



COUNTY COLLEGE OF MORRIS

ANNUAL INSTITUTIONAL PROFILE REPORT

SEPTEMBER, 2023

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 57,000 graduates have passed through its halls.

Located in Randolph Township, CCM offers 51 associate degrees and 31 credit certificate programs. A dedicated faculty of leading experts in their fields provides CCM students with a learning environment that has produced the highest graduation rate 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 (WFD), CCM is an essential community and business partner. WFD offers more than 40 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, PMP/CAPM Project Management, CompTIA A+, Network+ and Security+, Data Visualization and Tableau 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 leadership development, management skills, professional communications, human resources, nonprofit fundraising, data analytics, 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 a 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 2023 provides information about the characteristics of CCM for the 2022 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 2023.

Sincerely,



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

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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 *Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC/ABET)*. ABET is the sole national accreditation organization for programs in engineering and engineering technology.

The programs in Business Administration, Business Professional, 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 2022 Undergraduate Enrollment by Attendance Status		
Status	Number	Percent
Full-Time	2,585	44.3%
Part Time	3,253	55.7%
Total	5,838	100.0%

2. Number of graduate students by attendance status.

N/A

3. Number of non-credit students served.

Table II.B.3

FY 2022 Non-Credit Enrollment				
	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	2,127	1,089	58,023	129
Customized Training	1,846		9,781	22
¹ Includes all registrations in any course that started on July 1, 2021 through June 30, 2022				
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 2022		
Headcount Enrollment	Credit Hours	FTE
8,801	131,146	4,372

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 2022 Number and Percentage of Students Enrolled in One or More Remedial Courses¹		
Total Fall 2022 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
5,174	713	13.8%
Total Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation in Fall 2022		
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
858	290	33.8%
Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation by Subject Area in Fall 2022		
Subject Area	Number of FTFT Enrolled	Percent of All FTFT Enrolled
Reading	0	0.0%
Writing	0	0.0%
Computation	140	16.3%
Algebra	180	21.0%
English	0	0.0%

1. Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. Starting with the 2023 Institutional Profile report, enrollment figures for this metric exclude non-degree students and only include degree-seeking undergraduates.

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) and/or Review of the High School Transcript (for recent HS graduates).

- Students who intend to matriculate (pursue an associate degree or academic program certificate) must do one of the following: take CCM's Accuplacer Placement Test, Submit minimum Standardized Test Scores (SAT & ACT) , and/or provide a recent High School Transcript for evaluation.

- Non-matriculated students must take **CCM's Accuplacer Placement Test, Submit minimum Standardized Test Scores (SAT & ACT) and/or provide a recent High School or college Transcript for evaluation** 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, they must take the Advanced Algebra Placement Test (AAPT) for College Level Math placement.
- If English is not a student's primary language or they have taken 2 or more years of ESL in high school, they must take the Levels of English Proficiency (LOEP) test.

Exemptions:

- If students scored 560 or higher for Math and 590 or higher for Evidence Based Reading and Writing on the SAT within the past 7 years.
- ACT: If students scored 23 or higher for Math and 23 or higher for English
- 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 MATH courses at another regionally accredited college.
- If students have taken the comparable 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 basic algebra, and or intermediate algebra or a supplemental writing course. Pre-college age students are only permitted to take college-level 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 request testing accommodations based on disability must submit 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 2022						
	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Non-Resident Alien	30	1.2%	58	1.8%	88	1.5%
Black / African American	114	4.4%	197	6.1%	311	5.3%
American Indian	6	0.2%	7	0.2%	13	0.2%
Asian	167	6.5%	236	7.3%	403	6.9%
Native Hawaiian / Other Pacific Islander	1	0.0%	6	0.2%	7	0.1%
Hispanic/Latino	708	27.4%	775	23.8%	1,486	25.4%
White	1,237	47.9%	1,580	48.6%	2,817	48.3%
Two or More Races	80	3.1%	77	2.4%	157	2.7%
Unknown	242	9.4%	317	9.7%	559	9.6%
Total	2,585	44.3%	3,253	55.7%	5,838	100.0

b. Enrollment status by sex.

Table II.C.3.b

Undergraduate Status by Sex, Fall 2022						
	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	1,081	41.8%	1,646	50.6%	2,727	46.7%
Male	1,504	58.2%	1,607	49.4%	3,111	53.3%
Total	2,585	44.3%	3,253	55.7%	5,838	100.0%

c. Enrollment status by age.

