



2025

COUNTY
COLLEGE
OF MORRIS

ANNUAL INSTITUTIONAL PROFILE REPORT

PREFACE

County College of Morris (CCM) is nationally recognized for providing an outstanding education to the residents of Morris County and the surrounding area. Guided by its mission, CCM is dedicated to excellence in teaching and lifelong learning through the delivery of exceptional programs and services to our students and to the larger community that reflect a dedication to educational advancement, cultural enrichment and workforce development. CCM's commitment to optimizing teaching and learning environments can be seen in the recent addition of the college's new state-of-the-art buildings such as the Center for Entrepreneurship and Culinary Science, the Center for Health Professions, the Morris County Vocational School Career Technical Education Center (on CCM's campus), and the Advanced Manufacturing and Engineering Center. CCM has cultivated more than 365 partners from the Morris County community extending across several industries and businesses, K-12 educational relationships and an extensive list of donors and supporters. Since opening in 1968, CCM has proudly graduated more than 58,000 students who have gone on to make meaningful impact in their communities. Located in Randolph Township, CCM offers 58 associate degrees and 25 credit certificates. Our distinguished faculty, who are leading experts in their fields, create a dynamic learning environment that has produced one of the highest graduation rates among New Jersey's community colleges. CCM's strong transfer partnerships provide pathways for students to earn a bachelor's degree within and beyond the state, allowing graduates to continue their studies at leading public and private universities nationwide, including highly selective institutions. Since 2016, CCM has consistently been recognized by multiple ranking agencies as a top community college. Its programs have earned national recognition for excellence, including degree programs in Business Administration and Management, Nursing, Criminal Justice, Fine Arts, Radiography, and Respiratory Therapy. CCM remains steadfast in its mission to provide accessible, high-quality education that prepares students for success and positively impacts the broader community.

Through its Center for Workforce Development (WFD), CCM has become an essential partner for both the community and local businesses, maintaining more than 300 community and industry business partnerships. These programs are designed to simultaneously support individuals and benefit local employers, providing Morris County with a highly educated and skilled workforce. Offering more than 25 workforce-relevant programs, students can earn a variety of industry-recognized credentials and certificates in programs focused on advanced manufacturing, technology, healthcare professions, data analytics, hospitality and more. These programs and CCM's Career Services provide individuals with pathways to rewarding careers and internships while equipping local employers with a highly skilled workforce.

In support of CCM's mission of changing lives and strengthening communities, WFD also offers developmentally disabled adults with opportunity programs that teach foundational skills in culinary arts and horticulture to prepare them for entering the workforce. These important programs ensure all residents of Morris County have the opportunity to build skills, pursue careers and fulfill their dreams.

CCM also enriches the broader community through its vibrant cultural and athletic programs. The college hosts nationally recognized performing and visual arts programs, including theater, music, and dance, while its highly regarded art gallery features work by artists from across New Jersey. CCM partners with community organizations to sponsor exhibits and festivals celebrating artists from around the globe. CCM's engaging Longo Planetarium shows draw

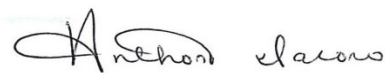
thousands of visitors from the community annually. In addition, the college's award-winning athletic teams bring energy and pride to the campus, with enthusiastic community support for competitions throughout the year.

The Annual Institutional Profile Report for 2025 provides information about the characteristics of CCM for the 2024 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 1995 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 the 2024 fiscal year.

Sincerely,

A handwritten signature in black ink, appearing to read "Anthony J. Iacono". The signature is fluid and cursive, with the first name "Anthony" and last name "Iacono" clearly distinguishable.

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

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II. Data by Category – Institutional Profile Report for 2025

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, and Hospitality Management 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 2024 Undergraduate Enrollment by Attendance Status		
Status	Number	Percent
Full-Time	2,711	44.2
Part Time	3,420	55.8
Total	6,131	100.0

2. Number of graduate students by attendance status.

N/A

3. Number of non-credit students served.

Table II.B.3

FY 2024 Non-Credit Enrollment				
	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 Minutes)	Total FTEs²
Open Enrollment	2,805	1,544	95,484	212
Customized Training	1,848	384	13,070	29
¹ Includes all registrations in any course that started on July 1, 2023 through June 30, 2024				
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 academic year.

Table II.B.4

Unduplicated Number of Undergraduate Students Enrolled and Total Credit Hour Enrollment for FY 2024		
Headcount Enrollment	Credit Hours	FTE
8,995	133,955	4,465

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 2024 Number and Percentage of Students Enrolled in One or More Remedial Courses¹		
Total Fall 2024 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	Percent of Total
5,360	973	18.2
Total Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation in Fall 2024		
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
864	340	39.4
Number and Percent of First-Time, Full-Time, Degree-Seeking (FTFTD) Students Enrolled in Remediation by Subject Area in Fall 2024		
Subject Area	Number of FTFT Enrolled	Percent of All FTFT Enrolled
Reading	0	0.0
Writing	111	12.8
Computation	179	20.7
Algebra	154	17.8
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.

