COUNTY COLLEGE of MORRIS

Annual Institutional Profile Report 2018

September 15, 2018

CELEBRATING **50** YEARS
COUNTY COLLEGE of MORRIS

County College of Morris

PREFACE

Celebrating its 50th Anniversary, County College of Morris (CCM) is widely recognized for providing an outstanding education for the residents of Morris County and the surrounding area. CCM's mission declares a commitment to excellence in teaching and lifelong learning through the delivery of exceptional programs and services to our student and to the larger community that reflect a dedication to inclusiveness and diversity, educational advancement, cultural enrichment and workforce development. Since the college opened in 1968, more than 50,000 graduates have passed through its halls.

Located in Randolph Township, CCM offers 49 associate degrees and more than 22 credit 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.

Additionally, CCM is an essential community partner, offering an extensive array of Workforce Development programs for employees to maintain pace with evolving employer needs and to ensure that Morris County has a pipeline of skilled workers to support a wide array of businesses and industries. 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 award winning athletic teams.

The Annual Institutional Profile Report for 2018 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 2018.

Sincerely,

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

County College of Morris

I. Table of Contents

County College of Morris

II. Data by Category – Institutional Profile Report for 2018

   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 2018.

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

      2. Professional accreditation.

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

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

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

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

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

County College of Morris

B. Number of students served.

1. Number of Undergraduates by Attendance Status.

Table II.B.1		
Fall 2017 Undergraduate Enrollment by Attendance Status		
Status	**Number**	**Percent**
Full-Time	3,819	48.0
Part Time	4,130	52.0
Total	7,949	100.0

2. Number of Graduate Students by Attendance Status.

   N/A

3. Number of Non-Credit Students Served.

Table II.B.3				
Fall 2017 Non-Credit Enrollment				
	Total Number of Registrations[1]	**Unduplicated Headcount**	**Total Clock Hours (One Clock Hour = 60 Minutes)**	**Total FTEs[2]**
Open Enrollment	4,092	1,664	65,811	146
Customized Training	3,745		35,649	79
[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 (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 2017		
Headcount Enrollment	**Credit Hours**	**FTE**
11,568	175,798	5,860

County College of Morris

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 2017

Subject Area	Number of FTFT Enrolled	Percent of All FTFT Enrolled
Reading		
Writing	568	51.0%
Computation	254	22.8%
Algebra	162	14.5%
English		

Total Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation 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
1,114	664	59.6%

Total Number of Undergraduate Students Enrolled in Fall 2017

Number and Percentage of Students Enrolled In One or More Remedial Courses

Total Fall 2017 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
7,949	1,733	21.8%

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.

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

   Old ACT
- **An <u>old</u> ACT Writing score of 23** will exempt the student from the English sections of CCM's placement test.
- **An <u>old</u> ACT Math score of 23** will exempt the student from the Algebra section of CCM's placement test.*

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

   Old SAT
- **An <u>old</u> SAT Critical Reading score of 540** will exempt the student from the English sections of CCM's placement test.
- **An <u>old</u> 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.*

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/develop-mental 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 Office of Accessibility Services.

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

County College of Morris

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 2017								
Undergraduate	**NRA**	**B**	**AI/AN**	**A***	**H**	**W**	**U**	**Total**
Full-time	70	166	12	237	821	2,238	275	3,819
Percent Full-time	1.8	4.3	0.3	6.2	21.5	58.6	7.2	100.0
Part-time	114	225	16	221	833	2,355	366	4,130
Percent Part-time	2.8	5.4	0.4	5.4	20.2	57.0	8.9	100.0
Grand Total	184	391	28	458	1,654	4,593	641	7,949
Percent of Total	2.3	4.9	0.4	5.8	20.8	57.8	8.1	100.0
* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races								

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   b. Enrollment status by gender.

Table II.C.3.b:						
Undergraduate Status by Gender, Fall 2017						
Undergraduate	**Full-time**	**Percent**	**Part-time**	**Percent**	**Grand Total**	**Percent of Total**
Female	1,617	42.3	2,211	53.5	3,819	49.3
Male	2,202	57.7	1,919	46.5	4,130	50.7
Total	4,121	48.0	4,130	52.0	7,949	100.0

County College of Morris

c. Enrollment status by age.

