated Postsecondary Education Data System (IPEDS) reports. Other pertinent institutionally gathered data elements were 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 CCM, I am pleased to present our Annual Institutional Profile Report for 2017.

Sincerely,



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

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II. Data by Category – Institutional Profile Report for 2017

A. Accreditation status.

1. Institutional accreditation.

County College of Morris is licensed by the State of New Jersey. It is accredited by the Middle States Commission on Higher Education, 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 Business programs A.S. Business Administration, A.A.S. Business Career, A.A.S. Hospitality Management and A.A.S. Restaurant and Culinary Management: an option within Hospitality Management are accredited by:

Accreditation Council for Business Schools & Programs
11520 West 119th Street
Overland Park, KS 66213
913-339-9356
www.acbsp.org

The Electronics Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>.

The Mechanical Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>.

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B. Number of students served.

1. Number of Undergraduates by Attendance Status.

Table II.B.1		
Fall 2016		
Undergraduate Enrollment by Attendance Status		
Status	Number	Percent
Full-Time	3,821	47.4
Part Time	4,246	52.6
Total	8,067	100.0

2. Number of Graduate Students by Attendance Status.

N/A

3. Number of Non-Credit Students Served.

Table II.B.3				
Fall 2016				
Non-Credit Enrollment				
	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	5,004	2,147	75,217	167
Customized Training	3,806		31,359	70
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 (dividing by 15), then converting credit hours to FTEs (dividing by 30)				

4. Unduplicated Number of Students for Entire Academic Year.

Table II.B.4		
Unduplicated Number of Students Enrolled and Total Credit Hour Enrollment for AY 2016		
Headcount Enrollment	Credit Hours	FTE
11,308	177,108	5,904

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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.

Table II.C.2 Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation by Subject Area in Fall 2016		
Subject Area	Number of FTFT Enrolled	Percent of All FTFT Enrolled
Reading		
Writing	516	47.0%
Computation	265	24.2%
Algebra	158	14.4%
English		
Total Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation 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
1,097	630	57.4%
Total Number of Undergraduate Students Enrolled in Fall 2016 Number and Percentage of Students Enrolled In One or More Remedial Courses		
Total Fall 2016 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
8,067	1,780	22.1%

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 18** will exempt the student from the English sections of CCM's placement test.
- **A new Math ACT score of 22** will exempt the student from the Algebra section of CCM's placement test.*

Old ACT

- **An old ACT Writing score of 23** 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 530** 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 Accessibility Services office.

Students for whom English is not their native language 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

Table II.C.3.a:								
Undergraduate Enrollment Status by Race/Ethnicity, Fall 2016								
Undergraduate	NRA	B	AI/AN	A/PI	H	W	U	Total
Full-time	88	170	16	189	788	2,276	294	3,821
Percent Full-time	2.3	4.4	0.4	4.9	20.6	59.6	7.7	100.0
Part-time	126	223	11	244	812	2,437	393	4,246
Percent Part-time	3.0	5.3	0.3	5.7	19.1	57.4	9.3	100.0
Grand Total	214	393	27	433	1,600	4,713	687	8,067
Percent of Total	2.7	4.9	0.3	5.4	19.8	58.4	8.5	100.0

b. Enrollment status by gender.

Table II.C.3.b:						
Undergraduate Status by Gender, Fall 2016						
Undergraduate	Full-time	Percent	Part-time	Percent	Grand Total	Percent of Total
Female	1,703	44.6	2,272	53.5	3,975	49.3
Male	2,118	55.4	1,974	46.5	4,092	50.7
Total	3,821	47.4	4,246	52.6	8,067	100.0

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c. Enrollment status by age.

Table II.C.3.c:						
Undergraduate Enrollment Status by Age, Fall 2016						
Age Category	Full-Time	Percent of Full-Time	Part-Time	Percent of Part-Time	Total Headcount	Percent of Total Headcount
Less Than 18	54	1.4	136	3.2	190	2.4
18-19	1,768	46.3	775	18.3	2,543	31.5
20-21	1,212	31.7	953	22.4	2,165	26.8
22-24	458	12.0	900	21.2	1,358	16.8
25-29	203	5.3	618	14.6	821	10.2
30-34	57	1.5	289	6.8	346	4.3
35-39	30	0.8	155	3.7	185	2.3
40-49	30	0.8	223	5.3	253	3.1
50-64	9	0.2	147	3.5	156	1.9
65+	0	0.0	46	1.1	46	0.6
Unknown	0	0.1	4	0.1	4	0.0
Total	3,821	100.0	4,246	100.0	8,067	100.0

