

ESSEX COUNTY COLLEGE



INSTITUTIONAL PROFILE

(Excellence and Accountability)

Submitted to
Commission on Higher Education

September 28, 2009

Office of Planning, Research & Assessment
Dr. J. Scott Drakulich
Associate Dean



PREFACE

This is the college's 15th institutional profile. 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." The indicators are established by the Commission on Higher Education. These include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, faculty characteristics, characteristics of the trustees, a profile of the institution, and public service and minor capital projects.

This profile is one indicator of our accomplishments and contributions to our community. Our annual *Fact Book* contains more information and may be obtained from our Planning, Research and Assessment Office at Essex County College.

A handwritten signature in blue ink that reads "Dr. A. Zachary Yamba". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. A. Zachary Yamba
President

FOREWARD

This report would be the college's 15th *Excellence and Accountability* report now known as our *Institutional Profile*.

As in the past, this report contains all mandated accountability indicators. These indicators include accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, faculty characteristics, characteristics of the trustees, a profile of the institution, and major capital projects.

With regard to the data element (students served) during the Fall 2008 semester we served 6,962 full-time students (56.5%) and 5,356 part-time students (43.5%) for a total of 12,318 students. This is a record enrollment for ECC and is based on an October 15th reporting date, not 10th day. We also served a total of 16,892 non-credit students during FY 08.

Two important outcome measures continue to be graduation and transfer rates and third-semester (Fall to Fall) retention rates. Our combined graduation and transfer rate for Fall 2005 FTFT degree-seeking freshmen is 12.2% (5.6% graduation + 6.6% transfer) a slight decrease of 2.1 percent from last year.. The overall third-semester retention rate for ECC is 48.9% percent (down from 59.4% in 2005).

Essex County College continues to increase its number of graduates. During FY 08 the number of degrees and certificates conferred increased from 941 to 961. The largest number of degrees granted was in the Health Professions area followed by Business Management, Education, Liberal Arts/Sciences, and Social Sciences. Nationally, the college continues to rank high in the number of minority Associate Degrees awarded. According to the June 15, 2009 issue of *Community College Week*, the college ranked 23rd in the total number of Associate Degrees awarded to Blacks in 2007-08 academic year. Of the FY08 graduates, 30.6 percent took six or more years to graduate. This indicates that the students do “stop out” and often come back to complete their education.

The general enrollment profile of the institution has remained relatively consistent with regard to ethnicity and gender. For Fall 2008, approximately 51 percent are Black, 24 percent Hispanic, 12 percent White and 4 percent Asian (unknown and other = 9 percent). The male/female ratio continues to be 39 percent male and 61 percent female. Twenty-five (25) percent of our students are 17 to 19 years old; 19 percent are 20 – 21; 15 percent are 22 – 24; and 14 percent are 25 – 29. Twenty-eight (28) percent are 30 and older.

Other information such as retention and graduation statistics for various cohorts are not presented in this report but may be found in the college's annual Fact Book.

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Appendix A: *Grants Awarded to the College 2008-09*

ESSEX COUNTY COLLEGE
EXCELLENCE AND ACCOUNTABILITY
2008-2009

II. Data by Category

A. Accreditation status

Essex County College is accredited by the Middle States Commission on Higher Education and is licensed by the State of New Jersey through the Commission on Higher Education to operate and award associate degrees and certificates. In November, 2006 the Middle States Commission on Higher Education acted:
To accept the Periodic Review Report, to commend the institution for progress to date and for the quality of the report, and to reaffirm accreditation.

Program	Accrediting Agent
Dental Assisting (Cert.)	American Dental Association/Council on Dental Education/Dental Assisting Section
Dental Hygiene	American Dental Association/Council on Dental Education/Dental Hygiene Section
Nursing	National League of Nursing
Ophthalmic Dispensing	Commission on Optician Accreditation
Physical Therapist Assistant	American Physical Therapy Association's Commission on Accreditation in Physical Therapy Education
Radiography	Commission on Accreditation for Allied Health Education Programs/Joint Review Committee on Education in Radiologic Technology
Respiratory Care/Respiratory Technician (Cert.)	Commission on Accreditation for Respiratory Care (COARC)
Civil Construction Engineering Tech. Electronic Engineering Tech. and Manufacturing Engineering Tech.	Accreditation Board for Engineering and Technology (ABET)

B. Number of Students Served

Number of undergraduates by attendance status: Fall 2008

Full-time = 6,962 (56.5%); Part-time = 5,356 (44.5%) Total 12,318*

Number of Non-credit students served FY 08 = 16,892 Open enrollment = 32,452

(source: SURE non-credit Open Enrollment File and NJIPEDS Form #31 without customized training)

Unduplicated headcount enrollment FY 2008 = 14,858; Credit hours 251,279

FTE = 8,376

(source: IPEDS 12-Month Enrollment Survey)

*This year using October 15th date – not 10th day.

C. Characteristics of Undergraduate Students.

1. Test scores and percentages of freshman needing remediation in reading/Writing and mathematics. See page 4

Identified as needing remediation by course based on Fall 2008 local norms distribution and multiple placement criteria.

<u>Reading</u>		<u>Writing</u>	
RDG 096	82.0% based on	ENG-088	24.0%
<u>Reading score alone</u>		ENG-096	61.5%

<u>Mathematics</u>	
MTH 086,087	85.4%
MTH 092,093	6.1%

Source: ECC Institutional Research

2. Race/Ethnicity and Gender – see page 6, 7 and 10

Age – see page 7 and 12

3. Enrollment Profile – New and Returning Comparison; Full-time, Part-time Comparison: 10th Day Freshman Profile by Race/Ethnicity and Gender; Fall 2008 10th Day & Freshman Profile by Status (FT/PT) and Campus Distribution; Freshman Admission Status and Age. See pages 6-12

4. Financial Assistance

2007-2008 (source: HESAA System Files, NJIPEDS Form 41)

Number of scholarship students (not Financial Aid) in attendance = 467

FY 2008 (source: HESAA System Files)

Number of Educational Opportunity Fund Recipients = 1,105, Awards = 1,732

Total Tuition Aid Grants: Recipients = 3,043 Awards = 4,773

Distinguished (Bloustein) Scholars: Recipients = 4, Awards = 8

Urban Scholars: Recipients = 39, Awards = 69

NJCLASS loans: Recipients = 0, Awards = 108

NJ STARS = Recipients = 47 (Fall 2008)

Pell Grants = 4,871 College Work Study = 221 SEOG = 425

5. State Residence

Percentage of in-state/out-of-state and in-county/out-of-county residents.

For the Fall 2008 students: First time total In-State = 2,572 or 99.1%

 In-County = 11,064 or 89.9%

(Source: In-State first time from IPEDS In-County – Oct. 15th Day

ESSEX COUNTY COLLEGE
 Office of Planning, Research and Assessment
DISTRIBUTION OF COMPANION TEST SCORES
 Fall 2008

