Cumberland COUNTY COLLEGE

Institutional Profile

An Accountability Report on
Legislatively Mandated Information

September 2018

Data by Category

Contents

Preface to the 2018 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 2017, 3,125 students were enrolled in college credit programs. An additional 1,275 students were enrolled in Professional and Continuing Education courses, with a further 1,024 students in customized training programs.

During 2017-2018 academic year, the College worked in an inclusive, collaborative manner to develop its 2018-2023 Strategic Plan. This plan focuses the college's efforts on four strategic directions: Increasing Degree and Credential Attainment; Workforce Transformation through Innovation; Develop Regional Economic Vitality through Synergistic Partnerships; Promote Organizational Excellence. Goals and Objectives accompany each direction, and a theme of 'collaborative partnerships' is woven through the entire plan.

The College laid the groundwork for another major endeavor during the 2017-2018 academic year. Conversations were begun with Rowan College of Gloucester County to explore the desirability of a merger of our two institutions. Decisions regarding this exciting possibility will be made during the 2018-2019 academic year.

The College experienced a change in leadership in late summer of 2018 with the departure of our former President, Yves Salomon-Fernandez, and the return of our Interim President. The College wishes Dr. Salomon-Fernandez well in her future endeavors.

The Cumberland County College *2018 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/.

Sincerely,

Shelly O. Schneider, Ed.D.
Interim President

Introduction

This *2018 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 J ersey 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 committed to student success and to serving a diverse community of learners and businesses by providing quality, innovative programs as an accessible, affordable, learning-centered community college.

VISION...

Cumberland County College will serve as a catalyst for a robust community, empowering people through excellence in higher education, collaborative relationships and engaged community leadership.

DIVERSITY STATEMENT…

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

Goals:
- 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.

STRATEGIC THEME

Cumberland County College will equitably increase educational attainment and workforce preparedness through strategic collaboration, innovation and organizational excellence.

STRATEGIC DIRECTIONS, GOALS AND OBJECTIVES

1. **Increase Degree and Credential Attainment**

GOAL 1.1 Reduce obstacles to admission for county residents to certificate, degree and credential programs at Cumberland and transfer colleges.

Objective 1.1A Assist students who face competing life obligations, such as:
Child care
Occupational demands
Financial constraints
Immigrant documentation

Objective 1.1B
Assist students in overcoming academic preparedness obstacles, such as:
Developmental Education needs
English as a second language
Learning disabilities

Objective 1.1C
Assist those experiencing cultural obstacles, such as:
First-to-go
Non-native cultures
Perception issues: Desire to leave the county for education.

Objective 1.1D
Assist those with geographic obstacles, such as need for:
In-county transportation
Relocation into county, state or country
Alternate educational modalities

GOAL 1.2 Increase college certificate, degree and credential attainment rates among all Cumberland County residents.

Objective 1.2A
Enable near-completers with competing life obligations to succeed through:
Increased outreach
Alternate class times
Alternate educational modalities
Increased transfer-in opportunities
Increased Prior Learning Assessment (PLA) opportunities

Objective 1.2B
Enable those with academic challenges to succeed through:
Online/Skype advising
Early warning and intervention

Advisement leading to workforce programs
Increased Stackable Credential progression opportunities

Objective 1.2C
Enhance opportunities for County residents to earn Baccalaureate and Graduate degrees through:
Increased and strengthened articulation agreements with transfer institutions
Increased degree offerings in the Shirlee and Bernard Brown University Center

2. Workforce Transformation Through Innovation

GOAL 2.1 Support existing and emerging businesses in the development of career-ready graduates and workers, matching skills and credentials to in-demand jobs.

Objective 2.1A
Support collaborative efforts among partners responding to acute workforce needs (i.e. new product or market opportunities for existing businesses, attractive force for industries seeking new sites).

Objective 2.1B
Re-invigorate College Advisory Boards for increased industry input to college programs.

Objective 2.1C
Establish Industry Liaisons for increased outreach and interconnectedness.

GOAL 2.2 Serve as a pathway for socioeconomic opportunity and mobility.