Table II.C.3.c

Undergraduate Enrollment Status by Age, Fall 2022						
	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
< 18	77	3.0%	205	6.3%	282	4.8%
18-19	1,330	51.5%	621	19.1%	1,951	33.4%
20-21	709	27.4%	788	24.2%	1,497	25.6%
22-24	246	9.5%	638	19.6%	884	15.1%
25-29	116	4.5%	390	12.0%	506	8.7%
30-34	40	1.6%	222	6.8%	262	4.5%
35-39	26	1.0%	125	3.8%	151	2.6%
40-49	24	0.9%	124	3.8%	148	2.5%
50-64	10	0.4%	95	2.9%	105	1.8%
65+	2	0.1%	37	1.1%	39	0.7%
Unknown	5	0.2%	8	0.3%	13	0.2%
Total	2,585	100.0%	3,253	100.0%	5,838	100.0%

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, AY2021-22			
	Recipients	Dollars (\$)	\$/Recipient
State Programs			
Tuition Aid Grants (TAG)	810	\$1,383,000	\$1,707
Educational Opportunity Fund (EOF)	79	\$83,000	\$1,051
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	0	\$0	\$0
Distinguished Scholars	0	\$0	\$0
Urban Scholars	0	\$0	\$0
NJCLASS Loans	1	\$5,000	\$5,000
NJSTARS	59	\$196,000	\$3,322
CCOG	500	\$1,082,000	\$2,164
Federal Programs			
Pell Grants	1,746	\$6,235,000	\$3,571
College Work Study	60	\$148,000	\$2,467
Perkins Loans	0	\$0	\$0
SEOG	709	\$247,000	\$348
PLUS Loans	27	\$151,000	\$5,593
Stafford Loans (Subsidized)	602	\$1,723,000	\$2,862
Stafford Loans (Unsubsidized)	647	\$2,179,000	\$3,368
SMART & ACG or other	0	\$0	\$0
CARES ACT- HEERF Student Aid	2,399	\$6,532,000	\$2,723
Institutional Programs			
Grants/Scholarships	250	\$234,000	\$936
Loans	0	\$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 2022		
Residence	Number	Percent
In-State*	1,235	99.7%
Out-of-State	4	0.3%
Total	1,239	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 2019 Full-Time, First Time, Degree/Certificate Seeking Freshmen		
Fall 2019 Cohort	Graduated after 2 Years	Percent
1,037	186	17.9%

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 2019 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity					
	2019 Cohort Number	Graduated within 3 Years	3-Year Graduation Rate	Transferred by end of 3rd Year	3-Year Transfer Rate
American Indian	3	1	33.3%	0	0.0%
Asian	57	16	28.1%	12	21.1%
Black	41	5	12.2%	8	19.5%
Hispanic	283	72	25.4%	29	10.2%
Pacific Islander	3	1	33.3%	1	33.3%
White	548	214	39.1%	87	15.9%
Non-Resident Alien	16	4	25.0%	1	6.3%
Race Unknown	63	19	30.2%	11	17.5%
Two or More Races	23	8	34.8%	2	8.7%
Total	1,037	340	32.8%	151	14.6%

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 2021 to Fall 2022 by Attendance Status					
Full-Time			Part-Time		
Total First-Time	Retained in Fall 2022	Retention Rate	Total First-Time	Retained in Fall 2022	Retention Rate
911	637	69.9%	404	227	56.2%

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** = American Indian
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 2022																				
	W		B		H		A		PI		AI		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	7	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	18	12
Associate Prof.	13	21	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	16	22
Assistant Prof.	11	14	1	0	0	1	3	2	0	0	0	0	0	0	0	0	0	0	15	17
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	38	42	3	3	3	2	5	4	0	0	0	0	0	0	0	0	0	0	49	51
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.	4	14	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	4	15
All Others	4	3	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	3	6
Total	7	20	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	7	23
Total All																				
Professors	14	7	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	20	16
Associate Prof.	13	23	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	20	24
Assistant Prof.	15	28	1	0	0	1	3	3	0	0	0	0	0	0	0	0	0	0	20	32
All Others	4	3	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	5	5
Total	45	62	3	3	3	2	5	7	0	0	0	0	0	0	0	0	0	0	56	74