SCORE	READING			MATH C			MATH A		
	N	%	%Bel	N	%	%Bel	N	%	%Bel
20	22	0.8%		297	10.3%		335	11.6%	
21	1	0.0%		156	5.4%	10	171	5.9%	11
22	24	0.8%	1	4	0.1%		231	8.0%	18
23	20	0.7%		178	6.2%	16	6	0.2%	
24	1	0.0%		4	0.1%		218	7.6%	26
25	40	1.4%	2	2	0.1%		3	0.1%	
26	1	0.0%		179	6.2%	22	213	7.4%	33
27	62	2.2%	3	4	0.1%		2	0.1%	
28	67	2.4%	5	201	7.0%	29	2	0.1%	
29				3	0.1%		208	7.2%	41
30	74	2.6%	8	2	0.1%		1	0.0%	
31				185	6.4%	36	1	0.0%	
32	83	2.9%	10	4	0.1%		171	5.9%	41
33	1	0.0%		2	0.1%		7	0.2%	
34	93	3.3%	13	182	6.3%	42	5	0.2%	
35	1	0.0%		2	0.1%		182	6.3%	54
36	115	4.0%	16	3	0.1%		4	0.1%	
37	1	0.0%		159	5.5%	49	5	0.2%	
38	2	0.1%		1	0.0%		5	0.2%	
39	135	4.7%	20	2	0.1%		146	5.1%	61
40	2	0.1%		1	0.0%				
41	2	0.1%		147	5.1%	54	3	0.1%	
42	127	4.5%	25	1	0.0%		2	0.1%	
43	1	0.0%		4	0.1%		122	4.2%	67
44				133	4.6%	60	1	0.0%	
45	123	4.3%	30	5	0.2%		2	0.1%	
46	1	0.0%		1	0.0%		128	4.4%	71
47	1	0.0%		4	0.1%		3	0.1%	
48	144	5.1%	34	108	3.7%	65	3	0.1%	
49	3	0.1%		1	0.0%		2	0.1%	
50	1	0.0%		2	0.1%		94	3.3%	76
51	139	4.9%	39	1	0.0%		2	0.1%	
52				104	3.6%	68	2	0.1%	
53	1	0.0%		4	0.1%		1	0.0%	
54	3	0.1%		1	0.0%		77	2.7%	80
55	157	5.5%	44	3	0.1%		3	0.1%	
56	2	0.1%		90	3.1%	72	4	0.1%	
57	2	0.1%		1	0.0%				
58	1	0.0%		2	0.1%		77	2.7%	81
59	160	5.6%	50	3	0.1%		1	0.0%	
60	2	0.1%		104	3.6%	75			
61				1	0.0%		2	0.1%	
62	1	0.0%		4	0.1%		1	0.0%	
63	168	5.9%	56	1	0.0%		55	1.9%	85
64	4	0.1%		89	3.1%	79	6	0.2%	
65	2	0.1%		2	0.1%		5	0.2%	
66	2	0.1%		1	0.0%				
67	127	4.5%	62	2	0.1%		48	1.7%	87
68	1	0.0%		76	2.6%	82	5	0.2%	
69	3	0.1%		3	0.1%		1	0.0%	
70	2	0.1%		2	0.1%		3	0.1%	
71	131	4.6%	67	3	0.1%		51	1.8%	89
72				62	2.1%	85	3	0.1%	
73				3	0.1%		2	0.1%	
74	5	0.2%		3	0.1%		3	0.1%	
75	137	4.8%	71	4	0.1%		34	1.2%	91
76				61	2.1%	88	2	0.1%	
77	3	0.1%		1	0.0%		1	0.0%	
78	1	0.0%		1	0.0%				
79	134	4.7%	76	3	0.1%		1	0.0%	

SCORE	READING			MATH C			MATH A		
	N	%	%Bel	N	%	%Bel	N	%	%Bel
80	5	0.2%		3	0.1%		31	1.1%	92
81	3	0.1%		39	1.4%	90	1	0.0%	
82	2	0.1%		4	0.1%		1	0.0%	
83	2	0.1%		1	0.0%		5	0.2%	
84	120	4.2%	82	1	0.0%		29	1.0%	93
85	3	0.1%		36	1.2%	91			
86	2	0.1%					4	0.1%	
87	2	0.1%		1	0.0%				
88	89	3.1%	86	4	0.1%				
89	2	0.1%		30	1.0%	93	24	0.8%	94
90	2	0.1%		1	0.0%		2	0.1%	
91	1	0.0%		2	0.1%		1	0.0%	
92	88	3.1%	89	4	0.1%				
93	1	0.0%		35	1.2%	94	1	0.0%	
94				6	0.2%	95	22	0.8%	95
95				2	0.1%				
96	75	2.6%	92	3	0.1%		1	0.0%	
97				2	0.1%				
98				22	0.8%	96	15	0.5%	
99	40	1.4%	95	1	0.0%				
100				2	0.1%				
101	1	0.0%		1	0.0%		2	0.1%	
102	2	0.1%		17	0.6%		13	0.5%	96
103	38	1.3%	97	4	0.1%				
104				1	0.0%		2	0.1%	
105				1	0.0%		2	0.1%	
106	1	0.0%		13	0.5%	97	12	0.4%	
107	17	0.6%	98	1	0.0%		3	0.1%	
108				5	0.2%		2	0.1%	
109				1	0.0%		1	0.0%	
110	1	0.0%		8	0.3%	98	11	0.4%	97
111	10	0.4%	99	2	0.1%		2	0.1%	
112				1	0.0%		1	0.0%	
113				2	0.1%		13	0.5%	98
114				4	0.1%		2	0.1%	99
115				1	0.0%				
116	5	0.2%		1	0.0%		7	0.2%	99
117	1	0.0%					2	0.1%	
118				10	0.3%	99	1	0.0%	
119				1	0.0%		6	0.2%	
120	1	0.0%		1	0.0%		2	0.1%	
TOTAL	2850			2886			2887		

PLACEMENT		
Reading	Math	
EST who need reading based on reading score of 79 = 82.0%	086	85.4%
	092	6.1%
	Possible 100 or higher	8.5%

ESSAY SCORE	N	%	% Below
0	29	1.1%	
2	35	1.3%	1
3	25	0.9%	2
4	320	12.0%	2
5	232	8.7%	14
6	1290	48.3%	23
7	351	13.1%	71
8	267	10.0%	85
9	104	3.9%	95
10	14	0.5%	98
11	3	0.1%	99
12	0	0.0%	99
TOTAL	2,670		

PLACEMENT	English	
	088	24.0%
	096	61.5%
	101	14.5%

REMEDICATION / DEVELOPMENT EDUCATION

1. **Name of basic skills placement test administered and criteria (if any) for selecting test takers in fall 2008**

Companion

2. **Total number of undergraduate students enrolled in Fall 2008**

Total Fall 2008 Undergraduate Enrollment	Number of students enrolled in one or more remedial courses	% of Total
12,318	4,937	40.1%

3. **Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2008.**

Total number of FTFT Students	Number of FTFT Students Enrolled in one or more remedial courses	Percent of FTFT Enrolled in one or more remedial courses
2,934	2,239	76.3%

4. **First-time, full-time students (FTFT) enrolled in remediation in Fall 2008 by subject area.**

Subject Area	Number of FTFT Enrolled in	Percent of all FTFT Enrolled in
Reading	301	10.3%
Writing		
Math Computation	1,931	65.8%
Elem. Algebra	154	5.2%

(For institutions who do not separate reading & writing))

