COUNTY COLLEGE OF MORRIS

ANNUAL INSTITUTIONAL PROFILE REPORT

SEPTEMBER, 2022

CCM

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 statement, 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 56,000 graduates have passed through its halls.

Located in Randolph Township, CCM offers 50 associate degrees and more than 30 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. Upon completion of an associate degree, CCM graduates commonly transfer to ivy league schools as well as top state and private universities around the nation.

Through the Center for Workforce Development, CCM is an essential community and business partner. Workforce Development (WFD) offers more than 30 workforce relevant programs including a pre-apprenticeship 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 to obtain 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 a few of the programs that assist individuals with obtaining a 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, nonprofit leadership, data analytics and visualization, data science, as well as coding, individuals can refresh their skill sets and resumes in focused areas. 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. These WFD programs, and many more, help ensure that Morris County has a skilled and educated workforce.

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 that features a wide variety of theater, music, and dance programs annually. The college also partners with numerous community organizations to sponsor exhibits and festivals celebrating cultures from around the globe. In similar fashion, the college's award-winning athletic teams add vibrancy to the school and are well supported by the community who enjoy seeing students compete on the college's fields and courts throughout the year.

The Annual Institutional Profile Report for 2022 provides information about characteristics of CCM for the 2021 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 County College of Morris, I am pleased to present our Annual Institutional Profile Report for 2022.

Sincerely,

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

I. Table of Contents

II. Data by Category – Institutional Profile Report for 2022

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 *Electronics Engineering Technology* (including the *Biomedical Equipment Option*) 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 2021 Undergraduate Enrollment by Attendance Status		
Status	**Number**	**Percent**
Full-Time	2,695	43.3
Part Time	3,524	56.7
Total	**6,219**	**100.0**

2. Number of graduate students by attendance status.

   N/A

3. Number of non-credit students served.

Table II.B.3

FY 2021 Non-Credit Enrollment				
	Total Number of Registrations[1]	**Unduplicated Headcount**	**Total Clock Hours (One Clock Hour = 60 Minutes)**	**Total FTEs[2]**
Open Enrollment	2,054	791	44,759	99
Customized Training	544		2,728	6
[1]Includes all registrations in any course that started on July 1, 2020 through June 30, 2021				
[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 2021		
Headcount Enrollment	**Credit Hours**	**FTE**
9,527	143,002	4,767

C. Characteristics of undergraduate students.

1. Mean math, reading and writing SAT scores (senior public institutions).

   N/A

2. Enrollment in remediation courses by subject area.

Table 11.C.2

Total Number of Undergraduate Students Enrolled in Fall 2021 Number and Percentage of Students Enrolled in One or More Remedial Courses		
Total Fall 2021 Undergraduate Enrollment	**Number of Students Enrolled in One or More Remedial Courses**	**Percent of Total**
6,219	904	14.5
Total Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation in Fall 2021		
Total Number of FTFT Students	**Number of FTFT Students Enrolled in One or More Remedial Courses**	**Percent of FTFT Students Enrolled in One or More Remedial Courses**
911	328	36.0
Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation by Subject Area in Fall 2021		
Subject Area	**Number of FTFT Enrolled**	**Percent of All FTFT Enrolled**
Reading	0	0.0
Writing	163	17.9
Computation	122	13.4
Algebra	174	19.1
English	0	0.0

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/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.

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, sex, and age (separately).

    a. Enrollment status by race/ethnicity.

Table II.C.3.a

Undergraduate Enrollment by Race/Ethnicity, Fall 2021						
	Full-Time		**Part-Time**		**Total**	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Non-Resident Alien	35	1.3	76	2.2	111	1.8
Black / African American	110	4.1	192	5.4	302	4.9
American Indian	6	0.2	10	0.3	16	0.3
Asian / Pacific Islander	168	6.2	215	6.1	383	6.2
Hispanic/Latino	707	26.2	795	22.6	1,502	24.2
White	1,352	50.2	1,788	50.7	3,140	50.5
Unknown / 2 or More Races	317	11.8	448	12.7	765	12.3
Total	**2,695**	**100.0**	**3,524**	**100.0**	**6,219**	**100.0**

    b. Enrollment status by sex.

Table II.C.3.b

Undergraduate Status by Sex, Fall 2021						
	Full-Time		**Part-Time**		**Total**	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Female	1,180	43.8	1,802	51.1	2,982	47.9
Male	1,515	56.2	1,722	48.9	3,237	52.1
Total	**2,695**	**43.3**	**3,524**	**56.7**	**6,219**	**100.0**

c. Enrollment status by age.

