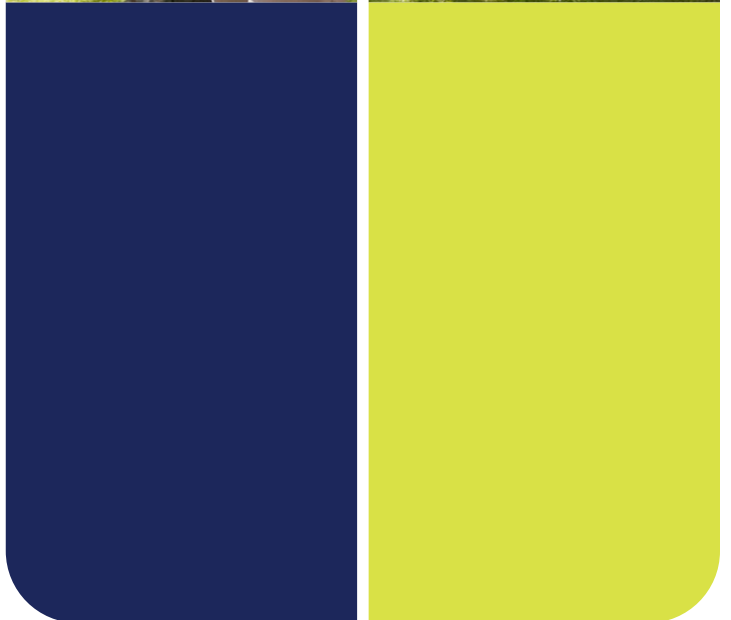


2024

ANNUAL INSTITUTIONAL PROFILE REPORT



COUNTY
COLLEGE
OF MORRIS



PREFACE

County College of Morris (CCM) is widely recognized for providing an outstanding education for the residents of Morris County and the surrounding area. CCM, 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. The college is undergoing an expansion of its facilities to better serve students, including the construction of a Center for Entrepreneurship and Culinary Science, Center for Health Professions and Morris County Vocational School Career Technical Education Center. Since the college opened in 1968, more than 58,000 graduates have passed through its halls.

Located in Randolph Township, CCM offers 50 associate degrees and 30 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 2024 provides information about the characteristics of CCM for the 2023 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 2024.

Sincerely,



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

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II. Data by Category – Institutional Profile Report for 2024

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.

MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

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 *Commission 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 2023 Undergraduate Enrollment by Attendance Status		
Status	Number	Percent
Full-Time	2,732	45.0%
Part Time	3,337	55.0%
Total	6,069	100.0%

2. Number of graduate students by attendance status.

N/A

3. Number of non-credit students served.

Table II.B.3

FY 2023 Non-Credit Enrollment				
	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	2,409	1,332	81,593	181
Customized Training	1,957		12,912	29
¹ Includes all registrations in any course that started on July 1, 2022 through June 30, 2023				
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 2023		
Headcount Enrollment	Credit Hours	FTE
8,511	128,041	4,268

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 2023 Number and Percentage of Students Enrolled in One or More Remedial Courses¹		
Total Fall 2023 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
5,315	903	17.0%
Total Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation in Fall 2023		
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
925	339	36.6%
Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation by Subject Area in Fall 2023		
Subject Area	Number of FTFT Enrolled	Percent of All FTFT Enrolled
Reading	0	0.0%
Writing	127	13.7%
Computation	152	16.4%
Algebra	174	18.8%
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 2023						
	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Non-Resident Alien	39	1.4%	83	2.5%	122	2.0%
Black / African American	134	4.9%	197	5.9%	331	5.5%
American Indian	7	0.3%	8	0.2%	15	0.2%
Asian	145	5.3%	174	5.2%	319	5.3%
Native Hawaiian / Other Pacific Islander	2	0.1%	4	0.1%	6	0.1%
Hispanic/Latino	816	29.9%	846	25.4%	1,662	27.4%
White	1,142	41.8%	1,510	45.3%	2,652	43.7%
Two or More Races	74	2.7%	94	2.8%	168	2.8%
Unknown	373	13.7%	421	12.6%	794	13.1%
Total	2,732	45.0%	3,337	55.0%	6,069	100.0%

b. Enrollment status by sex.

Table II.C.3.b

Undergraduate Status by Sex, Fall 2023						
	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	1,160	42.5%	1,739	52.1%	2,899	47.8%
Male	1,572	57.5%	1,598	47.9%	3,170	52.2%
Total	2,732	45.0%	3,337	55.0%	6,069	100.0%

c. Enrollment status by age.