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 2022						
Total Number of Course Sections	Full-Time Faculty		Part-Time Faculty		Others*	
	Number	Percent	Number	Percent	Number	Percent
1,033	631	61.1%	451	43.7%	24	2.3%
*Others includes Full-time Administrators and Teaching Assistants						

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

Table II.E.3

Ratio of Full- to Part-Time Faculty, Fall 2022		
	Number	Percent
Full-Time	130	33.1%
Part-Time	263	66.9%
Total	393	100.0%

F. Characteristics of the trustees or governors.

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

Table II.F.1

Race/Ethnicity and Gender of the Governing Board								
	White	Black	Hispanic	Asian	American Indian	N.R. Alien	Unknown	Total
Male	4	0	0	1	0	0	0	5
Female	6	0	0	0	0	0	0	6
Total	10	0	0	1	0	0	0	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
Jack N. Frost, Jr., Esq.	Attorney	Faegre Drinker Biddle & Reath LLP
Laura Gabrielsen	Retired Educator	
Dr. Nancy H. Gartenberg	Executive County Superintendent	Morris County
Dr. Barbara L. Hadzima	Retired Educator	
Lauren C. Inganamort	Former Manager, Global Compliance	Tiffany & Co.
Paul R. Licitra	Retired Insurance Executive	
George Milonas	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	CFO	Make-a-Wish America
Donna T. Pepe	Retired pharmaceutical executive and business owner	Johnson & Johnson; Communication Strategies, Inc
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

Business Administration AS	Landscape Management and Design AAS
Business Professional AAS	Liberal Arts & Sciences AA:
Chemical Technology AAS:	Broadcasting Arts & Technology Option
Environmental Science Option	Human Services – Pre Social Work Option
Child and Family Studies AS	Humanities/Music Option
Computer Information Systems AAS:	Humanities/Social Science Option
Game Development Option	International Studies Option
Communication AA	Journalism Option
Computer Science AS:	Mechanical Engineering Technology AAS
Data Science Option	Music Technology AS:
Criminal Justice AS:	Electronic Music Option
Justice Studies Option	Music Recording Option
Culinary Arts and Science AAS	Musical Theatre AA
Digital Media Technology AAS	Nursing AAS
Early Childhood Education AS	Occupational Therapy Assistant AS
Electronics Engineering Technology AAS:	Paramedic Science AAS
Biomedical Equipment Option	Photography Technology AAS
Engineering Science AS	Public Health AS
Exercise Science AS	Radiography AAS
Fine Arts AFA:	Respiratory Therapy AAS
Animation Option	Science & Mathematics AS:
Dance Option	Biology Option
Design Option	Chemistry Option
Visual Arts Option	Math Option
Fire Science Technology AAS	Technical Studies AAS
Graphic Design AAS	Turf and Turfgrass Management AAS
Hospitality Management AAS	Virtual Reality AAS
Information Technology 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	Garden Center
Advanced Mechanical Analysis	Grounds Maintenance
Assembly & Testing	Hospitality Management & Event Planning
Basic Electronics	Information Security
CDA Education	Landscape Contractor
Culinary Arts and Hospitality	Landscape Design
Culinary Arts	Legal Assistant
Cybersecurity and Information Protection	Mechanical CAD
Data Analytics	Media Technology
Digital Technology	Personal Trainer
Engineering Design and Advanced Manufacturing	Routing
Engineering Technology	Small Business Management
Finance	Social Media Marketing and Communication
Foundations in Business	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.

Honoring Hispanic Heritage

In September and October of 2022, the college held its annual Hispanic Heritage Month celebration. Titled “We Are Here!” (¡Aquí Estamos!), the event invited community members to take part in a series of gatherings to commemorate the rich cultural lives and art of the Latinx community. As part of that event, The Morris County Organization for Hispanic Affairs (MCOHA) presented its first annual 5K at CCM, raising funds for the many initiatives and programs it offers. After the race, guests got to savor MCOHA’s Taste of Giving Dinner, held on campus. That reception benefited the Center for Citizenship and Legal Immigration (CCLI), which strengthens the Hispanic community by providing legal assistance in the immigration process and opportunities for economic self-sufficiency.

