

COUNTY COLLEGE of MORRIS



Annual Institutional Profile Report 2019

September 16, 2019



County College of Morris

PREFACE

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 students 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 50 associate degrees and more than 25 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 and business partner, offering an extensive array of more than 20 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 range of businesses and industries. Also in the area of meeting the needs of business and industry, CCM is leading a \$4 million United States Department of Labor grant initiative to provide a national model for expanding apprenticeship programs in advanced manufacturing. As part of meeting the needs of industry for skilled professionals, the college is constructing an Advanced Manufacturing and Engineering Center, slated to open in 2020.

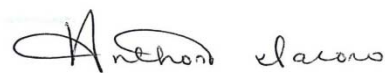
In addition, the college enriches the community through its numerous cultural activities and events for the public, including its well-respected Longo Planetarium shows, a full performing and visual arts schedule, and award-winning athletic teams.

The Annual Institutional Profile Report for 2019 provides information about characteristics of CCM for the 2018 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 2019.

Sincerely,



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

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II. Data by Category – Institutional Profile Report for 2019

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 *Nursing* program is 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 Administration*, *Business Career*, *Hospitality Management* and *Hospitality Management – Restaurant and Culinary Option* that culminate in the *Associate of Science* and *Associate of Applied Science* degrees are nationally accredited by the *Accreditation of Council for Business Schools and Programs (ACBSP)*.

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B. Number of students served.

1. Number of Undergraduates by Attendance Status.

Table II.B.1		
Fall 2018		
Undergraduate Enrollment by Attendance Status		
Status	Number	Percent
Full-Time	3,505	46.4
Part Time	4,051	53.6
Total	7,556	100.0

2. Number of Graduate Students by Attendance Status.

N/A

3. Number of Non-Credit Students Served.

Table II.B.3				
Fall 2018				
Non-Credit Enrollment				
	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	2,871	1,299	56,727	126
Customized Training	3,122		32,809	73
¹ Includes all registrations in any course that started on July 1, 2017 through June 30, 2018				
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 Fiscal Year.

Table II.B.4		
Unduplicated Number of Students Enrolled and Total Credit Hour Enrollment for FY 2018		
Headcount Enrollment	Credit Hours	FTE
11,319	173,535	5,785

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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 2018		
Subject Area	Number of FTFT Enrolled	Percent of All FTFT Enrolled
Reading		
Writing	493	49.0%
Computation	233	23.2%
Algebra	146	14.5%
English		
Total Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation in Fall 2018		
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
1,006	578	57.5%
Total Number of Undergraduate Students Enrolled in Fall 2018 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
7,556	1,651	21.9%

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

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

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

Exemptions:

PARCC Scores

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

ACT Scores

New ACT

- **A new ACT Writing score of 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 560** will exempt the student from the Algebra section of CCM's placement test.*

Old SAT

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

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

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

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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 Office of Accessibility Services.

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 the 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 2018								
Undergraduate	NRA	B	AI/AN	A*	H	W	U	Total
Full-time	82	167	7	218	783	1,979	269	3,505
Percent Full-time	2.3	4.8	0.2	6.2	22.3	56.5	7.7	100.0
Part-time	97	213	12	204	840	2,285	400	4,051
Percent Part-time	2.4	5.3	0.3	5.0	20.7	56.4	9.9	100.0
Grand Total	179	380	19	422	1,623	4,264	669	7,556
Percent of Total	2.4	5.0	0.3	5.6	21.5	56.4	8.9	100.0
* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races								

b. Enrollment status by gender.

Table II.C.3.b:						
Undergraduate Status by Gender, Fall 2018						
Undergraduate	Full-time	Percent	Part-time	Percent	Grand Total	Percent of Total
Female	1,421	40.5	2,079	51.3	3,500	46.3
Male	2,084	59.5	1,972	48.7	4,056	53.7
Total	3,505	46.4	4,051	53.6	7,556	100.0

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c. Enrollment status by age.