Table II.C.3.c

Undergraduate Enrollment Status by Age, Fall 2023						
	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
< 18	102	3.7%	267	8.0%	369	6.1%
18-19	1,309	47.9%	591	17.7%	1,900	31.3%
20-21	798	29.2%	788	23.6%	1,586	26.1%
22-24	304	11.1%	657	19.7%	961	15.8%
25-29	123	4.5%	443	13.3%	566	9.3%
30-34	39	1.4%	198	5.9%	237	3.9%
35-39	18	0.7%	132	4.0%	150	2.5%
40-49	27	1.0%	136	4.1%	163	2.7%
50-64	12	0.4%	78	2.3%	90	1.5%
65+	0	0.0%	47	1.4%	47	0.8%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	2,732	100.0%	3,337	100.0%	6,069	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, AY2022-23			
	Recipients	Dollars (\$)	\$/Recipient
State Programs			
Tuition Aid Grants (TAG)	927	\$1,743,000	\$1,880
Educational Opportunity Fund (EOF)	85	\$102,000	\$1,200
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	0	\$0	\$0
Distinguished Scholars	0	\$0	\$0
Urban Scholars	0	\$0	\$0
NJCLASS Loans	3	\$24,000	\$8,000
NJSTARS	53	\$202,000	\$3,811
CCOG	736	\$1,762,000	\$2,394
Federal Programs			
Pell Grants	1,758	\$6,703,000	\$3,813
College Work Study	82	\$223,000	\$2,720
Perkins Loans	0	\$0	\$0
SEOG	860	\$1,861,000	\$2,164
PLUS Loans	24	\$211,000	\$8,792
Stafford Loans (Subsidized)	696	\$2,010,000	\$2,888
Stafford Loans (Unsubsidized)	638	\$2,126,000	\$3,332
SMART & ACG or other	0	\$0	\$0
CARES ACT- HEERF Student Aid	0	\$0	\$0
Institutional Programs			
Grants/Scholarships	293	\$270,000	\$922
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 2023		
Residence	Number	Percent
In-State*	1,364	99.8%
Out-of-State	3	0.2%
Total	1,367	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 2020 Full-Time, First Time, Degree/Certificate Seeking Freshmen		
Fall 2020 Cohort	Graduated after 2 Years	Percent
941	181	19.2%

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 2020 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity					
	2020 Cohort Number	Graduated within 3 Years	3-Year Graduation Rate	Transferred by end of 3rd Year	3-Year Transfer Rate
American Indian	1	0	0.0%	1	100.0%
Asian	55	24	43.6%	7	12.7%
Black	41	6	14.6%	13	31.7%
Hispanic	268	76	28.4%	39	14.6%
Pacific Islander	4	1	25.0%	0	0.0%
White	490	192	39.2%	97	19.8%
Non-Resident Alien	15	7	46.7%	1	6.7%
Race Unknown	48	19	39.6%	10	20.8%
Two or More Races	19	7	36.8%	5	26.3%
Total	941	332	35.3%	173	18.4%

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 2022 to Fall 2023 by Attendance Status					
Full-Time			Part-Time		
Total First-Time	Retained in Fall 2023	Retention Rate	Total First-Time	Retained in Fall 2023	Retention Rate
858	628	73.2%	381	212	55.6%

E. Faculty characteristics.

1. Full-time faculty by race/ethnicity, sex, 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 Sex Categories

M = Male **F** = Female

Table II.E.1

Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2023																				
	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	12	6	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	16	11
Associate Prof.	15	24	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	18	26
Assistant Prof.	12	15	1	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	16	18
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	39	45	3	3	3	2	5	5	0	0	0	0	0	0	0	0	0	0	50	55
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.	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Assistant Prof.	3	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	12
All Others	2	4	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	2	7
Total	6	18	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	6	21
Total All																				
Professors	12	6	1	2	2	1	1	2	0	0	0	0	0	0	0	0	0	0	16	11
Associate Prof.	16	26	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	19	28
Assistant Prof.	15	27	1	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	19	30
All Others	2	4	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	2	7
Total	45	63	3	3	3	3	5	6	0	0	0	0	0	0	0	1	0	0	56	76