To assure appropriate placement into math and English courses an academic assessment is required of all students who intend to Matriculate (pursue an associate degree, academic program certificate, or specific certificates of achievement).

This assessment is also required for non-matriculated students prior to registering for any courses that require English and/or math prerequisites.

CCM uses multiple methods to determine math and English college readiness. These methods include:

- Review of recent high school transcript, including coursework and grades in English and mathematics during three to four high school years
- CCM's Accuplacer Placement Test.
- SAT Results: 560 or higher for Math and 590 or higher for Evidence Based Reading and Writing on the SAT within the past 7 years.
- ACT Results: 23 or higher for math and 23 or higher for English within the past 7 years.
- Review of college transcripts for successful completion of prior college level English Composition and mathematics courses (within the past 7 years) or developmental math courses at another regionally accredited institution.
- Students who are pursuing a major that requires a higher level of mathematics competency must take the Advanced Algebra Placement Test (AAPT) for College Level Math placement.
- Students for whom English is not their primary language, have attended a high school abroad, or they have taken 2 or more years of ESL in a US high school must take the Levels of English Proficiency (LOEP) test.
- 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.

If the academic assessment 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 request testing accommodation based on disability must submit the appropriate documentation to the Office of Accessibility Services.

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 2024						
	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Non-Resident Alien	60	2.2	73	2.1	133	2.2
Black / African American	123	4.5	209	6.1	332	5.4
American Indian	7	0.3	7	0.2	14	0.2
Asian	155	5.7	210	6.1	365	6.0
Native Hawaiian / Other Pacific Islander	1	0.0	9	0.3	10	0.2
Hispanic/Latino	869	32.1	1,007	29.4	1,876	30.6
White	1,094	40.4	1,450	42.4	2,544	41.5
Two or More Races	98	3.6	100	2.9	198	3.2
Unknown	304	11.2	355	10.4	659	10.7
Total	2,711	100.0	3,420	100.0	6,131	100.0

b. Enrollment status by sex.

Table II.C.3.b

Undergraduate Status by Sex, Fall 2024						
	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
Female	1,242	45.8	1,841	53.8	3,083	50.3
Male	1,469	54.2	1,579	46.2	3,048	49.7
Total	2,711	100.0	3,420	100.0	6,131	100.0

c. Enrollment status by age.

Table II.C.3.c

Undergraduate Enrollment Status by Age, Fall 2024						
	Full-Time		Part-Time		Total	
	Number	Percent	Number	Percent	Number	Percent
< 18	110	4.1	259	7.6	369	6.0
18-19	1,265	46.7	585	17.1	1,850	30.2
20-21	723	26.7	752	22.0	1,475	24.1
22-24	312	11.5	669	19.6	981	16.0
25-29	162	6.0	498	14.6	660	10.8
30-34	61	2.3	231	6.8	292	4.8
35-39	39	1.4	150	4.4	189	3.1
40-49	31	1.1	134	3.9	165	2.7
50-64	8	0.3	90	2.6	98	1.6
65+	0	0.0	52	1.5	52	0.9
Unknown	0	0.0	0	0.0	0	0.0
Total	2,711	100.0	3,420	100.0	6,131	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, AY2023-24			
	Recipients	Dollars (\$)	\$/Recipient
State Programs			
Tuition Aid Grants (TAG)	981	\$1,856,000	\$1,892
Educational Opportunity Fund (EOF)	90	\$109,000	\$1,211
Other State Programs (OSRP, NJ-GIVS, WTC, etc.)	0	\$0	\$0
Distinguished Scholars	0	\$0	\$0
Urban Scholars	0	\$0	\$0
NJCLASS Loans	8	\$60,000	\$7,500
NJSTARS	43	\$162,000	\$3,767
CCOG	977	\$2,377,000	\$2,433
Federal Programs			
Pell Grants	1,943	\$8,155,000	\$4,197
College Work Study	83	\$181,000	\$2,181
Perkins Loans	0	\$0	\$0
SEOG	916	\$305,000	\$333
PLUS Loans	30	\$258,000	\$8,600
Stafford Loans (Subsidized)	723	\$2,158,000	\$2,985
Stafford Loans (Unsubsidized)	665	\$2,206,000	\$3,317
SMART & ACG or other	0	\$0	\$0
CARES ACT- HEERF Student Aid	0	\$0	\$0
Institutional Programs			
Grants/Scholarships	340	\$384,000	\$1,129
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 2024		
Residence	Number	Percent
In-State*	1,256	99.5
Out-of-State	6	0.5
Total	1,262	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 2021 Full-Time, First Time, Degree/Certificate Seeking Freshmen		
Fall 2021 Cohort	Graduated after 2 Years	Percent
911	173	19.0