Table II.C.3.c:						
Undergraduate Enrollment Status by Age, Fall 2018						
Age Category	Full-Time	Percent of Full-Time	Part-Time	Percent of Part-Time	Total Headcount	Percent of Total Headcount
Less Than 18	70	2.0	154	3.8	224	3.0
18-19	1,599	45.6	705	17.4	2,304	30.5
20-21	1,111	31.7	930	23.0	2,041	27.0
22-24	406	11.6	816	20.1	1,222	16.2
25-29	199	5.7	620	15.3	819	10.8
30-34	56	1.6	279	6.9	335	4.4
35-39	25	0.7	156	3.9	181	2.4
40-49	29	0.8	197	4.9	226	3.0
50-64	7	0.2	148	3.7	155	2.1
65+	2	0.1	43	1.1	45	0.6
Unknown	1	0.0	3	0.1	4	0.1
Total	3,505	46.4	4,051	53.6	7,556	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 2018			
Award	Recipients	Dollars(\$)	\$/Recipient
<u>State Programs</u>			
Tuition Aid Grants (TAG)	761	1,355,114	1,780.70
Educational Opportunity Fund (EOF)	77	72,309	939.08
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJCLASS Loans	7	26,321	3,760.14
NJSTARS	49	162,160	3,309.39
<u>Federal Programs</u>			
Pell Grants	2,056	7,343,204	3,571.60
College Work Study	109	187,066	1,716.20
Perkins Loans	0	0	-
SEOG	460	156,868	341.02
PLUS Loans	30	153,610	5,120.33
Stafford Loans (Subsidized)	885	2,609,117	2,948.15
Stafford Loans (Unsubsidized)	896	3,069,131	3,425.37
SMART & ACG or other	0	0	-
<u>Institutional Programs</u>			
Grants/Scholarships	276	275,931	999.75
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 2018		
Residence	Number	Percent
In-State	1,497	99.7
Out-of-State	4	0.3
Total	1,501	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 2015 Full-Time, First Time, Degree/Certificate Seeking Freshmen		
Fall 2015 Cohort	Graduated after 2 Years	Percent
1,218	158	13.0

- 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 2015 Full-Time, First Time, Degree/Certificate Seeking Freshmen by Race/Ethnicity					
Race/Ethnicity	Fall 2015 Cohort	Graduated after 3 Years	3-Year Graduation Rate	Transferred by end of 3 rd Year	3-Year Transfer Rate
Non-Resident Alien	26	8	30.8	1	3.8
Black/African Amer	58	8	13.8	19	32.8
Asian	54	16	29.6	5	9.3
Hispanic	256	73	28.5	33	12.9
White	752	300	39.9	129	17.2
Other*	72	20	27.8	16	22.2
Cohort Totals	1,218	425	34.9	203	16.7

* 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 2017 to Fall 2018 by Attendance Status					
Full-Time			Part-Time		
Fall 2017 First-Time Undergraduates	Retained in Fall 2018	Retention Rate	Fall 2017 First-Time Undergraduates	Retained in Fall 2018	Retention Rate
1,114	7808	72.5	510	302	59.2

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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 2018																	
	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	15	9	1	3	3	0	1	0	1	0	0	0	0	0	21	12	33
Associate Prof.	14	16	2	3	0	4	1	2	0	0	0	0	0	17	25	42	
Assistant Prof.	8	14	0	0	0	1	2	0	0	0	0	0	0	10	15	25	
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	37	39	3	6	3	5	4	2	1	0	0	0	0	48	52	100	
Without Tenure																	
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.		3	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Assistant Prof.	17	22	3	0	1	0	4	3	0	0	0	0	0	25	25	50	
All Others	5	1	0	0	0	0	0	0	0	0	0	0	0	5	1	6	
TOTAL	22	26	3	0	1	0	4	3	0	0	0	0	0	30	29	59	
Total All																	
Professors	15	9	1	3	3	0	1	0	1	0	0	0	0	21	12	33	
Associate Prof.	14	19	2	3	0	4	1	2	0	0	0	0	0	17	28	45	
Assistant Prof.	25	36	3	0	1	1	6	3	0	0	0	0	0	35	40	75	
All Others	5	1	0	0	0	0	0	0	0	0	0	0	0	5	1	6	
TOTAL	59	65	6	6	4	5	8	5	1	0	0	0	0	78	81	159	
* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.																	