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 2023						
Total Number of Course Sections	Full-Time Faculty		Part-Time Faculty		Others*	
	Number	Percent	Number	Percent	Number	Percent
1,071	630	58.8%	484	45.2%	29	2.7%
*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 2023		
	Number	Percent
Full-Time	132	31.5%
Part-Time	287	68.5%
Total	419	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	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

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	
James B. Loveys	Managing Member, Real Estate Management	Grove Associates
George Milonas	Director of Anti-Bribery and Anti-Corruption Compliance	Discover Financial Services
Hector Mislavsky	Retired Consulting Actuary	
Devanshu L. Modi, Esq.	Attorney	Lyon, Glassman, Leites & Modi, L.L.C.
Donna T. Pepe	Retired pharmaceutical executive and business owner	Johnson & Johnson; Communication Strategies, Inc

3. If your organization has a web site that includes information on your governing board, please report the URL.

<https://www.ccm.edu/meet-ccm/about/trustees/>

G. Profile of the institution.

1. Degree and certificate programs.

Degree Programs

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

County College of Morris (CCM) is committed to building and nurturing strong relationships with community partners, local organizations, and individuals to ensure we have the greatest impact on the growth and vitality of our community. Our mission is to support our students as they transform their lives and, in turn, strengthen the communities they are part of.

With the introduction of the new position of Executive Director of Educational Opportunity and Cultural Engagement, CCM placed an even greater emphasis on recognizing, celebrating and acknowledging the rich diversity within our community. We see our differences as a source of strength and pride, and we are dedicated to our role as a community center that actively partners with and supports the entire community.

Honoring Hispanic Heritage

This year, County College of Morris (CCM) became a proud member of the Hispanic Association of Colleges and Universities (HACU) as a Hispanic-Serving Institution (HSI), with Latino students comprising nearly 28% of our population. This reflects broader demographic shifts, particularly in Morris County, where Latinos now represent the largest minority group at CCM. Our Hispanic Heritage Month celebration highlighted our campus-wide commitment to inclusivity, with over 15 events attended by more than 1,000 people. These events, organized in collaboration with local organizations, included sporting trips, art exhibits, workshops and panels, enriching both our students and the community.

The "Aquí Estamos (We Are Here)" event was a standout, with over 350 attendees and more than 15 artists contributing their time to support our cultural initiatives. This effort reinforces our dedication to recognizing all students' unique identities, ensuring that the support we provide benefits everyone and strengthens CCM's role as the community's college.

We have strengthened our partnerships, including a close collaboration with the Morris County Organization for Hispanic Affairs (MCOHA). Through institutional and government grants, we have launched programs that provide essential services such as basic necessities, legal assistance, ESL and other educational opportunities. Additionally, the college has actively supported activities in Dover, which has the largest concentration of Latino residents in Morris County and is home to many of our Latino students. These activities include the Cultural Connections Festival and the Colombian Festival in Dover.

Celebrating Diversity

Celebrating diversity at all levels is a top priority at County College of Morris (CCM), where we deeply value the cultural wealth within our community. Our commitment to inclusivity drives us to focus both internally and externally, ensuring that our campus serves as a central hub for initiatives that support everyone in Morris County and beyond.

With the development of the new college website and the involvement of our Diversity, Equity, and Inclusion team, we ensured that the Spanish version of the website is easily accessible. Additionally, college-related materials were also developed in Spanish. We

have also begun dubbing some of CCM's advertisements from English into Spanish, always mindful of the nuances and intricacies of language use.

A highlight of our efforts this year was the second annual Diversity Festival, organized by the Diversity Committee. This vibrant event brought together faculty, students and staff for a day filled with art, music, dance, crafts and food. It showcased the rich contributions of various communities on our campus and fostered a spirit of mutual understanding and support. With participation from student painters, musicians, the college choir, professors and student organizations, the festival was a true collective effort that demonstrated our commitment to celebrating diversity.

In addition to the Diversity Festival, CCM actively partnered with community organizations to host significant events on campus. Edge NJ hosted Pride Fest on the CCM campus and CCM took part in the Juneteenth celebration in Morristown, where members of the Black Student Union, along with faculty and staff, joined in honoring this important occasion and CCM provided services like printing. Furthermore, the Teen Arts Festival, themed around Diversity, Equity and Inclusion saw our collaboration with the festival organizers to ensure accessibility and provide lunch vouchers for students in need.

Additionally, CCM took significant steps to commemorate and celebrate diversity through four specific commemoration months: Hispanic Heritage Month, Black History Month, Women's History Month and Disability Awareness Month. These celebrations provided opportunities for all students to engage in activities related to these key areas and explore their intersectionality with their own identities. This approach marks the beginning of a sustained effort to celebrate diversity year-round, recognizing its importance across various times and communities.