Table II.C.3.c

	Full-Time		Part-Time		Total	
Undergraduate Enrollment Status by Age, Fall 2021						
	Number	Percent	Number	Percent	Number	Percent
< 18	74	2.7	204	5.8	278	4.5
18-19	1,382	51.3	650	18.4	2,032	32.7
20-21	725	26.9	832	23.6	1,557	25.0
22-24	274	10.2	709	20.1	983	15.8
25-29	119	4.4	453	12.9	572	9.2
30-34	59	2.2	243	6.9	302	4.9
35-39	25	0.9	144	4.1	169	2.7
40-49	20	0.7	152	4.3	172	2.8
50-64	14	0.5	107	3.0	121	1.9
65+	1	0.0	27	0.8	28	0.5
Unknown	2	0.1	3	0.1	5	0.1
Total	**2,695**	**100**	**3,524**	**100**	**6,219**	**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, AY2020-21			
State Programs			
Tuition Aid Grants (TAG)	866	1,418,000	1,637
Educational Opportunity Fund (EOF)	85	82,000	965
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	1	0	-
Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJCLASS Loans	3	17,000	5,666.67
NJSTARS	63	223,000	3,540
CCOG	561	1,194,000	2,128
Federal Programs			
Pell Grants	1,682	5,580,000	3,317
College Work Study	30	143,000	4,767
Perkins Loans	0	0	-
SEOG	755	241,000	319
PLUS Loans	30	145,000	4,833
Stafford Loans (Subsidized)	683	1,859,000	2,722
Stafford Loans (Unsubsidized)	721	2,177,000	3,019
SMART & ACG or other	0	0	-
CARES ACT- HEERF Student Aid	1,792	2,572,000	1,435
Institutional Programs			
Grants/Scholarships	303	245,000	809
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 2021		
Residence	**Number**	**Percent**
In-State*	1,308	99.5
Out-of-State	7	0.5
Total	**1,315**	**100.0**
*Residence unknown included with New Jersey Residents		

D. Student outcomes.

    1. Graduation rates.

        a. Four- five- and six-year graduation rate (senior publics).

        N/A

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

Table II.D.1.b

2-Year Graduation Rate of Fall 2018 Full-Time, First Time, Degree/Certificate Seeking Freshmen		
Fall 2018 Cohort	**Graduated after 2 Years**	**Percent**
1,005	182	18.1

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

Table II.D.1.C

Three-Year Graduation and Transfer Rates of Fall 2018 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity					
	2018 Cohort Number	**Graduated within 3 Years**	**3-Year Graduation Rate**	**Transferred by end of 3rd Year**	**3-Year Transfer Rate**
American Indian	0	0.0	0.0	0	0.0
Asian	44	20	45.5	9	20.5
Black	53	8	15.1	9	17.0
Hispanic	263	87	33.1	30	11.4
Pacific Islander	0	0	0.0	0	0.0
White	554	208	37.5	91	16.4
Non-Resident Alien	19	6	31.6	2	10.5
Race Unknown	51	21	41.2	4	7.8
2 or More Races	21	9	42.9	1	4.8
Total	**1,005**	**359**	**35.7**	**146**	**14.5**

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 2020 to Fall 2021 by Attendance Status					
Full-Time			**Part-Time**		
Total First-Time	**Retained in Fall 2021**	**Retention Rate**	**Total First-Time**	**Retained in Fall 2021**	**Retention Rate**
942	660	70.1	419	230	54.9

E. Faculty characteristics.

    1. Full-time faculty by race/ethnicity, gender, tenure status, and academic rank (simultaneously).

Legend of Race/Ethnic Categories

W = White   **PI** = Pacific Islander
B = Black   **AI/AN** = American Indian / Alaska Native
H = Hispanic   **NRA** = Non-Resident Alien
A = Asian   **TM** = Two or More Races
     U = Unknown Race