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

Table II.C.4: Financial Aid from State, Federal and Institutional-Funded Programs, FY 2016			
Award	Recipients	Dollars(\$)	\$/Recipient
<u>State Programs</u>			
Tuition Aid Grants (TAG)	859	1,407,000	1,637.95
Educational Opportunity Fund (EOF)	68	62,000	911.76
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJCLASS Loans	15	70,000	4,666.67
NJSTARS	47	135,000	2,872.34
<u>Federal Programs</u>			
Pell Grants	2,179	7,387,000	3,390.09
College Work Study	116	198,000	1,706.90
Perkins Loans	0	0	-
SEOG	458	1,750,000	3,820.96
Stafford Loans (Subsidized)	945	2,699,000	2,856.08
Stafford Loans (Unsubsidized)	950	3,376,000	3,553.68
Plus Loans	36	180,000	5,000.00
SMART & ACG or other	0	0	-
<u>Institutional Programs</u>			
Grants/Scholarships	257	250,000	972.76
Loans	0	0	-

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5. Percentage of First-Time, Degree-Seeking students who are New Jersey residents.

Table II.C.5: First-Time Undergraduate Student Enrollment by State of Residence in Fall 2016		
Residence	Number	Percent
In-State	1,697	99.6
Out-of-State	6	0.4
Total	1,703	100.0
Note: Residence unknown included with New Jersey Residents		

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D. Student outcomes.

1. Graduation rates.

- a. Four- five- and six-year graduation rate (*senior publics*).
- b. Two-year graduation rates (*community colleges*).

Table II.D.1.b: 2-Year Graduation Rate of Fall 2013 Full-Time, First Time, Degree/Certificate Seeking Freshmen		
Fall 2013 Cohort	Graduated after 2 Years	Percent
1,386	136	9.8

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

Table II.D.1.c: 3-Year Graduation and Transfer Rates of Fall 2013 Full-Time, First Time, Degree/Certificate Seeking Freshmen by Race/Ethnicity					
Race/Ethnicity	Fall 2013 Cohort	Graduated after 3 Years	3-Year Graduation Rate	Transferred by end of 3rd Year	3-Year Transfer Rate
Non-Resident Alien	23	7	30.4	5	21.7
Black/African Amer	44	3	6.8	11	25.0
Asian	56	17	30.4	14	25.0
Hispanic	269	62	23.0	49	18.2
White	842	255	30.3	178	21.1
Other*	152	47	30.9	19	12.5
Cohort Totals	1,386	391	28.2	276	19.9

* 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*).

Table II.D.2: Third Semester Retention of First Time, Degree-Seeking Undergraduates for Fall 2015 to Fall 2016 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
1,218	902	74.1	533	323	60.6

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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

NRA = Non-Resident Alien AI/AN = American Indian/Alaskan Native H = Hispanic/Latino U = Unknown also includes 2 or more Races	B = Black/African American A/PI = Asian/Pacific Islander W = 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
Tenured																	
Professors	19	13	1	3	3	0	1	0	0	0	0	0	0	0	24	16	40
Associate Prof.	17	11	2	3	0	3	1	2	1	0	0	0	0	0	21	19	40
Assistant Prof.	12	20	1	0	0	1	2	0	0	0	0	0	0	0	15	21	36
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	48	44	4	6	3	4	4	2	1	0	0	0	0	0	60	56	116
Without Tenure																	
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.	8	17	1	0	1	0	3	0	0	0	0	0	0	0	13	17	30
All Others	2	1	0	0	0	1	0	0	0	0	0	0	0	0	2	2	4
TOTAL	12	21	1	0	1	1	3	0	17	22	39						
Total All																	
Professors	19	13	1	3	3	0	1	0	0	0	0	0	0	0	24	16	40
Associate Prof.	19	14	2	3	0	3	1	2	1	0	0	0	0	0	23	22	45
Assistant Prof.	20	37	2	0	1	1	5	0	0	0	0	0	0	0	28	38	66
All Others	2	1	0	0	0	1	0	0	0	0	0	0	0	0	2	2	4
TOTAL	60	65	5	6	4	5	7	2	1	0	0	0	0	0	77	78	155

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

Table II.E.2: Number and Percentage of Courses Taught by Full-Time and Part-Time Faculty, Fall 2016		
Total Number of Course Sections = 1,411	Sections	Percent
Taught by Full-Time Faculty	789	53.6
Taught by Part-Time Faculty	666	45.2
Taught by Others (includes Full-Time Administrators and Teaching Assistants)	18	1.2

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

Table II.E.3: Ratio of Full- to Part-Time Faculty, Fall 2016		
Status	Number	Percent
Full-Time	155	29.1
Part-Time	377	70.9
Total	532	100.0

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F. Characteristics of the trustees or governors.