Total English	1,935	66.0%		
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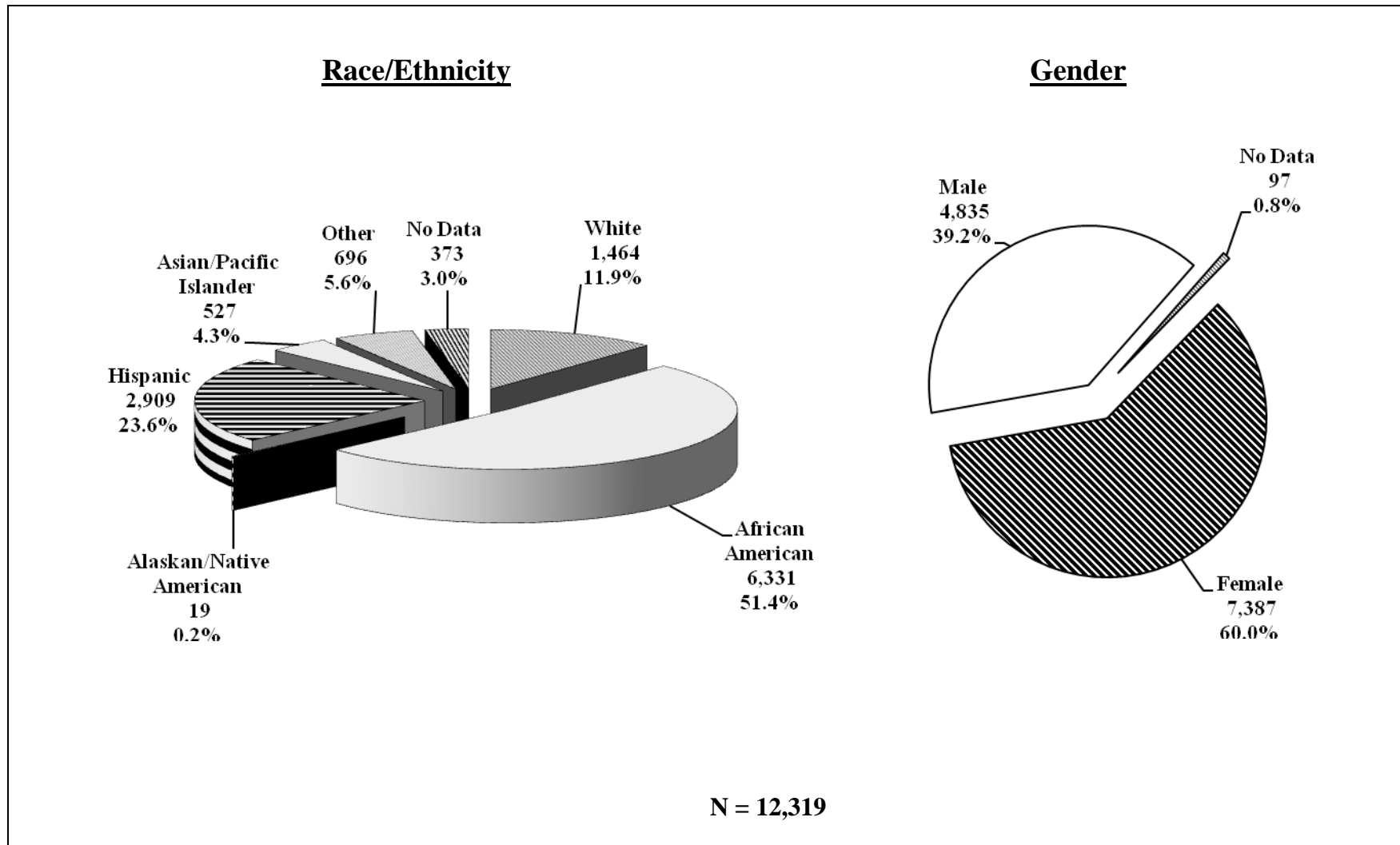
Note: Percentages should be computed using the total number provided in part 3.

Essex																
Undergraduate Enrollment by Race/Ethnicity, Fall 2008																
	White		Black		Hispanic		Asian		American Ind.		Alien		Race Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Full-time	647	9.3%	3,460	49.7%	1,517	21.8%	171	2.5%	15	0.2%	691	9.9%	461	6.6%	6,962	100.0%
Part-time	699	13.1%	2,581	48.2%	1,004	18.7%	211	3.9%	3	0.1%	414	7.7%	444	8.3%	5,356	100.0%
Total	1,346	10.9%	6,041	49.0%	2,521	20.5%	382	3.1%	18	0.1%	1,105	9.0%	905	7.3%	12,318	100.0%

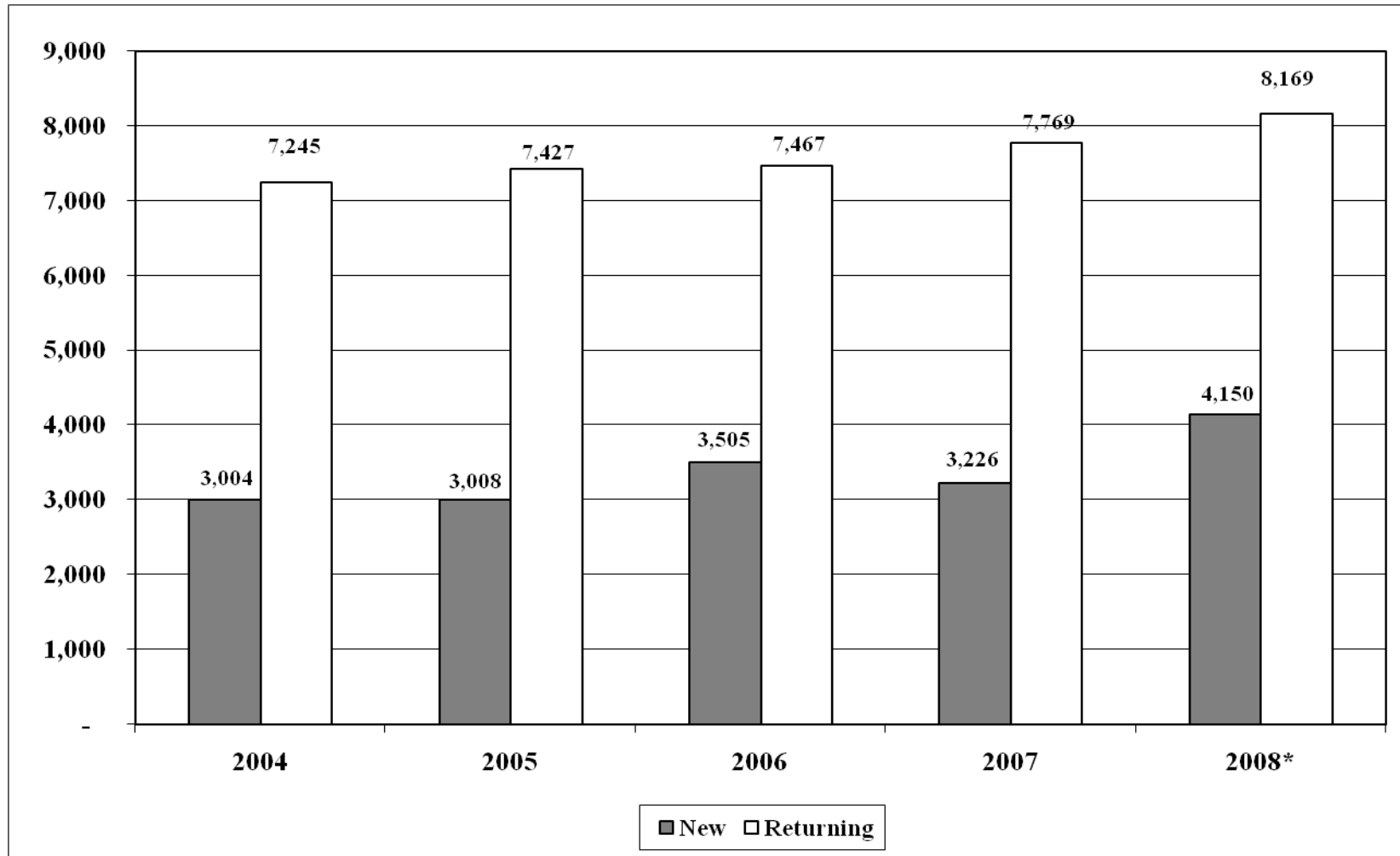
Undergraduate Enrollment by Sex, Fall 2008														
Male	Pct	Full-time Female	Pct	Total	Male	Pct	Part-time Female	Pct	Total	Male	Pct	Total Female	Pct	Total
2,886	41.5%	4,076	58.5%	6,962	2,045	38.2%	3,311	61.8%	5,356	4,931	40.0%	7,387	60.0%	12,318