Table II.C.3.c: Undergraduate Enrollment Status by Age, Fall 2017						
Age Category	Full-Time	Percent of Full-Time	Part-Time	Percent of Part-Time	Total Headcount	Percent of Total Headcount
Less Than 18	78	2.0	146	3.5	224	2.4
18-19	1,757	46.0	718	17.4	2,475	31.5
20-21	1,197	31.3	936	22.7	2,133	26.8
22-24	449	11.8	899	21.8	1,348	16.8
25-29	207	5.4	585	14.2	792	10.2
30-34	51	1.3	285	6.9	336	4.3
35-39	38	1.0	158	3.8	196	2.3
40-49	30	0.8	198	4.8	228	3.1
50-64	12	0.3	150	3.6	162	1.9
65+	0	0.0	55	1.3	55	0.6
Unknown	0	0.0	0	0.0	0	0.0
Total	3,819	100.0	4,130	100.0	7,949	100.0

County College of Morris

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

Table II.C.4: Financial Aid from State, Federal and Institutional-Funded Programs, FY 2017			
Award	**Recipients**	**Dollars($)**	**$/Recipient**
State Programs			
Tuition Aid Grants (TAG)	734	1,269,000	1,728.88
Educational Opportunity Fund (EOF)	77	65,000	844.16
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJCLASS Loans	8	56,000	7,000.00
NJSTARS	66	190,000	2,878.79
Federal Programs			
Pell Grants	2,055	6,966,000	3,389.78
College Work Study	110	201,000	1,827.27
Perkins Loans	0	0	-
SEOG	518	198,000	382.24
Stafford Loans (Subsidized)	932	2,680,000	2,875.54
Stafford Loans (Unsubsidized)	918	3,202,000	3,488.02
Plus Loans	42	229,000	5,452.38
SMART & ACG or other	0	0	-
Institutional Programs			
Grants/Scholarships	190	180,000	947.37
Loans	0	0	-

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 2017		
Residence	**Number**	**Percent**
In-State	1,618	99.6
Out-of-State	6	0.4
Total	1,624	100.0
Note: Residence unknown included with New Jersey Residents		

County College of Morris

D. Student outcomes.

1. Graduation rates.

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

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

Table II.D.1.b:		
2-Year Graduation Rate of Fall 2014		
Full-Time, First Time, Degree/Certificate Seeking Freshmen		
Fall 2013 Cohort	**Graduated after 2 Years**	**Percent**
1,313	154	11.7

   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 2014 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	31	11	35.5	3	9.7
Black/African Amer	60	10	16.7	10	16.7
Asian	65	14	21.5	9	13.8
Hispanic	250	60	24.0	47	18.8
White	792	260	32.8	145	18.3
Other*	115	48	41.7	15	13.0
Cohort Totals	1,313	403	30.7	229	17.4

   * 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 2016 to Fall 2017 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**
1,097	789	71.9	606	339	55.9

County College of Morris

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 **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

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 2017	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	17	12	1	3	3	0	1	0	1	0	0	0	0	0	23	15	38
Associate Prof.	16	15	2	3	0	4	1	2	0	0	0	0	0	0	19	24	43
Assistant Prof.	11	18	0	0	0	1	2	0	0	0	0	0	0	0	13	19	32
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	44	45	3	6	3	5	4	2	1	0	0	0	0	0	55	58	113
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.	14	19	3	1	1	0	4	2	0	0	0	0	0	0	22	22	44
All Others	2	0	0	0	0	1	0	0	0	0	0	0	0	0	2	0	2
TOTAL	18	22	3	1	1	0	4	2	0	0	0	0	0	0	26	25	51
Total All																	
Professors	17	12	1	3	3	0	1	0	1	0	0	0	0	0	23	15	38
Associate Prof.	18	18	2	3	0	4	1	2	0	0	0	0	0	0	21	27	48
Assistant Prof.	25	37	3	1	1	1	6	2	0	0	0	0	0	0	35	41	76
All Others	2	0	0	0	0	1	0	0	0	0	0	0	0	0	2	0	2
TOTAL	62	67	6	7	4	5	8	4	1	0	0	0	0	0	81	83	164

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

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 2017		
Total Number of Course Sections = 1,425	**Sections**	**Percent**
Taught by Full-Time Faculty	803	56.4
Taught by Part-Time Faculty	658	46.2
Taught by Others (includes Full-Time Administrators and Teaching Assistants)	16	1.1

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

Table II.E.3: Ratio of Full- to Part-Time Faculty, Fall 2017		
Status	**Number**	**Percent**
Full-Time	164	30.6
Part-Time	372	69.4
Total	536	100.0

