COUNTY COLLEGE OF MORRIS

ANNUAL INSTITUTIONAL PROFILE REPORT

September, 2021

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, as outlined in its mission, is committed to excellence in teaching and lifelong learning through the delivery of exceptional programs and services to its students and to the larger community that reflect a dedication to equity, inclusiveness and diversity, educational advancement, cultural enrichment and workforce development. Since the college opened in 1968, more than 52,000 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.

Through the Center for Workforce Development, CCM is an essential community and business partner. Workforce Development (WFD) offers greater than 30 workforce relevant programs including pre-apprentice boot camp in advanced manufacturing, registered apprenticeships in advanced manufacturing and healthcare, certification preparation classes for industry-recognized credentials and more. WFD has opportunity programs teaching foundational skills in culinary arts and horticulture for developmentally disabled transitional students and adults in preparation for entering the workforce. Certification prep for credentials in Microsoft Office Word and Excel, ASQ Six Sigma, PMI Project Management, CompTIA A+, Net+ and Security+, Cisco CCNA and Tableau Desktop Specialist, are just a few of the programs that assist individuals to obtain a job or get a better job. WFD also offers open enrollment and dedicated company training classes. With diverse offerings in supply chain logistics, leadership development, management skills, professional communications, human resources, non-profit leadership, data analytics and visualization, data science, as well as coding, individuals can refresh skill sets and their resumes in focused area. Finally, WFD is a leader in English Language Learning for the adult population, helping non-native speakers master English language skills in classes that address the needs of every level of learner, along with offering practical classes in conversational English. These WFD programs, and many more, provide individuals and employees with the skills required 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.

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

The Annual Institutional Profile Report for 2021 provides information about characteristics of CCM for the 2020 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 2021.

Sincerely,

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

I. Table of Contents

II. Data by Category – Institutional Profile Report for 2021

    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 Council for Business Schools and Programs (ACBSP).*

B. Number of students served.

    1. Number of Undergraduates by Attendance Status.

Table II.B.1		
Fall 2020		
Undergraduate Enrollment by Attendance Status		
Status	**Number**	**Percent**
Full-Time	2,983	44.5
Part Time	3,714	55.5
Total	6,697	100.0

    2. Number of Graduate Students by Attendance Status.

       N/A

    3. Number of Non-Credit Students Served.

Table II.B.3				
FY 2020				
Non-Credit Enrollment				
	Total Number of Registrations[1]	**Unduplicated Headcount**	**Total Clock Hours (One Clock Hour = 60 Minutes)**	**Total FTEs[2]**
Open Enrollment	2,624	1,258	53,666	119
Customized Training	1,014		8,249	18
[1]Includes all registrations in any course that started on July 1, 2019 through June 30, 2020				
[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 Undergraduate Students for Entire Fiscal Year.

Table II.B.4		
Unduplicated Number of Undergraduate Students Enrolled and		
Total Credit Hour Enrollment for FY 2020		
Headcount Enrollment	**Credit Hours**	**FTE**
10,889	163,671	5,456

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 2020		
Subject Area	**Number of FTFT Enrolled**	**Percent of All FTFT Enrolled**
Reading	0	0.0%
Writing	213	22.6%
Computation	285	30.3%
Algebra	184	19.5%
English	0	0.0%
Total Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation in Fall 2020		
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**
942	466	57.5%
Total Number of Undergraduate Students Enrolled in Fall 2020 Number and Percentage of Students Enrolled In One or More Remedial Courses		
Total Fall 2020 Undergraduate Enrollment	**Number of Students Enrolled in One or More Remedial Courses**	**Percent of Total**
6,697	1,220	18.2%

CCM uses multiple methods to determine placement into college level Math and English courses.
These methods include CCM's Accuplacer Placement Test, Submission of Standardized Test Scores (SAT, ACT, PARCC/NJSLA) and/or Review of the High School Transcript (for recent HS graduates). The following students must satisfy placement procedures:

- Students who intend to matriculate (pursue an associate's degree or academic program certificate) must take the Accuplacer Test, unless they meet the exemptions listed below.
- Non-matriculated students must take the placement test prior to registering for any courses that require English and/or Math prerequisites unless they have completed the necessary course prerequisites or met the exemptions listed below.
- If students are pursuing a major that requires a higher level of mathematics competency (Engineering Science, Biology, Chemistry, Math, Biotechnology, Chemical Technology, Environmental Science, Computer Science and Game Development), they must take the College Level Math (CLM) test.