Educational Opportunity Fund Program (EOF)

The Educational Opportunity Fund (EOF) program saw significant growth this year, with the number of students served increasing by 20%, from 91 to 110. EOF is designed to support students throughout their college journey by providing essential tools and resources, particularly for those who are first-generation, underrepresented or from low-income households. The continued success of EOF highlights the impact of providing intrusive support and additional resources to students facing barriers.

Building Tomorrow's Career and Educational Opportunities Today

Through an innovative partnership with the Morris County Vocational School District (MCVSD), construction for a new Career Technical Education Center on CCM's campus began in August 2023. The center will allow for a 30 percent expansion (500 additional students) 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, is currently under construction. It will result in new opportunities for community members to launch or scale their own business. The Center will also be the home to the new Culinary and Hospitality Arts Institute of New Jersey (CHAI-NJ), which will focus on training executive chefs across the region.

To meet the critical need for medical staff/employees throughout Morris County, CCM is constructing a Center for Health Professions. New program additions include dental hygiene, dental assisting, surgical technology, diagnostic medical stenography and medical assisting.

Assisting Those in Need

The college continues to partner with Table of Hope, a Morristown nonprofit, hosting annual backpack giveaways each August and Thanksgiving food distributions in November. 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 foods 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 introduced a similar college readiness program for students in Morristown. The Promise programs provide low-income middle and high school students with college readiness training and support, along with guaranteed scholarships to attend CCM. After federal and state financial aid are applied, scholarship funding is provided by the CCM Foundation.

This year, the Dover College Promise and Morristown College Promise programs have expanded, serving Latinos of all backgrounds. These programs are open to students of all backgrounds. These programs offer a crucial support system for Latino students, helping them find their pathway to college and beyond. While the Promise programs are delivered entirely in English, we also serve English learners, supporting their language acquisition process. Students in the Dover College Promise program who graduated from Dover High School and enrolled at CCM achieved a 94% retention rate from fall to fall, demonstrating the success of these access programs.

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

The college in May 2024 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 Morris Arts, 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 & Environmental Awareness” encouraged participants to consider how their form of art and expression impacts the environment around them. A keynote speaker kicked off the event and her works of art were displayed in CCM’s gallery.

2. Research and development (R&D) expenditures: Year 2023

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

3. Major grants, FY2024.

Perkins V Career and Technical Education
Funding Agency: NJ Department of Education
Project Director: Kelly Meola
Grant Amount: \$569,916

Perkins V intends to expand access to high-quality Career and Technical Education programs for all students while removing existing barriers.

Northern NJ Bridges to Baccalaureate Degree Program with Passaic County Community College
Funding Agency: National Science Foundation
Project Director: Jenifer Martin
Grant Amount: \$222,208 over 3 years

The NNJ-B2B program operates in conjunction with the Garden State Louis Stokes Alliance for Minority Participation (GS-LSAMP), a National Science Foundation funded project headed by Rutgers University-Newark to assist under-represented minority students in preparing for and successfully transferring into four-year institutions in pursuit of STEM baccalaureate degrees.

The Women's Center at CCM - Morris County's Displaced Homemaker Program
Funding Agency: NJ Department of Children and Families
Project Director: Shannon Lengares
Grant Amount: \$160,500

An annual job readiness grant provided by NJ's Department of Children and Families through the Division on Women. The primary goal is to assist displaced homemakers become financially self-sufficient by providing a comprehensive range of services including career coaching, short-term training scholarships, job readiness, legal consultations and referrals to community resources.

Community College Opportunity Grant - Capacity Building
Funding Agency: NJ Secretary of Higher Education
Project Director: Pam Marcenaro
Grant Amount: \$248,319

To increase matriculation and support the goals of the CCOG for students in New Jersey.

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

CCM led 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.

New Jersey 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.

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: \$650,000 over 3 years

Development of the Data Science Center to support the work to offer specialized workshops and training sessions, develop high school to collegial pathways for degree attainment in data science, support faculty development towards achievement of industry recognized certifications/credential in data science and strengthen industry commitment and leadership in data science advisement and instruction.

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.

Cybersecurity Center and Hacking Lab
Funding Agency: US Department of Education
Project Director: Patrick Enright, Katrina Bell
Grant Amount: \$720,000 over 3 years

Funds to be used to establish a Cybersecurity Center and Hacking Lab on campus and develop credit and non-credit programs in cybersecurity.