County College of Morris

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	7	1						8
Female	2							2
TOTALS	**9**	**1**						**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**
Paul R. Licitra	Chair	*Insurance Executive*
Thomas A. Pepe	Vice Chair	*Retired Banker*
Jeffrey M. Advokat, Esq.	Treasurer	*Attorney;* Advokat & Rosenberg
Dr. Barbara L. Hadzima	Secretary	*Retired School Administrator*
Laurie Bogaard, Esq.		*Attorney*, Bogaard & Assoc. LLC
George E. Dredden, III		*Chief of Staff,* Assemblywoman DeCroce
Jack N. Frost, Jr., Esq.		*Attorney;* Drinker Biddle & Reath LLP
Roger A. Jinks		*Executive County Superintendent;* Morris-Somerset Counties
Keith Raymond		*Sales Executive,* Kyriba Corp.
Dr. Joseph S. Weisberg		*Retired Educator*

    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

Business Administration

Business Professional

Chemical Technology

    Environmental Science Option

Computer Information Systems

    Game Development Option

Communications

Criminal Justice

Computer Science

Culinary Arts & Science

Digital Media Technology

Early Childhood Education

Electronics Engineering Technology

    Biomedical Equipment Option

Engineering Science

Exercise Science

Fine Arts

    Animation Option

    Dance Option

    Design Option

    Visual Arts Option

Fire Science Education

Graphic Design

Hospitality Management

    Restaurant & Culinary Management Option

Information Technology

Landscape and Horticultural Technology

    Agribusiness Option

    Landscape Management & Design Option

    Turf & Turfgrass Management Option

Liberal Arts and Sciences

    Human Services Option

    International Studies Option

    Media Studies Option

        Broadcasting Arts & Tech. Emphasis

        Journalism Emphasis

    Music Option

    Social Science Option

Mechanical Engineering Technology

Music Technology

    Electronic Music Option

    Music Recording Option

Musical Theatre

Nursing

Occupational Therapy Assistant

Photography Technology

Public Health

Radiography

Respiratory Therapy

Science and Mathematics

    Biology Option

    Chemistry Option

    Mathematics Option

Technical Studies Information Technologies

Virtual Reality

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.

County College of Morris

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

Advanced Electronics
Advanced Mechanical Analysis
Assembly & Testing
Basic Electronics
Culinary Arts
Digital Technology
Engineering Technology
Finance
Garden Center
Grounds Maintenance

Information Security
Landscape Contractor
Landscape Design
Mechanical CAD
Media Technology
Personal Trainer
Restaurant Management & Event Planning
Routing (CISCO CCNA)
Small Business Management
Web Development

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

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

H. Major research and public service activities.

1. Public Service Activities

With more than 50,000 alumni and celebrating our 50th Anniversary, we are setting bold goals, reaching new levels of success and increasing our impact on the communities we serve. The world of education is rapidly shifting, not only to meet the needs and demands in the classroom, but to meet the needs of America's workforce. CCM is dedicated to providing our students with state-of-the-art facilities that foster innovation and inspire tomorrow's leaders. New and improved space and equipment will provide students and the community with the tools they need to compete in the high-demand fields of Healthcare Sciences, Cyber Security and Advanced Manufacturing and Engineering.

Our priorities are:

The Paragano Family Foundation Healthcare Simulation Center, with a focus on addressing the medical and mental health needs and ensuring our community receives the best care. This simulation center will bring together all healthcare programs and create an enhanced clinical teaching space configured to replicate a medical center. This also allows for community partnership and training opportunities for our local Healthcare Systems to meet their training needs.

Investor's Bank Cyber Security Suite is an important part of our Emerging Technologies program to stay ahead of technology and business trends. As the only community college in the state recognized as a certifying institution by the National Security Agency committee on National Security Standards and Homeland Security, CCM will create a state-of-the-art cyber security center offering courses and community partnership opportunities training in network security, digital forensics and information-security management.

The Advanced Manufacturing and Engineering Building will be the Regional Manufacturing Center to meet the needs and better support our local community and industry professionals who need continuous training for their employees. Through this facility, CCM will provide a quality pipeline of skilled workers to answer the needs of our community and industry.

2. Research and Development (R&D) Expenditures: Year 2017

	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 FY2018:

- Construction of a storage building was completed

- Renovation of the Student Community Center's HVAC was completed

- Renovation of Lot 3 parking lot was completed

- Replacement of Henderson Hall windows and doors was completed

- Renovation of the Academic Complex Fan Coil Units and Univent replacement was started

- Renovation of the Photography Labs was started

- Design of a new Advanced Engineering and Manufacturing Building was started