Undergraduate Enrollment by Age, Fall 2008													
		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Num	69	2,313	1,571	1,002	811	442	303	330	118	3	0	6,962
	Pct	1.0%	33.2%	22.6%	14.4%	11.6%	6.3%	4.4%	4.7%	1.7%	0.0%	0.0%	100.0%
Part-time	Num	181	472	741	831	914	641	514	730	286	45	1	5,356
	Pct	3.4%	8.8%	13.8%	15.5%	17.1%	12.0%	9.6%	13.6%	5.3%	0.8%	0.0%	100.0%
Total	Num	250	2,785	2,312	1,833	1,725	1,083	817	1,060	404	48	1	12,318
	Pct	2.0%	22.6%	18.8%	14.9%	14.0%	8.8%	6.6%	8.6%	3.3%	0.4%	0.0%	100.0%

FALL 2008 ENROLLMENT BY RACE/ETHNICITY AND GENDER



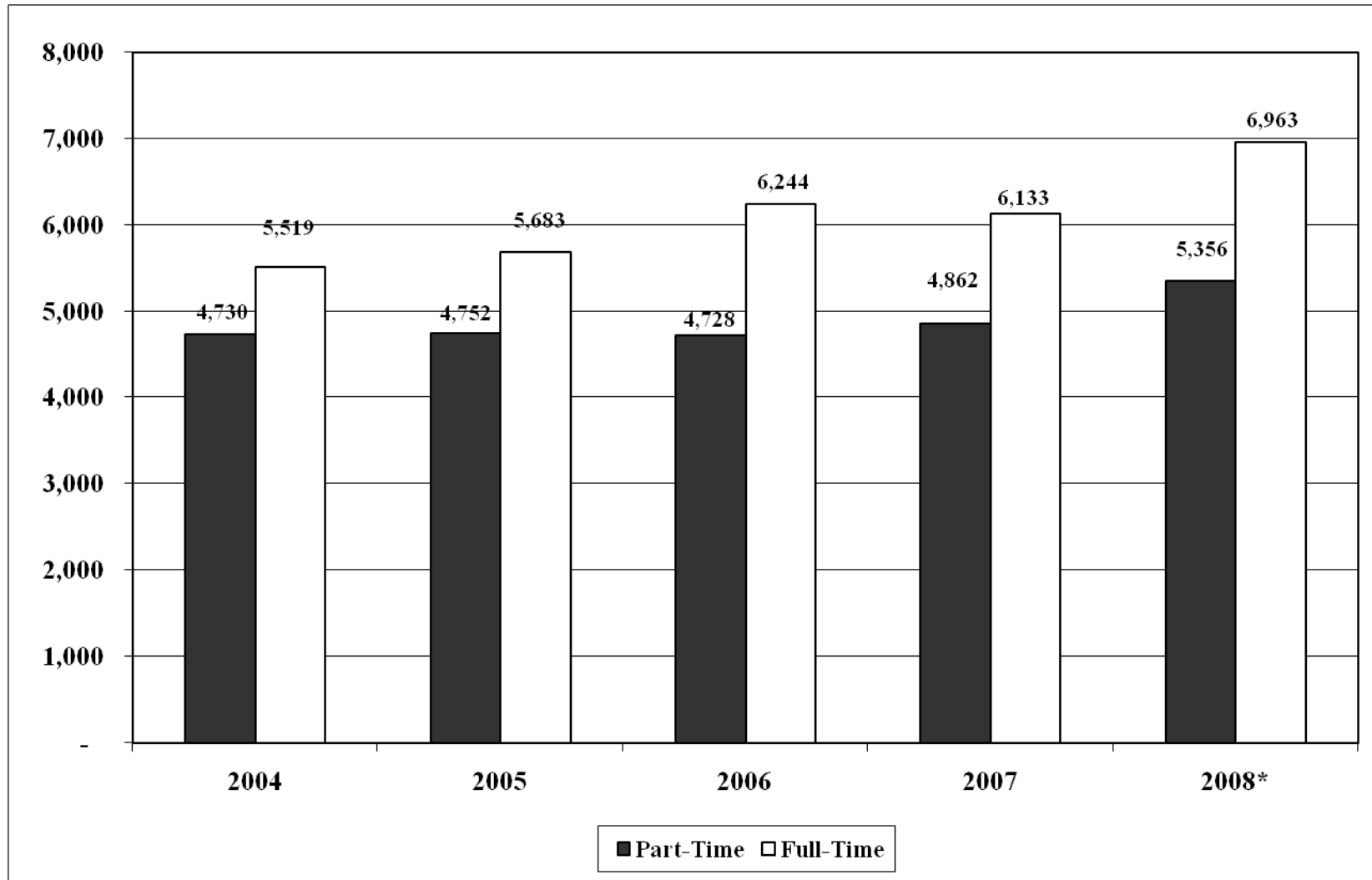
FALL ENROLLMENT NEW / RETURNING COMPARISON 2004 -2008



* October 15

Source: ECC Fall Enrollment Data

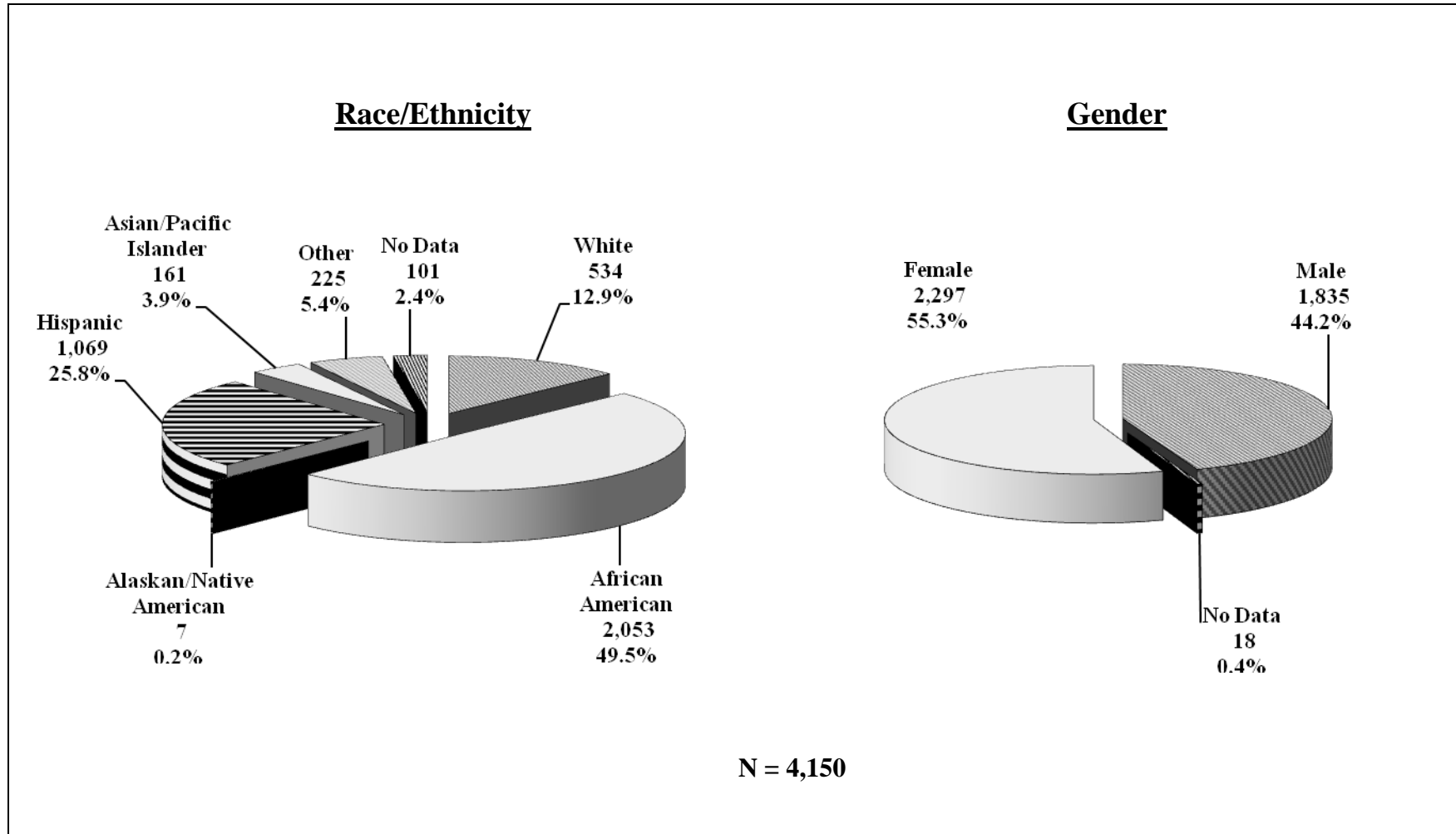
FALL ENROLLMENT FULL-TIME / PART-TIME COMPARISON 2004 - 2008