- If English is not a student's native language, they must take the Levels of English Proficiency (LOEP) test.

Exemptions:

- NEW SAT: If students scored 560 or higher for Math and 590 or higher for Evidence Based Reading and Writing on the new SAT.
- OLD SAT: If students scored 530 or higher for Math and 540 or higher for Critical reading on the old SAT.
- ACT: If students scored 23 or higher for Math and 23 or higher for English on the ACT.
- NJSLA/PARCC: If students scored a 4 or 5 on the 11th grade English Language Arts test and a 4 or 5 on the Algebra 2 test.
- Based on a review of recent high school coursework, including grades in specific English and/or mathematics courses during three to four high school years.
- If students have earned prior credit for college level English Composition and Mathematics courses or have completed developmental courses at another regionally accredited college.
- If students have taken the Math Accuplacer placement test at another college. English Placement tests from other colleges are not accepted.

If the placement test results indicate that specific basic skills are lacking, the college reserves the right to require students to take non-credit remedial/developmental courses in writing, mathematical computation, and basic algebra, and or intermediate algebra. Pre-college age students are not permitted to take any remedial/developmental courses at CCM.

Students who intend to register for performance courses in the Music and Music Technology programs are required to take the Basic Musicianship Test prior to registration for Music Theory.

Students who identify themselves as being disabled may request testing accommodations by submitting the appropriate documentation to the 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.

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 2020

Undergraduate	NRA	B	AI/AN	A*	H	W	U	Total
Full-time	53	128	4	204	735	1,630	229	2,983
Percent Full-time	1.8	4.3	0.1	6.8	24.6	54.6	7.7	100
Part-time	73	188	10	235	827	2,023	358	3,714
Percent Part-time	2.0	5.1	0.3	6.3	22.3	54.5	9.6	100
Grand Total	126	316	14	439	1,562	3,653	587	6,697
Percent of Total	1.9	4.7	0.2	6.6	23.3	54.5	8.8	100
* 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 2020

Undergraduate	Full-time	Percent	Part-time	Percent	Grand Total	Percent of Total
Female	1,302	43.6	1,910	51.4	3,212	48.0
Male	1,681	56.4	1,804	48.6	3,485	52.0
Total	2,983	44.5	3,714	55.5	6,697	100.0

c. Enrollment status by age.

Table II.C.3.c: Undergraduate Enrollment Status by Age, Fall 2020						
Age Category	Full-Time	Percent of Full-Time	Part-Time	Percent of Part-Time	Total Headcount	Percent of Total Headcount
Less Than 18	68	2.3	191	5.1	259	3.9
18-19	1,466	49.1	720	19.4	2,186	32.6
20-21	842	28.2	878	23.6	1,720	25.7
22-24	341	11.4	713	19.2	1,054	15.7
25-29	165	5.5	539	14.5	704	10.5
30-34	45	1.5	241	6.5	286	4.3
35-39	25	0.8	147	4.0	172	2.6
40-49	18	0.6	157	4.2	175	2.6
50-64	13	0.4	111	3.0	124	1.9
65+	0	0.0	17	0..5	17	0.3
Unknown	0	0.0	0	0	0	0.0
Total	2,983	100	3,714	100	6,697	100