Objective 2.2A
Identify career pathways to provide training for workers with stagnated career opportunities.

Objective 2.2B
Utilize data analytics to identify low-wage occupations in industries at risk of near-term downturns to develop appropriate interventions for potentially impacted individuals.

Objective 2.2C
Explore and institute novel ways to impact the training and employment obstacles faced by the chronically unemployed.

GOAL 2.3 Fuel innovation and entrepreneurship through collaboration with community partners.

Objective 2.3A
Utilize data analytics to predict emerging industries and plan effective workforce development programs.

Objective 2.3B
Communicate with collaborative partners and industry groups to share information and integrate efforts.

3. Develop Regional Economic Vitality Through Synergistic Partnerships

GOAL 3.1 Capitalize on the synergies of our campus and regional partners to promote innovation and economic growth.

Objective 3.1A
Collaborate with partners to identify and capitalize on the 'draw' which attracts new businesses to the region.

Objective 3.1B
Collaborate with partners to develop and promote regional brand.

GOAL 3.2 Utilize the environmental, cultural and historic richness of Cumberland County to promote economic vitality.

Objective 3.2A
Develop and promote an inventory of regional assets by category.

Objective 3.2B
Promote the County through regional partnerships.

GOAL 3.3 Ensure that the opportunities offered through interaction with the college are available to every High School student in Cumberland County.

Objective 3.3A
Promote alignment of each High School with programs at the College.

Objective 3.3B
Increase dual-enrollment opportunities with all High Schools in Cumberland County.

Objective 3.3C
Increase opportunities for early college High School throughout the county.

Objective 3.3D
Increase interaction with home-school resource groups to enhance opportunities for home-schooled youth.

4. Promote Organizational Excellence

GOAL 4.1 Enhance organizational excellence through accountability, equity, and campus-wide intellectual engagement.

Objective 4.1A
Enhance assessment activities and tracking to ensure full use of assessment results in improving performance across each program and unit.

Objective 4.1B
Fully utilize assessment results when developing the budget to ensure resources are expended equitably and efficiently.

Objective 4.1C
Develop and refine college policies to promote excellence in academic disciplines and instructional methodology.

GOAL 4.2 Engage all types of learners through the development and promotion of innovative approaches to teaching and learning across the institution.

Objective 4.2A
Ensure that sufficient resources are available to enable Professional development activities on- and off-campus, for all college employees, and to incentivize the use of these resources.

Objective 4.2B
Fund and track the success of teaching approaches specifically aimed at providing equity in learning opportunities for learners of all types.

GOAL 4.3 Cultivate active community leadership through programs that present a broad array of ideas across multiple viewpoints leading to lifelong exploration, learning and participation.

Objective 4.3A
Strengthen General Education and Liberal Arts/Sciences offerings to ensure a broad, thorough educational experience for our students.

Objective 4.3B
Partner with appropriate organizations to develop speaker series presenting thoughtful dialog on topics of current interest.

Objective 4.3C
Present art exhibitions and performances featuring works from cultures less-frequently presented in Cumberland County.

Objective 4.3D
Establish the Luciano Center for Public Service and Leadership as a functioning community-based leadership resource.

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 2017 Headcount Enrollment

Category	Number	Percent
Total Students	**3,125**	**100%**
Full-Time	1,647	52.7%
Part-Time	1,478	47.3%

2. Number of Non Credit Students Served–FY 2017

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	1,275	859	25,647	57
Customized Training	1,024		9,740	22

[1] Includes all registrations in any course that started on July 1, 2016 through June 30, 2017
[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 2017

Headcount Credit Enrollment	Credit Hours	FTE
4,063	69,978	2,333

C. Characteristics of Undergraduate Students

Cumberland County College enrolls a diverse student population. In Fall 2017 for example, 63.5 percent of the headcount enrollment in credit courses was comprised of female students. The Fall 2017 enrollment included 54.6 percent of students from under-represented populations, including 31.5 percent Hispanic, and 17.2 percent African American/Black. 66.7 percent of the students enrolled at Cumberland County College were under the age of 25. 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 2017 is shown in the tables below.