Then in June 2023, the college served as a sponsor and took part in the Cultural Connections Festival in Dover, a largely Latinx community. The free family-friendly festival featured live bands, art, kids' activities and the opportunity to connect with a range of public resources, including SNAP, Medicaid, and health and wellness organizations.

Celebrating Diversity

As part of its commitment to making its campus a diverse, equitable and inclusive community where all feel welcome and appreciated, CCM in April 2023 held its first-ever Diversity Festival. Students, faculty and staff came together to offer a program of art, music, dance, crafts and food to demonstrate and celebrate the diversity and contributions of the wide range of communities that are found on campus. Plans are to make this an annual event that is open to the public.

Commemorating the African American Experience

In June 2023, the college supported several community organizations in promoting a weekend-long commemoration of the emancipation of enslaved African Americans. The free event, celebrating the African American community, provided the public access to local artists, food, music and other festivities at major cultural venues in Morristown and Morris Township.

Building Tomorrow’s Career and Educational Opportunities Today

Through an innovative partnership, the Morris County Vocational School District (MCVSD) in August 2023 began construction on a new Career Technical Education Center on CCM’s campus. The center will allow for a 30 percent expansion of MCVSD’s share-time programs with CCM that will prepare a greater number of 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.

Assisting Those in Need

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

In addition, CCM partners with the Interfaith Food Pantry Network to provide food distributions on campus. Those who use the service are able to select what food they and their families want and need through an online shopping list. Offered are canned and boxed goods, along with fresh produce, dairy products and baby food.

College Promise Programs for High School Students

Building on the success of its Dover College Promise program for middle and high school students in Dover, CCM in 2023 began developing a similar college readiness program for students in Morristown. The Promise program provides low-income middle and high school students with college readiness training and support, along with guaranteed scholarships to attend CCM. Scholarship funding is provided by the CCM Foundation.

PRIDE

CCM once again served as the host site for Morris County Pride, presented by EDGE New Jersey in June 2023. It was a day filled with entertainment and events that provided a platform for visibility, acceptance, inclusion, education and resources for the LGBTQI+ community.

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

The college in May 2023 again hosted the annual Morris County Teen Arts Festival. The day-long 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 public and private schools in Morris County, as well as homeschooled students. The theme “Art & Identity” encouraged participants to consider how artistic creation operates as a means of personal and collective expression.

2. Research and development (R&D) expenditures: Year 2022

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

3. Major grants, FY2023.

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: \$500,174

Annual grant passed through from the federal government to support career and technical education programs at 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: Thomas Roskop

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: Pam Marcenaro

Grant Amount: \$229,443

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.

Cybersecurity Center and Hacking Lab

Funding Agency: US Department of Education

Project Director: Patrick Enright

Grant Amount: \$720,000

Funds to be used to fully equipped Cybersecurity Center and Hacking Lab and the development of curriculum for cybersecurity and IT programs focused on college credit and workforce development students.

Mental Health in Higher Education: Community Provider Partnerships and Professional Development Grant

Funding Agency: Office of the Secretary of Higher Education (OSHE)

Project Director: Ariella Panek

Grant Amount: \$287,644

The creation of community partnerships that will allow CCM to increase capacity to meet the mental health needs of students.

Center for Adult Transition

Funding Agency: Office of the Secretary of Higher Education (OSHE)

Project Director: Adriana Mendez

Grant Amount: \$250,000

Funds to be used in relation to new Jan 2022 law which requires all county colleges in NJ to operate adult centers for transition of individuals with intellectual and developmental disabilities. Funding will support the expansion of CCM's Opportunity Programs for Adults with Developmental Disabilities.

New Jersey Manufacturing Extension Program (NJMEP)

Funding Agency: U.S. Department of Defense

Project Director: Katrina Bell

Grant Amount \$1.5 million

Funding from the U.S. Department of Defense to educate and train veterans and their families for careers in manufacturing at no cost.

Strengthening Community Colleges Training Grant – Round 3 (SCC3)

Funding Agency: US Department of Labor

Project Director: Katrina Bell

Grant Amount: \$1.6 million

Funds to be used to increase the capacity to close equity gaps for female and Hispanic students who are new and incumbent workers and address the needs of IT industry employers and workers in Morris County in northwest New Jersey.

I. Major capital projects underway in FY2023.

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.

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 has been designed and awarded and includes 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 was completed in the Fall of 2022.