* October 15

Source: ECC Fall Enrollment Data

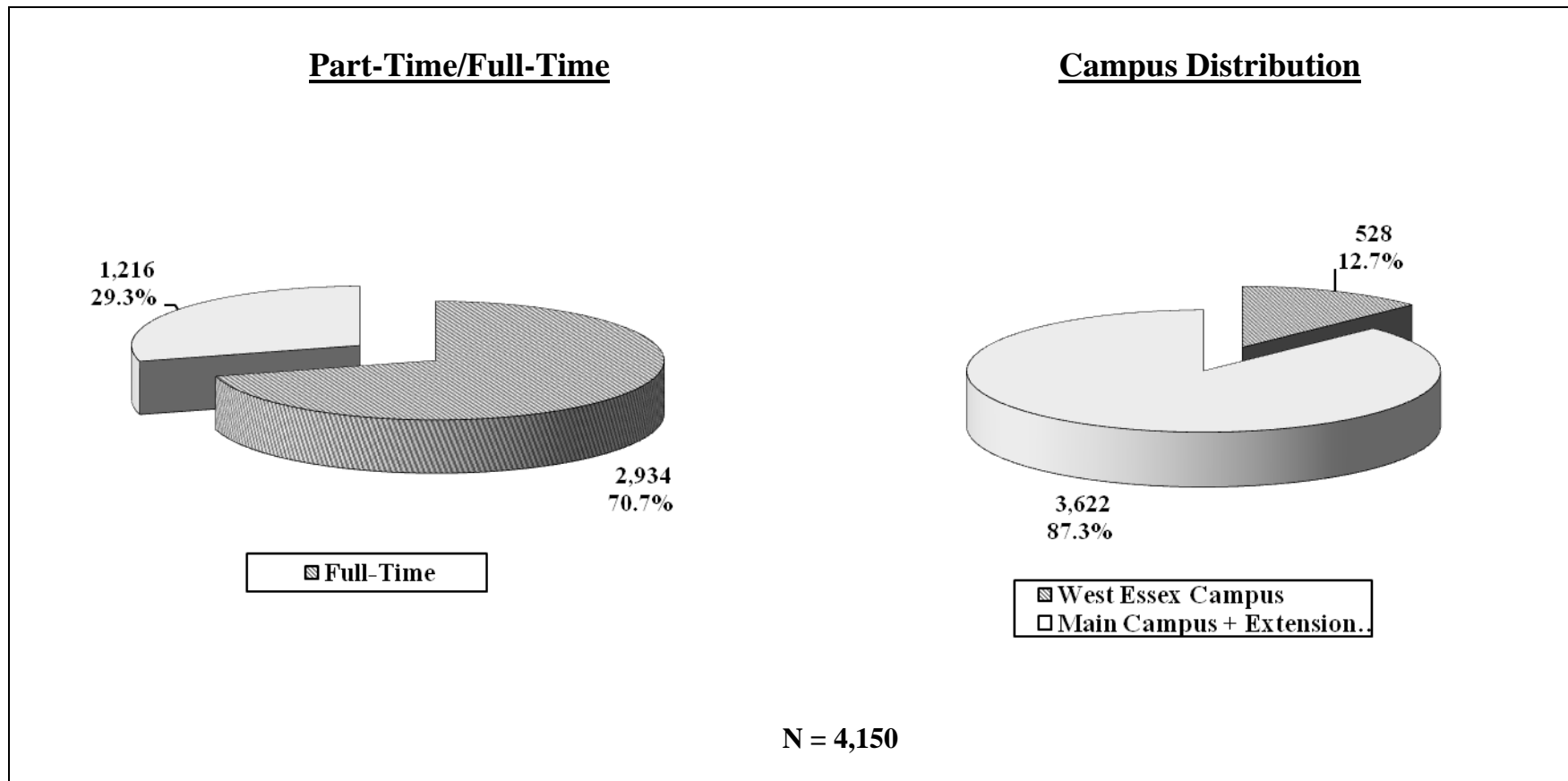
FALL 2008 FRESHMAN PROFILE By Race/Ethnicity and Gender