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 2021 Full-time First-time Degree/Certificate Seeking Students by Race/Ethnicity					
	2021 Cohort Number	Graduated within 3 Years	3-Year Graduation Rate	Transferred by end of 3rd Year	3-Year Transfer Rate
American Indian	3	2	66.7	1	33.3
Asian	46	22	47.8	5	10.9
Black	44	5	11.4	10	22.7
Hispanic	281	78	27.8	36	12.8
Pacific Islander	0	0	0.0	0	0.0
White	421	166	39.4	80	19.0
Non-Resident Alien	7	1	14.3	0	0.0
Race Unknown	69	33	47.8	9	13.0
Two or More Races	40	17	42.5	14	35.0
Total	911	324	35.6	155	17.0

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 2023 to Fall 2024 by Attendance Status					
Full-Time			Part-Time		
Total First- Time	Retained in Fall 2024	Retention Rate	Total First- Time	Retained in Fall 2024	Retention Rate
925	703	76.0	442	269	60.9

E. Faculty characteristics.

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

Legend of Race/Ethnic Categories

W = White
B = Black
H = Hispanic

A = Asian
PI = Pacific Islander
AI = American Indian

NRA = Non-Resident Alien
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 2024																				
	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	11	9	1	1	1	0	1	2	0	0	0	0	0	0	0	1	0	0	14	13
Associate Prof.	16	25	1	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	20	27
Assistant Prof.	10	12	1	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	13	14
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	37	46	3	2	2	2	5	3	0	0	0	0	0	0	0	1	0	0	47	54
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	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Assistant Prof.	5	8	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	5	10
All Others	3	2	0	0	0	2	0	1	0	0	0	0	0	0	0	1	0	0	3	6
Total	9	11	0	0	0	2	0	3	0	0	0	0	0	0	0	1	0	0	9	17
Total All																				
Professors	11	9	1	1	1	0	1	2	0	0	0	0	0	0	0	1	0	0	14	13
Associate Prof.	17	26	1	1	1	1	2	0	0	0	0	0	0	0	0	0	0	0	21	28
Assistant Prof.	15	20	1	0	0	1	2	3	0	0	0	0	0	0	0	0	0	0	18	24
All Others	3	2	0	0	0	2	0	1	0	0	0	0	0	0	0	1	0	0	3	6
Total	46	57	3	2	2	4	5	6	0	0	0	0	0	0	0	2	0	0	56	71

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 2024						
Total Number of Course Sections	Full-Time Faculty		Part-Time Faculty		Others*	
	Number	Percent	Number	Percent	Number	Percent
1,110	626	56.4	520	46.8	33	3.0
*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 2024		
	Number	Percent
Full-Time	127	29.1
Part-Time	309	70.9
Total	436	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
Justin Lash	Vice President	Fidelity Investments
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
Emergency Services AAS	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
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 designation in their major or program of study. Students can apply to take honors courses or seek an Honors designation directly from high school or while enrolled at the college. Admission from high school requires a minimum SAT score of 1240, an ACT score of 26, or top 10% of high school graduating class.

Students enrolled in A.A., A.S., A.A.S., and A.F.A. programs must complete a minimum of 12 CCM credits and have a GPA of 3.3 or higher to earn an Honors designation.

Notation of Honors designation on academic transcript: Students that complete a minimum of 16-18 honors course credits within their academic degree program, maintain a minimum of 3.3 GPA, and remain in good academic standing will receive Honors designation.

Honors program graduates additionally complete a capstone project.

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	Hospitality Management & Event Planning
Advanced Mechanical Analysis	Information Security
Assembly & Testing	Landscape Contractor
Automation, Robotics, and Control	Landscape Design
Basic Electronics	Legal Assistant
CDA Education	Mechanical CAD
Culinary Arts	Media Technology
Data Analytics	Personal Trainer
Digital Technology	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)
Grounds Maintenance	

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 change lives and strengthen communities.

Educational Opportunity Fund Program (EOF)

The Educational Opportunity Fund (EOF) program is a state-supported, comprehensive academic and financial support program that provides students with the necessary academic and financial resources and support, particularly for those who are first-generation or from low-income households. Its proven success demonstrates the value of providing intrusive support and additional resources to help students overcome barriers. In the 2024 – 2025 academic year, EOF expanded from serving 107 students to 120, resulting in a 12% increase, further underscoring its impact.