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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 2018		
Total Number of Course Sections = 1,368	Sections	Percent
Taught by Full-Time Faculty	747	54.6
Taught by Part-Time Faculty	652	47.7
Taught by Others (includes Full-Time Administrators and Teaching Assistants)	33	2.4

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

Table II.E.3: Ratio of Full- to Part-Time Faculty, Fall 2018		
Status	Number	Percent
Full-Time	159	30.3
Part-Time	365	69.7
Total	524	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	7	1						8
Female	2	1						3
TOTALS	9	2						11

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 Educator
Dr. Angelica Allen-McMillan		Executive County Superintendent
Maria Aprile, CPA		Retired Accountant
George E. Dredden, III		Chief of Staff, Assemblywoman DeCroce
Jack N. Frost, Jr., Esq.		Attorney, DrinkerBiddle
George Milonas		Head of Global Financial Crimes, MetLife
Keith Raymond	vacant as of June 30, 2019	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>

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G. Profile of the institution.

1. Degree and certificate programs.

Degree Programs

Business Administration	Liberal Arts and Sciences:
Business Professional	Broadcasting Arts and Technology Option
Chemical Technology:	Journalism Option
Environmental Science Option	Human Services Option
Child & Family Studies	International Studies Option
Computer Information Systems:	Music Option
Game Development Option	Mechanical Engineering
Communication	Music Technology:
Criminal Justice	Electronic Music Option
Computer Science	Music Recording Option
Culinary Science	Musical Theatre
Digital Media Technology	Nursing
Early Childhood Education	Occupational Therapy Assistant
Electronics Engineering Technology:	Public Health
Biomedical Equipment Option	Photography Technology
Engineering Science	Public Health
Exercise Science	Radiography
Fine Arts:	Respiratory Therapy
Animation Option	Restaurant and Culinary Management
Dance	Science and Mathematics:
Design Option	Biology Option
Visual Arts Option	Chemistry Option
Visual Arts Education Specialization	Mathematics Option
Fire Science Technology	Teacher Education:
Graphic Design	Biology
Hospitality Management:	Chemistry
Restaurant & Culinary Management Option	English
Information Technology	Exercise Science/Physical Education
Landscape and Horticultural Technology:	History
Agribusiness Option	Mathematics
Landscape Business & Design Option	Psychology
Turf & Turfgrass Management Option	Sociology
	Spanish
	Technical Studies
	Virtual Reality

Academic Certificate Programs

Computer Aided Drafting Technology Certificate
 Childcare Specialist Certificate

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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.

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	Grounds Maintenance
Advanced Mechanical Analysis	Hospitality Management & Event Planning
Assembly & Testing	Information Security
Basic Electronics	Landscape Contractor
CDA Educational Endorsement	Landscape Design
Culinary Arts	Mechanical CAD
Digital Technology	Media Technology
Engineering Technology	Personal Trainer
Finance	Routing (CISCO CCNA)
Foundations in Business	Small Business Management
Garden Center	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 students with the linguistic knowledge, cultural awareness and strong study skills appropriate for pursuing a college degree. Students in the program will be allowed to take classes in their major upon satisfactory completion of Level II of the program.

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H. Major research and public service activities.

1. Public Service Activities

We proudly closed our 50th Anniversary year, graduating our 50th class and more than 50,000 graduates. We continue with our bold goals of increasing the impact on the communities we serve. The County College of Morris Foundation has committed to raising funds for the following:

Forward Campaign

The 50th Anniversary Campaign has a focus on moving the college Forward, so students are offered practical learning experience which meet the needs required in the workforce. The CCM Foundation remains committed to providing students and the community with the tools they need to compete in the areas of Advanced Manufacturing, Engineering, Cyber Security, Culinary Arts and Healthcare.