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, AY2019-20			
Award	**Recipients**	**Dollars($)**	**$/Recipient**
State Programs			
Tuition Aid Grants (TAG)	873	1,551,001	1,776.63
Educational Opportunity Fund (EOF)	95	92,000	968.42
Outstanding Scholars (OSRP)	0	0	-
Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJCLASS Loans	4	22,000	5,500.00
NJSTARS	52	178,000	3,423.08
CCOG (County College Only)	442	892,000	2,018.00
Federal Programs			
Pell Grants	1,961	7,125,000	3,633.35
College Work Study	95	179,000	1,844.21
Perkins Loans	0	0	-
SEOG	568	204,000	359.15
PLUS Loans	38	206,000	5,421.05
Stafford Loans (Subsidized)	858	2,457,000	2,869.64
Stafford Loans (Unsubsidized)	809	2,601,000	3,215.08
SMART & ACG or other	0	0	-
Institutional Programs			
Grants/Scholarships	342	303,000	885.96
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 2020		
Residence	**Number**	**Percent**
In-State	1,360	99.9
Out-of-State	1	0.1
Total	1,361	100.0
Note: Residence unknown included with New Jersey Residents		

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 2017
Full-Time, First Time, Degree/Certificate Seeking Freshmen

Fall 2017 Cohort	Graduated after 2 Years	Percent
1,113	179	16.1

        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 2017 Full-Time, First Time, Degree/Certificate Seeking
Freshmen by Race/Ethnicity

Race/Ethnicity	Fall 2017 Cohort	Graduated after 3 Years	3-Year Graduation Rate	Transferred by end of 3rd Year	3-Year Transfer Rate
Non-Resident Alien	17	8	47.1	2	11.8
Black/African Amer	52	11	21.2	4	7.7
Asian	56	22	39.3	6	10.7
Hispanic	252	86	34.1	39	15.5
White	648	232	35.8	104	16.0
Pacific Islander	2	1	50.0	0	0
Race Unknown	61	18	29.5	11	18.0
2 or More Races	22	8	36.4	4	18.2
American Ind.	3	3	100.0	0	0.0
Cohort Totals	1,113	389	35.0	170	15.3

    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 2019 to Fall 2020 by Attendance Status

Full-Time			Part-Time		
Fall 2019 First-Time Undergraduates	Retained in Fall 2020	Retention Rate	Fall 2019 First-Time Undergraduates	Retained in Fall 2020	Retention Rate
1,038	737	71.0	504	263	52.2

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 2020																		
		W		**B**		**H**		**A**		**PI**		**AI/AN**		**NRA**		**TM**		**U**		**Total**	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured																					
Professors		15	10	1	3	3	2	1	2	0	0	1	0	0	0	0	0	0	0	21	17
Associate Prof.		11	20	2	2	0	2	1	0	0	0	0	0	0	0	0	0	0	0	14	24
Assistant Prof.		12	15	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	13	16
All Others		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL		**38**	**45**	**3**	**5**	**3**	**5**	**3**	**2**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**48**	**57**
Without Tenure																					
Professors		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.		1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Assistant Prof.		10	19	2	0	1	0	3	2	0	0	0	0	0	0	0	0	0	0	16	21
All Others		6	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	4
TOTAL		**17**	**25**	**2**	**0**	**1**	**0**	**3**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**23**	**27**
Total All																					
Professors		15	10	1	3	3	2	1	2	0	0	1	0	0	0	0	0	0	0	21	17
Associate Prof.		12	22	2	2	0	2	1	0	0	0	0	0	0	0	0	0	0	0	15	26
Assistant Prof.		22	34	2	0	1	1	4	2	0	0	0	0	0	0	0	0	0	0	29	37
All Others		6	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	4
TOTAL		**55**	**70**	**5**	**5**	**4**	**5**	**6**	**4**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**71**	**84**

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 2020		
Total Number of Course Sections = 1,367	**Sections**	**Percent**
Taught by Full-Time Faculty	777	56.8
Taught by Part-Time Faculty	556	40.6
Taught by Others (includes Full-Time Administrators and Teaching Assistants)	35	2.6

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

Table II.E.3: Ratio of Full- to Part-Time Faculty, Fall 2020		
Status	**Number**	**Percent**
Full-Time	155	34.4
Part-Time	296	65.6
Total	451	100.0