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 2021																				
	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	14	10	1	3	3	1	1	2	0	0	1	0	0	0	0	0	0	0	**20**	**16**
Associate Prof.	17	21	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	**20**	**22**
Assistant Prof.	7	14	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	**9**	**15**
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**	**4**	**4**	**2**	**3**	**2**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**49**	**53**
Not Tenured																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
Associate Prof.	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**2**
Assistant Prof.	7	15	2	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	**11**	**17**
All Others	5	4	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	**5**	**5**
Total	**12**	**21**	**2**	**0**	**0**	**0**	**2**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**16**	**24**
Total All																				
Professors	14	10	1	3	3	1	1	2	0	0	1	0	0	0	0	0	0	0	**20**	**16**
Associate Prof.	17	23	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	**20**	**24**
Assistant Prof.	14	29	2	0	1	1	3	2	0	0	0	0	0	0	0	0	0	0	**20**	**32**
All Others	5	4	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	**5**	**5**
Total	**50**	**66**	**5**	**4**	**4**	**2**	**5**	**5**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**65**	**77**

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

Table II.E.2

Total Number of Course Sections	Full-Time Faculty		Part-Time Faculty		Others*	
	Number	Percent	Number	Percent	Number	Percent
1,176	679	57.7	460	39.1	37	3.1
*Others includes Full-time Administrators and Teaching Assistants						

Number and Percentage of Courses Taught by Full-Time and Part-Time Faculty, Fall 2021

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

Table II.E.3

Ratio of Full- to Part-Time Faculty, Fall 2021		
	Number	**Percent**
Full-Time	142	33.8
Part-Time	278	66.2
Total	**420**	**100.0**

F. Characteristics of the trustees or governors.

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

Table II.F.1

	White	Black	Hispanic	Asian	American Indian	N.R. Alien	Unknown	Total
Male	5	0	0	1	0	0	0	6
Female	5	0	0	0	0	0	0	5
Total	**10**	**0**	**0**	**1**	**0**	**0**	**0**	**11**

2. Members of the Board of Trustees with titles and affiliations.

Table II.F.2

Name	Title	Affiliation
Jack N. Frost, Jr., Esq.	Treasurer	Attorney, Faegre Drinker Biddle & Reath LLP
Laura Gabrielsen		Retired Educator
Dr. Barbara L. Hadzima	Secretary	Retired Educator
Lauren C. Inganamort		Former, Manager, Global Compliance, Tiffany & Co.
Paul R. Licitra		Retired Insurance Executive
George Milonas	Chair	Director of Anti-Bribery and Anti-Corruption Compliance, Discover Financial Services
Devanshu L. Modi, Esq.		Attorney, Lyon, Glassman, Leites & Modi, L.L.C.
Cathleen M. Paugh		Retired financial services executive, current CFO not for profit
Donna T. Pepe		Retired pharmaceutical executive and business owner
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:
   Justice Studies Option
Culinary Arts and Science AAS
Digital Media Technology AAS
Early Childhood Education AS
Electronics Engineering Technology AAS:
   Biomedical 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

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
   Music 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 Programs

Advanced Electronics
Advanced Mechanical Analysis
Assembly & Testing
Basic Electronics
CDA Educational Endorsement
Culinary Arts and Hospitality
Culinary Arts
Cybersecurity and Information Protection
Data Analytics
Digital Technology
Engineering Design and Advanced Manufacturing
Engineering Technology
Finance
Foundations in Business

Garden Center
Grounds Maintenance
Hospitality Management & Event Planning
Information Security
Landscape Contractor
Landscape Design
Legal Assistant
Mechanical CAD
Media Technology
Personal Trainer
Routing
Small Business Management
Social Media Marketing and Communication
Web Development
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.

Building Tomorrow's Career and Educational Opportunities Today

CCM will have a 30 percent expansion of the Morris County Vocational School on its campus with a new Career Technical Education Center for share-time high school students to pursue rewarding careers. A new Entrepreneurship and Culinary Science Center, developed in partnership with the Morris County Chamber of Commerce, also will be constructed to enhance innovation in the region.

COVID Support and Vaccination Clinics

The college partnered through the pandemic with state health officials and healthcare organizations to keep the college community and public safe. Additionally, the college partnered with Atlantic Health to offer vaccination clinics for faculty, staff and the community.

Partnerships with Local Nonprofits

The college continues to partner with Table of Hope, a Morristown nonprofit, hosting a backpack drive, Thanksgiving food drive and general food distributions. This partnership brings community support to the neighborhoods of need.

Celebrating Hispanic Heritage

In celebration of Hispanic Heritage Month, The CCM Foundation partnered with Saber Latino, a Colombian restaurant, owned by community leaders Wilson and Maria Vasquez, in Dover, a largely Hispanic community. This event provided additional support for "Dover College Promise" (DCP). DCP is a grant funded project between the college and The Educational Center Inc. in Dover to provide low-income middle and high school students with college readiness training, mentoring and scholarships to attend CCM upon earning their diploma.