Source: Fall 2008 October 15th Enrollment Data

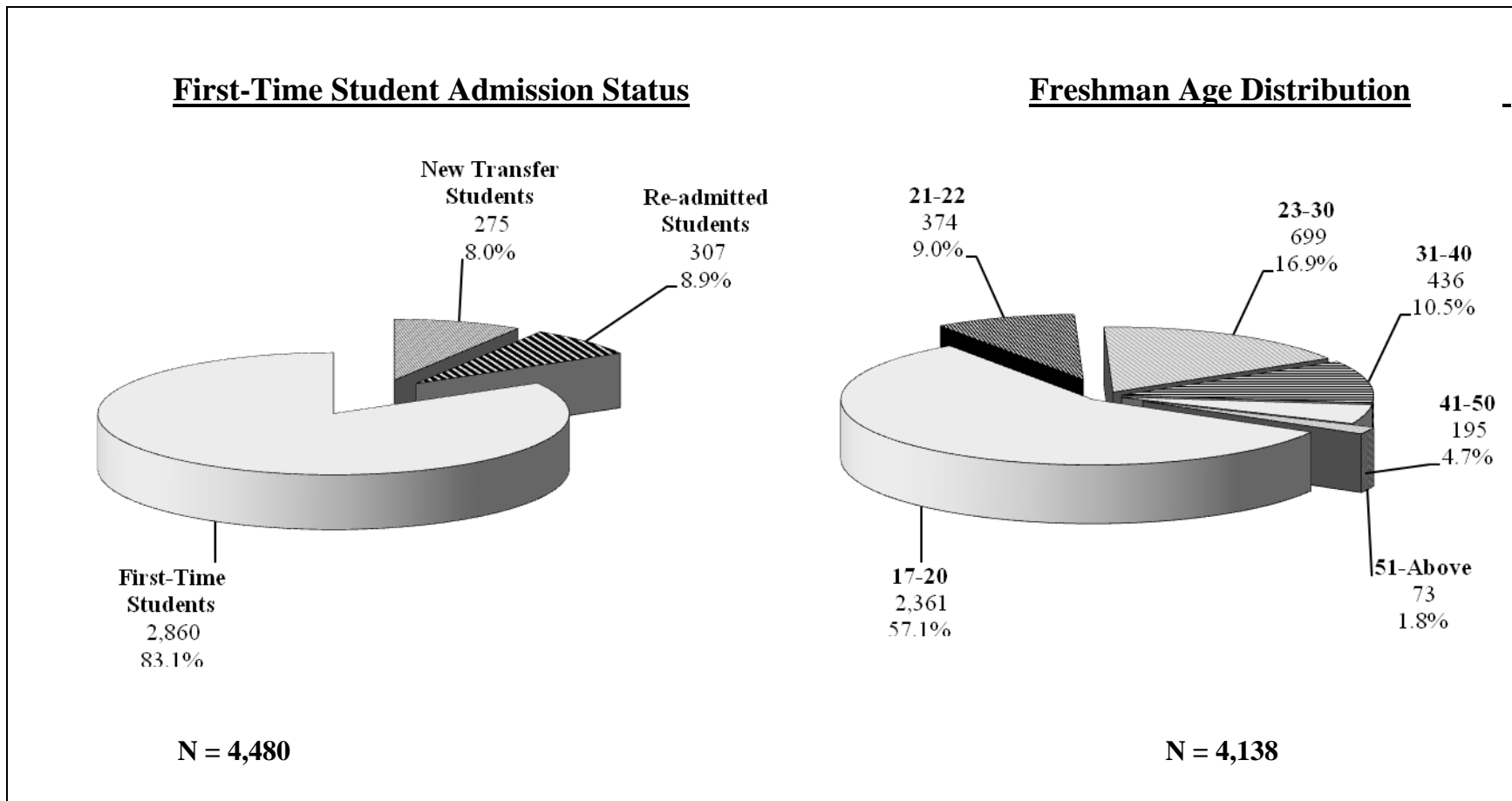
FALL 2008 FRESHMAN PROFILE

Part-Time/Full-Time Status and Campus Distribution



Source: Fall 2008 October 15th Enrollment Data

FALL 2008 FIRST-TIME STUDENT ADMISSION STATUS AND FRESHMAN AGE DISTRIBUTION



Source: Fall 2008 October 15th Enrollment Data

D. Degrees Conferred FY 08

1. By Race/Ethnicity and Sex:

Degrees Conferred by Race/Ethnicity

Legend: **NRA** = Non-resident Alien; **B** = Black; **H** = Hispanic; **W** = White;
AI/AN = American Indian/Alaskan Native; **A/PI** = Asian or Pacific Islander;
U = Unknown

Awards FY 08	NRA		B		AI/AN		A/PI		H		W		U		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Associates	87	9.6	425	46.9	1	0.1	29	3.2	159	17.5	97	10.7	109	12.0	907	100
Certificates	5	9.3	30	55.6	0	0	6	11.1	4	7.4	3	5.6	6	11.1	54	100
Total	92	9.6	455	47.3	1	0.1	35	3.6	163	17.0	100	10.4	115	12.0	961	100

On a national level, as reported in the June 15, 2009 issue of Community College Week, Essex County College ranked 23rd in the total number of Associate Degrees awarded to Blacks in 2007-2008 year, as well as ranked 8th in the total number of Associate Degrees in Education.

Degrees Conferred by Sex:

<u>Associates</u>	<u>Certificates</u>	<u>Total</u>
Men = 304 (33,5%)	17 (31.5%)	321 (33.4%)
Women = 603 (66,5%)	37 (68.5%)	640 (66.6%)

2. **Degrees Conferred by General Field:** (major IPEDS Code)

Degree Major Category	Cert.	Assoc.	Total
Business Management	2	177	179
Computer Science	3	18	21
Education	0	129	129
Engineering	0	16	16
Engineering Related Technologies	4	34	38
Health Professions	39	193	232
Legal Professions	4	5	9
Liberal Arts & Sciences	0	124	124
Biological & Biomedical Sciences	0	35	35
Mathematics	0	4	4
Physical Sciences	0	2	2
Science Technology	1	1	2
Protective Services	0	53	53
Public Administration	0	41	41
Social Sciences	0	69	69
Visual/Performing Arts	1	6	7
TOTAL	54	907	961

Source: CHE

E. Student Outcomes

1. Graduation Rates by Race/Ethnicity and Income

Two- and Three-Year Success Rates (Graduation and Transfer) of Fall 2005 Full-time First-time Freshmen by Race/Ethnicity

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Alien</u>		<u>Other *</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2005 Cohort	163		999		449		48		166		131		1,956	
Success after 2 Years	16	9.8%	33	3.3%	16	3.6%	4	8.3%	13	7.8%	5	3.8%	87	4.4%
Success after 3 Years	39	23.9%	95	9.5%	50	11.1%	8	16.7%	33	19.9%	14	10.7%	239	12.2%

* Other includes American Indian and Unknown Race.

NOTE: 3 year GRS Completers 109/1956 = 5.6% Transfers 130/1956 = 6.6%

Two- and Three-Year Success Rates (Graduation & Transfer) of Fall 2005 Full-time First-time Freshmen by Income

	<u>Low Income *</u>		<u>Non-Low Income</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2005 Cohort	892		520		544		1,956	
2 Year Rates	32	3.6%	27	5.2%	28	5.1%	87	4.4%
3 Year Rates	88	9.9%	75	14.4%	76	14.0%	239	6.4%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

Source: SURE cohort file

Two- and Three-Year Graduation Rates of Fall 2005 Full-time First-time Freshmen by Race/Ethnicity

	White		Black		Hispanic		Asian		Alien		Other *		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2005 Cohort	163		999		449		48		166		131		1,956	
Success after 2 Years	2	1.2%	7	0.7%	1	0.2%	1	2.1%	13	7.8%	1	0.8%	25	1.3%
Success after 3 Years	11	6.7%	38	3.8%	21	4.7%	2	4.2%	31	18.7%	6	4.6%	109	5.6%

* Other includes American Indian and Unknown Race.

Two- and Three-Year Graduation Rates of Fall 2005 Full-time First-time Freshmen by Income

	Low Income *		Non-Low Income		Unknown		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Fall 2005 Cohort	892		520		544		1,956	
2 Year Rates	5	0.6%	4	0.8%	16	2.9%	25	1.3%
3 Year Rates	36	4.0%	26	5.0%	47	8.6%	109	5.6%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

Source: CHE SURE Cohort File

2. Third Semester Retention Rates

Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2007 to Fall 2008

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	87	58.8%	529	45.2%	244	47.7%	38	74.5%	1	50.0%	117	52.2%	78	59.1%	1,094	48.9%
Not Retained	61	41.2%	641	54.8%	268	52.3%	13	25.5%	1	50.0%	107	47.8%	54	40.9%	1,145	51.1%
Total	148	100.0%	1,170	100.0%	512	100.0%	51	100.0%	2	100.0%	224	100.0%	132	100.0%	2,239	100.0%

Essex

Third Semester Retention of Full-time First-time Freshmen by Income, Fall 2007 to Fall 2008

	<u>Low Income *</u>		<u>Non-Low Inc.</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	492	51.0%	307	50.5%	295	44.2%	1,094	48.9%
Not Retained	472	49.0%	301	49.5%	372	55.8%	1,145	51.1%
Total	964	100.0%	608	100.0%	667	100.0%	2,239	100.0%

E. Student Outcomes (continued)

1. Graduation and Transfer rates

Graduation + transfer rate for Fall 2005 FTFT Degree seeking Freshmen = 12.2% (5.6% graduation + 6.6% transfer source IPEDS GRS 2005 cohort). For breakdown by race/ethnicity see page 14. For breakdown by income see page 14. Three year transfer rate to NJ Senior Public = 3.8% and the overall transfer rate of FTFT is 6.6% (through Spring 2008).

2. Third-semester retention rates

Percent of Fall 2007 FTFT retained students to Fall 2008 is 48.9%. For breakdown by race/ethnicity and by income see page 15.