Total Number of Undergraduates Enrolled in Fall 2017 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
3,125	619	19.8%

Total Number of First-time Full-time (FTFT) Students Enrolled in One or More Remedial Courses in Fall 2017

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
662	288	43.5%

First-Time Full-Time Students (FTFT) Enrolled in Remediation in Fall 2017 by Subject Area

Subject Area	Number of FTFT Enrolled in:	Percent of all FTFT Enrolled in:
Computation	110	16.6%
Algebra	70	10.6%
Reading (combined with English)	-	-
Writing (included in English)	-	-
English	225	34.0%

Source: SURE Fall Enrollment File

2. Race/ethnicity, Sex and Age

2a. Race/Ethnicity – Fall 2017

	Full-Time		Part-Time		Total	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
White	611	37.1%	628	42.5%	1,239	39.6%
Black	281	17.1%	257	17.4%	538	17.2%
Hispanic	614	37.3%	483	32.7%	1,097	35.1%
Asian*	18	1.1%	28	1.9%	46	1.5%
Am. Indian	10	0.6%	7	0.5%	17	0.5%
Non-Res. Alien	7	0.4%	1	0.1%	8	0.3%
Unknown**	106	6.4%	74	5.0%	180	5.8%
Total	1,647	100%	1,478	100%	3,125	100%

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

2b. Gender – Fall 2017

Characteristics	**Fall 2017**	
	Number	**Percent**
Full-time Male	675	41.0%
Full-time Female	972	59.0%
Part-time Male	467	31.6%
Part-time Female	1,011	68.4%
Total Male	1,142	36.5%
Total Female	1,983	63.5%
Total	3,125	100%

2c. Age – Fall 2017

Age Breakdown

Age Category	Full-Time		Part-Time		Total	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Less than 18	4	0.2%	28	1.9%	32	1.0%
18-19	801	48.6%	157	10.6%	958	30.7%
20-21	384	23.3%	292	19.8%	676	21.6%
22-24	151	9.2%	268	18.1%	419	13.4%
25-29	123	7.5%	275	18.6%	398	12.7%
30-34	69	4.2%	158	10.7%	227	7.3%
35-39	48	2.9%	96	6.5%	144	4.6%
40-49	44	2.7%	121	8.2%	165	5.3%
50-64	19	1.2%	65	4.4%	84	2.7%
65+	4	0.2%	16	1.1%	20	0.6%
Unknown	0	0%	2	0.1%	2	0.1%
Total	1,647	100%	1,478	100%	3,125	100%

Source: IPEDS Fall Enrollment Survey

3. Number of Students Receiving Financial Assistance under each Federal-, State-, & Institution-Funded Aid Program – FY 2017

		Recipients	Dollars($)	$/Recipient
FEDERAL PROGRAMS				
Pell Grants		2,031	7,124,000	3,507.63
College Work Study		79	106,000	1,341.77
Perkins Loans		0	0	-
SEOG		451	153,000	339.25
PLUS Loans		6	58,000	9,666.67
Stafford Loans (Subsidized)		496	1,445,000	2,913.31
Stafford Loans (Unsubsidized)		559	1,888,000	3,377.46
SMART & ACG or other		0	0	-
STATE PROGRAMS				
Tuition Aid Grants (TAG)		639	1,078,000	1,687.01
Educational Opportunity Fund (EOF)		181	208,000	1,149.17
Outstanding Scholars (OSRP)		0	0	-
Distinguished Scholars		0	0	-
Urban Scholars		3	3,000	1,000.00
NJ STARS		101	300,000	2,970.30
NJCLASS Loans		3	19,000	6,333.33
INSTITUTIONAL PROGRAMS				
Grants/Scholarships		338	565,000	1,671.60
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 2017

State Residents	Non-State Residents	Total	% State Residents
912	2	914	99.8%

Note: Residence Unknown included with New Jersey residents
Source: IPEDS Fall Enrollment Survey, Part C

D. Student Outcomes

1. Graduation Rates

a. Two-Year Graduation Rate

This is an additional category requested by the NJ Higher Education Department. 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 2014 cohort, there were 752 entering first-time, full-time, degree-seeking freshmen. After two years, 63 students (8.4%) completed degrees or certificates. In addition, after three years, 26% completed degrees or certificates and 16.5% 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 2014 Cohort