Mental Health in Higher Education: Community Provider Partnerships and Professional Development Grant
Funding Agency: NJ Office of the Secretary of Higher Education
Project Lead: Kiarra Baldassari
Grant Amount: \$287,644 over 3 years

The purpose of the funding is to allow institutions of higher education to develop partnerships and expand professional capacity to meet the direct and unique mental health needs of the students, with a distinct focus on traditionally underrepresented student populations as they were disproportionately impacted by the COVID-19 pandemic. Pursuant to this Agreement, OSHE will provide funding to develop and expand some level of mental health to supports for students.

Center for Adult Transition
Funding Agency: NJ Office of the Secretary of Higher Education
Project Director: Adriana Mendez, Alexandra Hoffman
Grant Amount: \$329,525

Funds to be used in relation to a January 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 through Workforce Development.

New Jersey Manufacturing Extension Program (NJMEP)
Funding Agency: US Department of Defense
Project Director: Patrick Enright, Katrina Bell, Alexandra Hoffman
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.

Strengthening Community Colleges – Closing Equity Gaps through Accelerated Pathways
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 NJ.

Pre-Apprenticeship in Career Education (PACE)
Funding Agency: NJ Department of Labor and Workforce Development
Project Director: Alexandra Hoffman
Grant Amount: \$237,109

The PACE program is to prepare individuals to enter and succeed in registered apprenticeship programs. It will provide pre-apprenticeship training to students in the advanced manufacturing field.

Growing Apprenticeship in Nontraditional Sectors (GAINS)
Funding Agency: NJ Department of Labor and Workforce Development
Project Director: Alexandra Hoffman
Grant Amount: \$299,566

This grant will support students succeed in registered apprenticeship programs by providing financial support for pre-apprenticeship training.

Titans Track – Title III Strengthening Institutions Program Profile
Funding Agency: US Department of Education
Project Director: Melissa Albright
Grant Amount: \$2.25 million over 5 years

Titan Advising Center (TAC) is focused on increasing first to second year retention and graduation rates for low-income, and underserved students.

Some College, No Degree (SCND)

Funding Agency: NJ Office of the Secretary of Higher Education

Project Director: Pam Marcenaro

Grant Amount: \$150,000

The purpose of the grant is for institutions to build capacity, address institutional barriers to re-enrolling and completing, foster innovative ways to serve SCND students and enhance the statewide SCND initiative.

CCM Instructional Equipment Project – Higher Education Equipment Leasing Fund Bonds (ELF)

Funding Agency: Higher Education Capital Facilities Programs

Project Director: Karen VanDerhoof

Grant Amount: \$2 million

Will provide new equipment to replace or upgrade necessary resources to enhance instructional capabilities for faculty, students and the community. These equipment purchases offer dedicated instructional equipment for student use for practice, experience and familiarity to better prepare them for direct entry into the workforce or to further advance their education.

CCM Healthcare Building - Higher Education Facility Trust Fund Bonds (HEFT)

Funding Agency: Higher Education Capital Facilities Programs

Project Director: Karen VanDerhoof

Grant Amount: \$11.3 million

These funds will go toward the construction of the Center for Health Professions, a new academic building.

CCM Technology Infrastructure Upgrade and Expansion - Higher Education Technology Infrastructure Bonds (HETI)

Funding Agency: Higher Education Capital Facilities Programs

Project Director: Karen VanDerhoof

Grant Amount: \$1.038 million

The purpose of the grant is to support upgrades and expansion of technology infrastructure across campus.

I. Major capital projects underway in FY2024.

Academic Building Elevator Replacement Project

This project was completed in July of 2024. The project entailed the construction of new elevators to all floors of the academic building enhancing accessibility. The existing elevators were demolished, and the space converted to storage or gender-neutral bathrooms where appropriate.

The Entrepreneurial and Culinary Science Center

The design has been completed and construction 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 completed and included the removal of an underground gas tank, the installation of an above ground gas tank and the replacement of the grounds garage which was well beyond its useful life.

Center for Health Professions

Funding is in place and the design is underway to construct a 75,000 square foot state of the art Center for Health Professions. The center will allow for the expansion of existing healthcare programs and the addition of new programs including dental hygiene, dental assisting, sonography and medical assisting. Opening of the center is anticipated for the Fall of 2026.