Time to Degree completion:

**FY 08 SUBBACCALAUREATE DEGREE
Recipients Time To Completion Frequency
Distribution**

	NUMBER OF YEARS TO DEGREE:								
	ALL	2	3	4	5	6	7	8	9+
Subbaccalaureate Recipients	941	227	192	134	100	57	37	22	172
Enrolled as % Distribution Since Matriculation	100	24.1%	20.4%	14.3%	10.6%	6.1%	3.9%	2.3%	18.3%

Source: NJ Commission on Higher Education – Office of Research & Policy Analysis and ECC Office of Institutional Research

F. Faculty Characteristics

1. Full-time faculty by ethnicity, sex and tenure status.

Fall 2008 Summary here - also see page 13A

Legend: **B** = Black; **A/PI** = Asian, Pacific Islander; **H** = Hispanic;
W = White; **Un** = Unknown; No Native Indian

<u>FACULTY (All FT)</u>	<u>B</u>	<u>A/PI</u>	<u>H</u>	<u>W</u>	<u>Un</u>	<u>TOTAL</u>
FT Male	16	6	3	37	1	63
FT Female	17	4	10	23	1	55
Total	33	10	13	60	2	118

<u>TENURED FACULTY</u>	<u>B</u>	<u>A/PI</u>	<u>H</u>	<u>W</u>	<u>Un</u>	<u>TOTAL</u>
FT Male	10	3	3	34	1	51
FT Female	12	2	7	18	0	39
Total	22	5	10	52	1	90

Source: CHE

- 76.3% Percent of the faculty are tenured.

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

Fall 2008 sections = 1,347

Taught by Full-time = 429 or 31.8%

Taught by Part-time = 918 or 68.2%

Fall 2008 full-time faculty = 118 and part time = 483. Percent of full-time
faculty = $118/601 = 19.6\%$ Part-time = 80.4%

Source: IPEDS & Academic Deans Office

Full-Time Faculty by Race/Ethnicity, Sex, Tenure and Academic Rank, Fall 2008

	<u>White</u>		<u>Black</u>		<u>Hispanic</u>		<u>Asian</u>		<u>American Ind.</u>		<u>Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>	<u>Men</u>	<u>Wom</u>
Tenured																
Professors	15	6	3	0	1	2	2	0	0	0	0	0	1	0	22	8
Associate Prof.	8	8	5	3	2	1	1	0	0	0	0	0	0	0	16	12
Assistant Prof.	7	3	2	7	0	2	0	1	0	0	0	0	0	0	9	13
All Others	4	1	0	2	0	2	0	1	0	0	0	0	0	0	4	6
TOTAL	34	18	10	12	3	7	3	2	0	0	0	0	1	0	51	39
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Assistant Prof.	0	0	3	0	0	2	2	0	0	0	0	0	0	0	5	2
All Others	3	5	3	4	0	1	1	2	0	0	0	0	0	1	7	13
TOTAL	3	5	6	5	0	3	3	2	0	0	0	0	0	1	12	16
Total																
Professors	15	6	3	0	1	2	2	0	0	0	0	0	1	0	22	8
Associate Prof.	8	8	5	4	2	1	1	0	0	0	0	0	0	0	16	13
Assistant Prof.	7	3	5	7	0	4	2	1	0	0	0	0	0	0	14	15
All Others	7	6	3	6	0	3	1	3	0	0	0	0	0	1	11	19
TOTAL	37	23	16	17	3	10	6	4	0	0	0	0	1	1	63	55

G. Characteristics of the trustees or governors:

1. List of trustees / governors with titles and affiliations

<u>Name</u>	<u>Title</u>	<u>Occupation</u>	<u>ETH</u>	<u>GEN</u>
Reginald T. Jackson	Chairperson	Minister	B	M
Thomas P. Scrivo	Vice Chairperson	Attorney	W	M
Joseph Yeadon	Treasurer	Certified Public Accountant	B	M
Alfred H. Bundy	Secretary	Education Consultant	B	M
Shelia T. Baynes	Trustee	Retired Executive	B	F
Dr. Lawrence Feinsod	Trustee	Interim Essex County Executive Superintendent of Schools	W	M
Joseph Fiordaliso	Trustee	State Official	W	M
Jeweline Grimes	Trustee	Community Outreach Coordinator	B	F
Stacey LG Jennings	Trustee	Corporate Executive	B	F
William L. Vazquez	Trustee	Health Care Executive	H	M
Levine B. West, Sr.	Trustee	Minister	B	M
President Yamba President and ex-officio member				

Note: ETH – Ethnic Background; GEN – Gender
 Source: President’s Office

2. Race/Ethnicity and Gender of Governing Board

Summary

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	3	4	1	0	0	0	0	8
Female	0	3	0	0	0	0	0	3
Total	3	7	1	0	0	0	0	11

URL http://www.essex.edu/admin/ecc_trustee_members.html

H. A profile of the institution

1. Degree and Certificate Programs by Divisions/Departments

DIVISION OF ALLIED HEALTH

Dental Assisting, C
Dental Hygiene, AAS
Dietary Management, C
Health Science, AS
Physical Therapist Assistant, AAS
Radiography, AAS
Respiratory Care, AS
Vision Care Technology, AAS

DIVISION OF BILINGUAL STUDIES

Liberal Arts: Spanish Language Option, AA

DIVISION OF BIOLOGY AND CHEMISTRY

Biology, Pre-Medicine, AS
Biotechnology, AAS
Biotechnology, C
Chemical Technology, AAS
Chemical Technology, C
Chemistry, AS
Environmental Science, AAS
General Science, AS

DIVISION OF BUSINESS

Accounting, AAS
Accounting, AS
Business Administration, AAS
Business Administration, AS
Business Administration: Financial Services Option, AAS
Business Administration: Hospitality Management Option, AAS
Business Administration: Microcomputer Applications Option, AAS
Business Administration: Office Adm. and Computer Tech. Option, AAS
Business Career Development, C
Business Paraprofessional, C
Information Systems Office Operations, C
Internet – Web Page Design Specialist, C
Microcomputer Systems Applications, AAS
Office Assistant Program, C Word Processing Program, C

Degrees and Certificate Programs continued:

DIVISION OF ENGINEERING TECHNOLOGIES AND COMPUTER SCIENCE

Applied Computer Science, AS
Architectural Technology, AAS
Civil Construction Engineering Technology, AAS
Civil Construction Engineering Technology: Land Surveying Option, AAS
Computer-Aided Design Technology, C
Computer Information Systems, AS
Computer Science, AS
Electronic Engineering Technology, AAS
Energy Utility Technology, AAS
Engineering, AS
Geographic Information Systems, C
Internetworking Technology, C
Mechanical Engineering Technology, AAS
Mechanical Engineering Tech: Manufacturing Engineering Tech. Option, AAS
Network Technology, C
Technical Studies, AAS
Technical Studies Program, Uniform Construction Code Tech. Option, AAS

DIVISION OF HUMANITIES

Art, AA
Art, C
Digital Media & Electronic Publishing, C
Liberal Arts, AA
Liberal Arts: Africana Studies Option AA
Liberal Arts: Communications Option, AA
Liberal Arts: Journalism Option, AA
Music, AS
New Media Technology, AAS

DIVISION OF MATHEMATICS AND PHYSICS

Mathematics, AS

DEPARTMENT OF NURSING

Nursing, AAS
Nursing, LPN Articulation Option, AAS
LPN Certificate Program, C

Degrees and Certificate Programs continued:

DIVISION OF SOCIAL SCIENCES

Childhood Development Associate Certification Program

Criminal Justice, AS

Education, AA

Human and Social Services AAS – offering specializations in Psychology,
Alcohol and Substance Abuse and Social Work