Paying Tribute to Vietnam Veterans and Those Who Made the Ultimate Sacrifice

The Moving Wall, a half-size replica of the Vietnam Veterans Memorial in Washington D.C., was displayed on campus in July 2022 paying tribute to Vietnam veterans and those who the made the ultimate sacrifice. More than 6,000 people visited The Moving Wall while it was on campus.

U.S. Secretary of Transportation Pete Buttigieg and Congresswoman Mikie Sherrill on Workforce Development Tour

CCM was honored to host U.S. Secretary of Transportation Pete Buttigieg and Congresswoman Mikie Sherrill at its state-of-the-art Advanced Manufacturing and Engineering Center (AMEC) in May 2022. The two, wanting to learn more about successful job readiness programs, toured AMEC with college representatives and took part in a question-and-answer session on workforce development. Additionally, they learned about the wide range of programs provided by CCM's Center for Workforce Development and the diverse populations it serves.

PRIDE

CCM served as the host site for Morris County Pride, presented by EDGE New Jersey in June 2022. It was a day filled with entertainment and events that provided a platform for visibility, acceptance, inclusion, education and resources for the LGBTQI+ community.

Workforce and CNA Scholarships

The CCM Foundation increased its focus on raising scholarships for workforce development programs for those in the ALICE population. Supported by The Community Foundation of New Jersey and the Somerset Hills Health Foundation, the funding will support 30 students enrolling in CCM's CNA program, covering tuition and wrap around services and emergency needs a student may have.

Celebrating the Artistic Talents of More than 800 Youth in the Community

The college in 2022 returned to its longstanding tradition of hosting the Morris County Teen Arts Festival, live and in-person. The annual festival recognizes the work of outstanding young student artists and highlights the educators who encourage their creative spirits in the classroom. The event, sponsored by the Morris Area Arts Council, brought to campus over 800 middle- and high-school student artists and musicians from the public and private schools of Morris County, as well as homeschooled students. The theme, "Arts for Change," asked students and teachers alike to consider the important interconnections between art and community and the power of art to foster communication and positive social change.

A Collaborative Effort Blending the Art of Photography and Engineering with Virtual Reality

CCM faculty members were a part of a project meeting the needs of a larger mission at Fosterfields Living Historical Farm (FLHF) in Morristown. In conjunction with the Intrepid Sea, Air and Space Museum and the Institute of Museum and Library Services, the project was to make New Jersey's first living farm accessible to all. CCM faculty developed an enjoyable way for people with mobility impairments to visit historical sites built over 100 years ago. The collaborative effort entails blending the art of photography and the science of engineering with virtual reality technology. The FLHF transports visitors back in time to the 1880s to have an authentic experience of daily life on a farm The innovative result will be offered to all patrons of The Willows, an 1854-Gothic style revival mansion built by General Joseph Warren Revere, grandson of Paul Revere, located at FLHF.

2. Research and development (R&D) expenditures: Year 2021

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

3. Major grants, FY2022.

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: Kelly Meola
Grant Amount: $462,817

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: $233,792

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 childcare subsidies to Pell-eligible students who find childcare costs to be a barrier to completing their education goals.

Pre-Apprenticeship in Career Education (PACE) Program
Funding Agency: NJ Department of Labor and Workforce Development
Project Director: Patrick Enright
Grant Amount: $172,000

The PACE program is to prepare individuals to enter and succeed in Registered Apprenticeship programs.

I. Major capital projects underway in FY2022.

Academic Building Elevator Replacement Project

This project will enhance accessibility on campus by providing elevators to the third floor of the academic building. The existing elevators will be demolished, and the space converted to storage or gender-neutral bathrooms where appropriate.

Parking Lot 1 Repaving Project

This project includes the resurfacing of the largest student parking lot on campus as well as the replacement of the stairs leading to and from the lot. Additionally, the project included the replacement of the stairs leading to and from the tennis courts.

The Entrepreneurial and Culinary Science Center

The design is underway for the creation of an entrepreneurial center and expansion of the culinary center. This facility will house a baking kitchen as well as support entrepreneurial studies.

Underground Storage Tank and Grounds Garage Replacement Project

The project is under design and will include the removal of an underground gas tank, the installation of an above ground gas tank, and the replacement of the grounds garage which is well beyond its useful life.

Henderson Hall Boiler Replacement Project

Routine end of life boiler replacement. Expected to be completed by Fall of 2022.