Dover College Promise

Under the leadership and oversight of County College of Morris (CCM), Dover College Promise (DCP) will provide low-income middle and high school students from the Dover School District the opportunity to earn a guaranteed scholarship to the College. CCM and The Educational Center, a Dover-based community organization, will collaborate to create a CCM presence in downtown Dover. DCP will provide students with tutoring, college preparation classes, mentoring, and opportunities for community-based service learning projects. Students will develop and update a Personal Development Plan, which focuses on goals, addresses barriers, and plans for their future careers.

Emergency Fund

Created by the CCM Foundation Board for students who have a financial interruption and this support will give them assistance, which allows them to continue their studies without disruption.

Food Pantry

The college is researching and surveying our population looking into food insecurity needs around campus, with an eventual plan to meet the needs of our students and incorporate a food pantry on campus.

Teen Arts

The Morris County Teen Arts Festival is a one-day celebration of the arts held at County College of Morris. The event is open to all students from public, private, parochial and home schooled middle and high schools within Morris County. During the Festival, over 1,500 students, staff of 40 professional artists participate in performances, critiquing seminars, and workshops in every discipline. Students are given this opportunity through the interaction with and feedback from professional artist practitioners and through the sharing of creative work with their peers.

Job Fair

More than 70 employers attend the on campus job fair with part-time and full-time positions to fill. Students have an opportunity to meet with area employers and recruiters to find potential jobs and internships. Students can drop off resumes and employers can talk about job expectations.

County College of Morris

Grant Workshops

CCM offered free workshops focusing on research tools and grant searches for small business owners, nonprofits and individuals. These workshops assist small business owners with finding information to help their businesses grow. Participants learn how to conduct basic and advanced searches in the updated Foundation Directory Online database and the Foundation Maps database. As well as finding scholarships and grants that fund students, artists, writers, filmmakers, musicians, researchers and other individual grant seekers.

Community support

As part of service to the community, County College of Morris provided support and space at no cost to co-host over 15 events on campus and provide media support such as audio/video recording and editing to over 10 community organizations.

2. Research and Development (R&D) Expenditures: Year 2018

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

3. Major Grants, FY2019

CareerAdvance USA

Scaling Apprenticeships through Sector-Based Strategies

US Department of Labor

\$3,999,823 over 4 years

CCM will lead a consortium of seven New Jersey community colleges and the German American Chamber of Commerce to build a network of apprenticeship programs leading to 1,600 advanced manufacturing apprenticeships over the term of the grant.

NJ Healthworks

Scaling Apprenticeships through Sector-Based Strategies

US Department of Labor

Bergen Community College (BCC)

\$711,246 over 4 years

To further apprenticeships in health careers, CCM is a consortium partner with BCC and eleven other colleges in the development and implementation of 5,000 apprentices over 4 years.

Northern New Jersey Bridges to Baccalaureate

National Science Foundation

Passaic Community College

\$317,556 over 3 years

The NNJ-B2B program operates in conjunction with the Garden State Louis Stokes Alliance for Minority Participation (GS-LSAMP), a National Science Foundation funded project headed by

County College of Morris

Rutgers University-Newark to streamline the transition from two- to four-year institutions, particularly for underserved populations.

**Renewable Energy Systems Training Laboratory Development and Workforce Training
National Science Foundation
New Jersey Institute of Technology (NJIT)
\$223,892 over three years**

CCM is collaborating with NJIT to create two identical renewable energy labs, one on each campus, and to create a pathway from CCM to NJIT in the field of renewable energy.

**Legacy Project: War, Peace and Healing
New Jersey Council for the Humanities
\$12,685**

Funds support the expansion of the Legacy Project to include on and off campus lectures, book discussions in local libraries, traveling faculty presentations, film screenings and an Oral History Remembrance Week for veterans.

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I. Major capital projects.

1. Capital projects underway in FY2019:

- Renovations of the phase one Academic Complex Fan Coil Units and Univent replacement project was completed
- Renovation of the Photography Labs was completed
- Construction of a new Advanced Manufacturing and Engineering Building was started