Human and Social Services, C

Legal Secretary Certificate, C

Nurse Paralegal Certificate, C

Massage Therapy, C

Paralegal Certificate, C

Paralegal Studies Program, AS

Physical Education, AS

Psychosocial Rehabilitation and Treatment Program, AAS

Social Science, AS

COMMUNITY AND CONTINUING EDUCATION

Building Code Technology, C

Electrical Code Technology, C

Fire Code Technology, C

Plumbing Code Technology, C

2. Other

Articulation Agreements:

Berkeley College

Bloomfield College

Centenary College

Clark Atlanta University

Drexel University

Fairleigh Dickinson University

Felician College (nursing)

John Jay College of Criminal Justice

Kean University of New Jersey

Mercy College

Montclair State University

New Jersey City University

New Jersey Inst. of Technology

New York University

Palmer College of Chiropractic

Rutgers University

St. Peter's College

Seton Hall University

Thomas Edison State College

University of Phoenix

William Patterson College

I. Major research and public service activities:

See appendix on grants received 2008-2009: Appendix A

J. Major Capital projects:

Completion of a new parking deck (Fall 2008) and a new Health Science Building (Fall 2008).

APPENDIX A

GRANTS AWARDED TO THE COLLEGE

2008 - 2009

2008-09 External Funding

Predominately Black Institutions Program \$594,927, U.S. Department of Education Office of Postsecondary Education, to increase science, technology, engineering and math (STEM) graduates in order to meet regional, state and national goals for STEM related academic achievement.

Carl D. Perkins Vocational & Technical Education Act \$548,927, New Jersey Department of Education, to support the Tech-Prep Program which provides students with vocational training while granting college credits in the areas of computer graphics, business and communications; to support the National Work Readiness Credential Certification that will strengthen student skills by providing them with the opportunity to earn a national portable certification of work readiness; to support the Summer Connections program that will strengthen the subject skill of freshman majoring in Business, Allied Health, and Law during a 4-week summer bridge; to support the Certified Clinical Medical Assistant program designed to prepare students for entry-level positions in private medical offices, hospitals, home health care agencies, nursing homes, clinics and diagnostic centers; to support Nursing Clinical support to first year students in both the RN and LPN programs. The program will help increase the number of hours students spend in the skills lab for practice, decrease the percentage of students who report being unprepared for clinical practice after graduation, and improve program retention rates; to support the Professional Business Certificate which supports the existing degree programs in Business Administration. The certificate will provide students the opportunity to take courses outside of a traditional classroom setting, therefore providing the confidence of managing time, technology and themselves in a rigorous academic course of study; to support faculty development that will be offered to both full-time and part-time faculty in instructional technology and its integration into curricula; and to provide full and part-time support to maintain the SMART classrooms and mobile multimedia stations. Individuals will work with faculty on the proper usage of equipment, and faculty training for curriculum integration.

Educational Opportunity Fund \$582,646, New Jersey Commission on Higher Education, provided access to higher education for those who have been burdened with economic and educational disadvantages.

Student Support Services \$409,997, U.S. Department of Education. To improve the retention and graduation rate of economically disadvantaged, first generation of college students through basic skills instruction and ancillary support services.

Ready for College \$396,089, U.S. Department of Education Office of Vocational and Adult Education, a national initiative aimed at assisting Adult Secondary Education (ASE) programs improve the college readiness of out-of-school young adults ages 18-24.

Talent Search \$393,692, U.S. Department of Education, offered counseling, tutoring, cultural activities and academic classes to sixth through twelfth graders whose educational, social and economic deprivation is continuous.

College Bound Tech Program \$233,000, New Jersey Commission on Higher Education, a college preparatory program designed to provide tutoring, counseling, academic classes in science, math/technology, college placement and personal development to Newark students through participation in an array of educational/cultural activities.

Gateway to College Program 300,000, Wal-Mart Foundation via the Gateway to College National Network, to provide alternative pathways to out-of-school youth. An arrangement between Essex County College and Newark Public Schools allows program participants to satisfy their high school requirements by completing designated course work at the college while also pursuing their associate degree. Participants will be awarded their high school diploma from their home district, while also having accumulated significant college credit.

Urban Women Program \$108,770, Department of Community Affairs, Division on Women that provides job training and other services for dependent unemployed or underemployed urban women. The project will assist these women in attaining skills to be successful in the job market.

NJ Department of Labor ABE Grant \$2,379,200, New Jersey Department of Labor, to provide adult basic education that also includes English as a Second Language and GED Preparation.

Training, Inc., Essex County Division of Training and Employment \$797,640, supported job training, Image Enhancement a dress-for-success/counseling service, software application, One-Stop Center Workforce Development, and Inter-Agency Staff Development.

Training, Inc., Prudential Foundation \$110,000, to provide general operating support.

Training, Inc., Victoria Foundation \$70,000, for general operating support.

Next Step Program \$408,275, a grant from the Nicholson Foundation, to assist individuals from halfway and recovery houses with re-entry into society.

Kintock Distance Learning Project \$275,488, The Nicholson Foundation, to assist ex-offenders with on-line learning that will help with re-entry into society.

Forge grant \$141,450, The Nicholson Foundation, to provide female offenders with one-stop services in an effort to reduce recidivism in Essex County.

Child Development Center \$157,491, U.S. Department of Human Services, funding is to support Abbott eligible students.

Science, Technology, Engineering and Mathematics (STEM) Talent Expansion Program \$199,998, National Science Foundation. “Cultivating the STEM” – to increase the retention, graduation and transfer rates of a largely underrepresented minority student population. The project targets six programs: Chemistry, Civil Construction Engineering Technology, Engineering, Manufacturing Engineering Technology, Mathematics and Biology.

Scholarships for Disadvantaged Students \$88,579, U.S. Department of Health and Human Services, Health Resources and Services Administration, to provide scholarships to nursing students in an effort to increase the number of economically/educationally disadvantaged persons who are prepared to enter the nursing profession.

Education of Language Minority Students \$73,242, The New Jersey Commission on Higher Education, to enhance the instruction, learning, and academic achievement of language minority students enrolled in academic credit-bearing courses leading to a degree or certificate.

Center for Academic Foundations \$810,140, Victoria Foundation, to provide intensive support for students in need of basic Math proficiencies and English remediation through learning communities and an applied functional teaching approach.

Innovation Partnership Institutes 75,000, New Jersey Commission on Higher Education, to develop a new certificate program entitled “Energy Efficiency/Renewable Energy Technology” to develop a training curriculum, provide employment paths and opportunities to new and incumbent workers in the Energy Efficiency & Renewable Energy sector.

Law Enforcement Officers Training and Equipment Fund \$172,766, New Jersey State Division of Criminal Justice Police Training Commission, to support the development and provision of basic and in-service training courses for law enforcement officers and the purchase of training equipment.

GIS Homeland Security \$129,050, The County of Essex, to create a collaborative partnership with Essex County College in supporting the implementation of the FEMA All Hazard Mitigation Plan grant in conjunction with Essex County Municipalities providing education, training, GIS support and public outreach.

Division of Youth and Family Services \$91,971, New Jersey Department of Human Services, to provide parenting skills training for DYFS referred clients which includes interactive observations between parent and child.

Child Development Center Food Program \$60,000, New Jersey Department of Education, to provide nutritious meals to youth enrolled in the summer programs.

Truancy Alternative Program \$33,860, Newark Board of Education & Newark Municipal Court, to provide parenting skills to parents of chronic truant students.

College Access Challenge Grant \$10,000, New Jersey Commission on Higher Education, to provide direct assistance to students and their families in completing and submitting the Free Application for Federal Student Aid (FAFSA).