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	6	1	0	0	0	0	0	7
Female	3	0	0	0	0	0	0	3
TOTALS	**9**	**1**	**0**	**0**	**0**	**0**	**0**	**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**
Jeffrey M. Advokat, Esq.	Vice Chair	Attorney, Advokat & Rosenberg
Paul R. Licitra	Treasurer	Retired Insurance Executive
George Milonas	Secretary	Head of Global Financial Crimes, MetLife
Maria Aprile, CPA		Retired Accountant
George E. Dredden, III		Chief of Staff, Assemblywoman DeCroce
Jack N. Frost, Jr., Esq.		Attorney, Faegre Drinker Biddle & Reath LLP
Dr. Barbara L. Hadzima		Retired Educator
Lauren C. Inganamort		Former, Manager, Global Compliance, Tiffany & Co.
Dr. Timothy Purnell		Executive County Superintendent
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

G. Profile of the institution.

1. Degree and certificate programs.

Degree Programs

Agribusiness AAS
Business Administration AS
Business Professional AAS
Chemical Technology AAS:
   Environmental Science Option
Child and Family Studies AS
Computer Information Systems AAS:
   Game Development Option
Communication AA
Computer Science AS
Criminal Justice AS
Culinary Arts and Science AAS
Digital Media Technology AAS
Early Childhood Education AS
Electronics Engineering Technology AAS:
   Equipment Option
Engineering Science AS
Exercise Science AS
Fine Arts AFA:
   Animation Option
Dance Option
Design Option
Visual Arts Option
Fire Science Technology AAS
Graphic Design AAS
Hospitality Management AAS:
   Restaurant & Culinary Management Option

Information Technology AAS
Landscape Management and Design AAS
Liberal Arts & Sciences AA:
   Broadcasting Arts & Technology Option
   Human Services Option
   Humanities/Music Option
   Humanities/Social Science Option
   International Studies Option
   Media/Journalism Option
Mechanical Engineering Technology AAS
Music Technology AS:
   Electronic Music Option
Recording Option
Musical Theatre AA
Nursing AAS
Occupational Therapy Assistant AS
Paramedic Science AAS
Photography Technology AAS
Public Health AS
Radiography AAS
Respiratory Therapy AAS
Science & Mathematics AS:
   Biology Option
   Chemistry Option
   Math Option
Technical Studies AAS
Turf and Turfgrass Management AAS
Virtual Reality AAS

Academic Certificate Programs

Computer Aided Drafting Technology Certificate
Childcare Specialist 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 640, 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 Program

Advanced Electronics	Garden Center
Advanced Mechanical Analysis	Grounds Maintenance
Assembly & Testing	Hospitality Management & Event Planning
Basic Electronics	Information Security
CDA Educational Endorsement	Landscape Contractor
Culinary Arts and Hospitality	Landscape Design
Culinary Arts	Mechanical CAD
Cybersecurity and Information Protection	Media Technology
Digital Technology	Personal Trainer
Engineering Design and Advanced Manufacturing	Routing (CISCO CCNA)
Engineering Technology	Small Business Management
Finance	Web Development
Foundations in Business	XR (Virtual, Augmented and Mixed Reality)

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.

H. Major research and public service activities.

1. Public Service Activities

Providing Support and Scholarships for Dover Students to Attend CCM

Despite a pandemic and having to operate virtually, County College of Morris (CCM) was able to launch Dover College Promise (DCP) with the support of a $110,000 grant from Impact 100 Garden State. Along with providing free college readiness workshops and tutoring for middle school and high school students from the diverse community of Dover, another component of DCP is to involve students in community service. This helps the students to become leaders, to work as a team, to give back to their communities and to have a long-lasting impact. The students are preparing to work on two community projects: A Habitat for Humanity Social Media Campaign to increase awareness of Habitat's services among the Spanish speaking community, and a Dover Walking Trail to address the lack of areas for people to walk in a park setting and enjoy the outdoors safely. The program additionally provides scholarships for the students once they earn their high school diploma so they can attend CCM and earn a college degree.

Supporting the Community in Time of Crisis

As part of its ongoing efforts to assist the community during the pandemic, County College of Morris served as a COVID-19 testing center in partnership with Morris County and Atlantic Health System officials. In addition, the campus hosted three food distribution events in partnership with the Table of Hope community group.