	White	African American	Hispanic	Asian	NR Alien	Other*	Total
Fall 2014 Cohort	334	153	223	8	0	34	752
Graduation after 3 yrs. Number and %	124 37.1%	16 10.5%	51 22.9%	2 25.0%	0 0%	5 14.7%	198 26.3%
Transfers after 3 yrs. prior to graduation Number and %	55 16.5%	26 17.0%	29 13.0%	2 25.0%	0 0%	12 35.3%	124 16.5%

* 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 the NJ Higher Education Department included data by race/ethnicity. For the current Institutional Profile, the NJ Higher Education department 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 2016 First-Time Undergraduates	**Retained in Fall 2017**	**Retention Rate**	**Fall 2016 First-Time Undergraduates**	**Retained in Fall 2017**	**Retention Rate**
657	457	69.6%	197	106	53.8%

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 the NJ Higher Education Department, the part-time data are omitted in this edition of the Profile.

Fall 2016
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.	8	11	0	0	0	0	0	0	0	0	0	0	0	0	8	11
Assistant Prof.	6	2	1	1	0	0	0	0	0	0	0	0	0	1	7	4
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	16	14	1	2	0	0	0	0	0	0	0	0	0	1	17	17
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.	1	4	1	0	0	0	0	0	0	0	0	0	0	0	2	4
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	4	1	0	0	0	0	0	0	0	0	0	0	0	2	4
Total																
Professors	2	1	0	1	0	0	0	0	0	0	0	0	0	0	2	2
Associate Prof.	8	11	0	0	0	0	0	0	0	0	0	0	0	0	8	11
Assistant Prof.	7	6	2	1	0	0	0	0	0	0	0	0	0	1	9	8
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	17	18	2	2	0	0	0	0	0	0	0	0	0	1	19	21

* 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 2017

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-Time Faculty		Taught by Others	
	Number	Percent	Number	Percent	Number	Percent
634	208	33.8%	347	54.7%	79	12.5%

Source: CCC APR Office.

3. Ratio of Full- to Part-Time Faculty 2015-2017

	Full Time Faculty	Part Time Faculty	Total
Fall 2015	43 16%	220 84%	263
Fall 2016	40 16%	211 84%	251
Fall 2017	40 13%	280 88%	320

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 2017-2018:**

Governing Body	African American	American Indian/ Alaskan	Asian/ Pacific Islander	Hispanic	White	Unknown	Total
Male	1	0	0	0	7	0	8
Female	1	0	0	0	3	0	4
Total	2	0	0	0	10	0	12

Source: CCC President's Office

2. List of Trustees with Titles and Affiliations as of 2017-2018

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	Gateway Community Action Partnership
Nicholas Asselta	Trustee	Retired
Michael R. DeLeon	Trustee	Steered Straight, Inc.
William M. Gruccio	Trustee	Vineland Lanscaping, LLC.
Patrick W. McGrory	Trustee	Ameriprise Financial Services, Inc.
Peggy Nicolosi	Trustee	NJ Department of Education
Bruce Riley	Trustee	Ultra Clean Technologies Corp
William F. Whelan	Trustee	Capital Bank of New Jersey
Donald A. Carter	Alumni Trustee	

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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 2017-2018 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

Beverage Tourism
Beverage Tourism/Tasting Room Management CC

Business

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

Communications

•*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

Education

•*LA/Elementary/Secondary Education AA
Early Childhood Preschool Education AAS
Early Childhood Education AC
Infant/Toddler CC

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
Practical Nursing AC

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/Homeland Security AC

Liberal Arts

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
•Health Service option AAS
Office Administration AC
Office Administration/Health Service AC

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 2017-2018 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 Institutional Research
- 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
- Geological Society of America
- Global Interdependence Center
- Hispanic Educational Technology Services
- 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 of Student Financial Aid Administrators
- National Association of Student Personnel Administrators (NASPA)
- 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

Austin, J., Goodnight, M., Grippo, J., Mohan, S., (2018) *Using Evidence and Technology to Build Student Success through Team Work.* (Poster Session), Achieving the Dream conference, Nashville, TN.