Assisting Those in Need

Although CCM is in one of New Jersey's more affluent counties, the college recognizes that a significant portion of its student population experiences food insecurity. Results from the Healthy Minds Survey administered in Fall 2020 revealed that 31% of students were concerned about food availability, and 21% had run out of food. Follow-up data from Fall 2024 indicated continued concern, with 30% of students reporting food insecurity. Furthermore, the Spring 2025 Hunger-Free Campus Survey found that 41% of students feared running out of food before they could afford more, and 36% had already experienced this. These findings align with the Asset Limited, Income Constrained, Employed (ALICE) Essentials Index, which highlights the financial instability many New Jersey residents face as the cost of living continues to rise faster than wages.

In response, CCM launched holistic support initiatives to combat food insecurity, most notably through Titans Table — a multi-faceted program offering free groceries and food in collaboration with local partners. Through a partnership with the Interfaith Food Pantry, biweekly deliveries are made to approximately 22 students based on individualized online orders, ensuring both privacy and access. Additionally, the Interfaith Food Pantry provides snacks to 11 locations across campus, up from just four the previous year.

In the last year, CCM has also partnered with Nourish NJ, a nonprofit organization that delivers frozen prepared meals twice a week and is disseminated by two different offices on campus. Additionally, in the last year, the CSW acquired the Hunger Free Grant that allowed CCM to purchase food and other supplies to establish a food pantry on campus. These efforts helped approximately 200 students access food in the past year, demonstrating CCM's commitment to addressing basic needs as part of a broader, student-centered approach to support and retention.

As the Community's College, CCM has partnered with Table of Hope, a Morristown nonprofit, for the past six years, hosting annual backpack giveaways each August and Thanksgiving food distributions in November. This partnership brings community support to neighborhoods of need, serving over 1,500 community members each year.

College Promise Programs for High School Students

CCM's Promise Programs are designed to support students from Morristown and Dover High Schools in overcoming academic and financial barriers to higher education. The programs provide activities that guide students through the college application process, strengthen academic skills, and build effective study habits. Participants also receive a CCM Foundation Scholarship to help cover tuition, creating a clear pathway to success at CCM.

Both the Morristown and Dover Promise Programs continue to expand and demonstrate strong outcomes. In the past academic year, the Morristown program grew to include sophomores and juniors, with seniors to be added in the upcoming year. Meanwhile, the Dover program enrolled two cohorts at CCM and achieved a 94% fall-to-fall retention rate, underscoring the effectiveness of these access initiatives.

2. Research and development (R&D) expenditures: Year 2024

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

3. Major grants, FY2025.

Perkins V**Funding Agency: NJ Department of Education****Project Director: Shannon Lengares****Grant Amount: \$613,275**

Perkins is dedicated to increasing learner access to high-quality CTE programs of study ensuring that programs are prepared to meet the changing needs of learners and employers.

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: JoAnn Whetsall****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**Funding Agency: NJ Secretary of Higher Education****Project Director: Pam Marcenaro****Grant Amount: \$267,319**

Provides last-dollar financial support to eligible students attending community colleges to increase matriculation and support the goals of the CCOG for students in New Jersey.

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.

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: Kyle Wyeroski****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.

Centers for Adult Transition**Funding Agency: NJ Office of the Secretary of Higher Education****Project Director: Dawn Thomas-McFarland****Grant Amount: \$202,570**

Funds are 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 over 5 years**

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 over 4 years**

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 FY24)**Funding Agency: NJ Department of Labor and Workforce Development****Project Director: Alexandra Hoffman****Grant Amount: \$237,109 over 18 months**

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.

Pre-Apprenticeship in Career Education (PACE FY25)**Funding Agency: NJ Department of Labor and Workforce Development****Project Director: Jacob Fried****Grant Amount: \$277,633 over 18 months**

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 over 18 months**

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**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.

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 over 10 years (funds expended FY25)**

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.

Energywerx Industrial Assessment Centers Planning Grant**Funding Agency: US Department of Energy****Project Director: Alexandra Hoffmann****Grant Amount: \$199,328**

Funding was used to develop a new HVAC program including curriculum development and equipment purchases.

Community Project Funding Grant – Mikie Sherrill**Funding Agency: US Department of Housing & Urban Development****Project Director: Karen VanDerhoof****Grant Amount: \$1 million (funds expended FY25)**

Funds were used towards the purchase of 38 Myrtle Ave. in Dover, NJ.

I. Major capital projects underway in FY2025.

The Entrepreneurial and Culinary Science Center

The design has been completed, and construction is well underway for the creation of an entrepreneurial center and expansion of the culinary center. The project includes the renovation of existing space to create a baking kitchen which was completed in the Spring of 2025. The expansion component will house culinary classrooms and a third kitchen as well as classrooms for support entrepreneurial studies. The expansion facility will open in January 2026.

Center for Health Professions

Funding is in place, the design has been completed, and construction is underway for an 81,000 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 Spring of 2027.

Academic Complex Roof Replacement

A complete tear off and replacement of the existing EPDM roof was started in May 2025.