Diversity, Equity and Inclusion

The college's commitment to diversity, equity and inclusion is evidenced by the increase in the number of scholarships and other aid it awards – now totaling more than $20 million a year, allowing students to graduate with minimum to zero debt. In addition, CCM obtained grant funding to help students to pay for childcare. The college also operates on-campus food pantries in partnership with Nourish NJ. Additionally, it is affiliated with national organizations focused on diversity, equity, including Achieving the Dream and the Aspen Institute.

Responding to Changing Labor Demands

Partnering with industry and community leaders and listening to their needs have been a major focus at County College of Morris (CCM). The result has led to new programs including paramedic science, built in partnership with Atlantic Health System. With a $4 million USDOL grant, CCM also has launched an expansive Advanced Manufacturing Apprenticeship program that leads to rewarding careers throughout the region. These apprenticeships are developed with industry professionals and offered in CCM's new regional Advanced Manufacturing and Engineering Center. Over the past year, apprenticeship programs were also developed to train certified nurse aids and pharmacy technicians. CCM also launched a paralegal program and a data analytics certificate that can be completed in eight months.

2. Research and Development (R&D) Expenditures: Year 2020

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

3. Major Grants, FY2021

CareerAdvance USA
Funding Agency: US Department of Labor
Project Director: Patrick Enright
Grant Amount: $3,999,823 over 4 years

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

NJ Healthworks with Bergen Community College
Funding Agency: US Department of Labor
Project Director: Patrick Enright
Grant Amount: $531,840 over 4 years

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

Perkins Career and Technical Grant
Funding Agency: NJ Department of Education
Project Director: Dr. Katrina Bell
Grant Amount: $447,774

Annual grant passed through from the federal government to support career and technical education programs at CCM.

Dover College Promise (DCP)
Funding Agency: Impact 100
Project Directors: Pam Marcenaro and Katie Olsen
Grant Amount: $110,000 over 2 years

DCP provides low-income middle and high school students from the Dover School District the opportunity to participate in college preparation activities, leadership development, and dual enrollment classes. Qualified students are guaranteed a scholarship to CCM.

Northern New Jersey Bridges to Baccalaureate with Passaic Community College
Funding Agency: National Science Foundation
Project Director: Dr. Teresa Birrer
Grant Amount: $317,556 over 3 years

The NNJ-B2B program operates in conjunction with the Garden State Louis Stokes Alliance for Minority Participation (GS-LSAMP) to provide academic support and research opportunities for STEM students from underserved populations.

Renewable Energy Systems Training Laboratory Development and Workforce Training with New Jersey Institute of Technology (NJIT)
Funding Agency: National Science Foundation
Project Director: Venny Fuentes
Grant Amount: $223,892 over three years

CCM is collaborating with NJIT to create a pathway to a four-year degree in renewable energy by developing a foundations course and creating two renewable energy labs (one on each campus).

Expanding Pathways to a Data Science Career by Developing a Certification in Data Science and Analytics
Funding Agency: National Science Foundation
Project Director: Kelly Fitzpatrick
Grant Amount: $235,277 over 3 years

This project increases the capacity of CCM in the field of data science and analytics by supporting faculty professional development, research in curriculum design, and the creation of curriculum leading to a certificate in data science.

Community College Opportunity Grant - Capacity Building
Funding Agency: NJ Office of the Secretary of Higher Education
Project Director: Jan Caffie
Grant Amount: $265,000

To increase student success and reduce financial barriers for students, the grant supports personnel for The Academic Success Center (TASC), the purchase and implementation of student advisement management software, and new marketing strategies.

Child Care Access Means Parents in School (CCAMPIS)
Funding Agency: US Department of Education
Project Director: Harvey Willis
Grant Amount: $357,190 over 5 years

The CCAMPIS program provides child care subsidies to Pell-eligible students who find child care costs to be a barrier to completing their education goals.

I. Major capital projects.

    1. Capital projects underway in FY2021:

        • Due to the COVID-19 pandemic there we no major capital projects in FY2021.