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

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

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

Table II.F.2:		
List of Board of Trustees with Titles and Affiliations		
Name	Title	Affiliation
Dr. Joseph L. Ricca, Jr.	Chair	<i>Superintendent of Schools, White Plains Public Schools, White Plains, NY</i>
Paul R. Licitra	Vice Chair	<i>Agency Manager, NJ Motor Vehicle Commission</i>
Laurie Bogaard, Esq.	Treasurer	<i>Attorney, Bogaard & Assoc. LLC</i>
Thomas A. Pepe	Secretary	<i>Retired Banker</i>
Jeffrey M. Advokat, Esq.		<i>Attorney; Advokat & Rosenberg</i>
Jack N. Frost, Jr., Esq.		<i>Attorney; Drinker Biddle & Reath LLP</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>
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

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

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 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 while enrolled at the college. Admission from high school requires an SAT score of at least 1170 (for the old SAT), 1240 (for the new SAT), an ACT score of 26, or permission of the Honors Coordinator.

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Students enrolled in A.A., A.S., and A.F.A. programs must complete 18 credits of Honors courses to earn an Honors Degree. Students enrolled in Associate in Applied Science programs must complete 16 credits of Honors courses to earn an Honors Degree.

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

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 is a certified provider of continuing education courses for nurses and allied health professionals. The certification is 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 are 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

Supporting Scholarships and Programs

Thanks to the generous support of hundreds of donors, and the dedicated work of the CCM Foundation staff, the Board of Directors and the Trustees of the college, the foundation enjoyed another very successful year in 2016-17, with nearly \$685,000 raised in gifts and pledges. Major benefactors included Mr. and Mrs. William McElroy; the Estate of Antoinette L. Rinehart; the Estate of Nazario Paragano Sr.; Novartis; Dr. Bette Simmons; Joseph T. Vitale; Thomas C. Burk; the Estate of Christine A. Rentzell; Mr. Alexander Sica; and the Gene Haas Foundation. The strong commitment of CCM alumni and the community at large allows the college to continue to provide an outstanding educational experience for students.

During the past year, the scholarship program was again the major focus and beneficiary of foundation fundraising, with nearly \$195,000 raised to assist students with tuition and fees. In addition, more than \$50,000 was earmarked to support ongoing college programs and more than \$170,000 was given unrestricted to support areas of greatest need. In addition, nearly \$270,000 was raised during the initial stage of a 50th anniversary capital campaign.

Through the help of corporate and private-foundation supporters, the Foundation was also able to continue to fund important community programs. Thanks to gifts from the Arconic (Alcoa) Foundation and the Robert and Joan Dircks Foundation, the college was able to once again sponsor the *CCM Summer Academy for Young Scholars*, a week-long program that brings together high potential but “at risk” high school students for a course in the fundamentals of American business as well as the college application and admissions process. Grants from Investors Bank, Morris Arts and the Mayo Performing Arts Center supported the annual *Teen Arts Festival*, a day-long gathering of area high-school students devoted to the performing and visual arts, including critiques by CCM faculty and local artists. Support from Siemens and New Jersey Natural Gas made possible the continuation of the *Women Who Dare* program, offering more than 200 area high school girls the chance to learn about careers in science, technology, engineering and mathematics.

The highlight of the foundation’s fundraising year was the 2017 Scholarship Gala, which was held May 5 and raised net proceeds of \$70,000. The gala, attended by more than 200 supporters, featured the annual Alumni Awards for Achievement, Volunteerism, Humanitarianism and Alumnus of the Year. The foundation’s eighth annual *Leadership Award* was presented to Investors Bank in recognition of its many contributions to CCM, Morris County’s businesses and the non-profit community.

2. Research and Development (R&D) Expenditures: Year 2016

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

County College of Morris

I. Major capital projects.

1. Capital projects underway in FY2017:

- Renovation of 675 building fire alarm system was completed
- Renovation of the Cohen Hall Café was completed
- Construction of a storage building was started
- Renovation of the Student Community Center's HVAC was started
- Renovation of Lot 3 parking lot was started
- Replacement of Henderson Hall windows and doors was started