Gooch, Cheryl Renee (2018). *Hinsonville's Heroes: Black Civil War Soldiers of Chester County, Pennsylvania.* The History Press.

Goodnight, M., Grippo, J., Mohan, S., Piccone, J., Slade, K. (2017) Achieving the Dream New Jersey Data Summit (Session Chair) Passaic County Community College, NJ.

Goodnight, M., et al, (2017) *Using Evidence to Guide and Support Student Learning and Success: Achieving the Dream at Cumberland County College (Session Chair)* Engaging Learners in the 21st Century Conference, Mercer CC, NJ.

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. (2018, Fall). Properly Preparing Police Officers for the Millennial Generation. Police Chief Magazine.

Kocher, C. (2018). (Chapter -History) Utecht, Christopher (ed.). (In Press). Current Issues in Policing. San Diego: Cognella

Kocher, C. (2018). Shifting Paradigms for Behavior Health, (In Press).

Piccone, J, (2018) *Cross County Career and College Success Partnership*, JFF State Policy Meeting, Seattle, Washington

Slade, K.W. and Grippo, J. (2018) Welcome to our Reef… Using Starfish at Cumberland County College Best Practices Conference, April 218, Middlesex County College, Middlesex, NJ

Slade, K.W. and Post, R. (2018) Welcome to our Reef… Using Starfish at Cumberland County College Teaching, Academic, and Student Success Conference (TASS) March 2018, Ft. Lauderdale, Florida

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.

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Graphic Arts Program:
- Ran the Hanukah Table at the Annual Festival of Lights. Provided gifts for the attending Vineland area children.
- Provided a Thanksgiving Meal along with AR110 classes for a Vineland area family.
- Displayed an exhibition of student work centered on movement for the Vineland Regional Dance Company. Again this work was the final project from Two Dimensional Design Classes. Each student researched a culture and a dance associated with that culture and created a fine art or digital painting. The work was on display for the VRDC Gala in March 2018.

ESL Program:
- Met with Vineland High School Vice President for dissemination of ESL Materials. Initial plans set for future presentation.
- Updated flyers for the ESL college program in both English and Spanish
- Developed a colorful, informative marketing display for use at Open Houses and various presentations throughout the county
- Represented the ESL Program at fall 2017 and spring 2018 Open Houses inside the Fine & Performing Arts Building and Luciano Center
- Met and spoke with prospective students, demonstrated ESL pedagogy, explained registration and testing process, etc.
- Attended several advisement conferences with Tim Grussenmeyer and Melissa Wright regarding International Student Visas (F-1). Ongoing communication with Mr. Grussenmeyer regarding current and future International students.
- Conducted meetings with Patricia Gilmore and Dr. Terrence Hardee to coordinate continuing education ESL with college-prep ESL.
- Disseminated program information to various religious institutions including bilingual parishioners at Divine Mercy Parrish in Vineland.

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

Spanish Language Club:
- Initiated a college wide Hurricane Relief fund for Puerto Rico. Over $1,000 and numerous necessary items were donated by students and employees and sent to Puerto Rico.

- Hosted the 5th annual Hispanic Heritage Celebration showcasing the foods and culture of the various Hispanic cultures of Cumberland County. Proceeds from this event were donated to Puerto Rico Hurricane Maria victims and Mexican Earthquake victims.
- My students donated a Thanksgiving basket to a family as part of the college Thanksgiving drive.
- Hosted the 25th annual Cinco de Mayo Celebration highlighting the culture of Mexico and our Mexican community members.

I. Major Capital Projects Underway in Fiscal Year 2018

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

- The College received Chapter 12 funding to carry out a Roofing & Driveway Paving project. This project will be managed by Cumberland County Improvement Authority (CCIA) who have entered into a shared service agreement with the College beginning July 1, 2018.
- The College was awarded funding to implement security upgrades, access controls and alarm monitoring system. This project is being managed by the Cumberland County Improvement Authority pursuant to the shared service agreement. (CCIA).