ESSEX
COUNTY COLLEGE

Fact Book and Outcomes
Fall 2017

Office of Institutional Planning & Assessment

Fall 2017 FACT BOOK and OUTCOMES
Observations and Highlights

The Fall 2017 Fact Book & Outcomes presents important statistics related to enrollment, retention, and graduation among other data frequently used by the College community. Any data on http://www.essex.edu/pra/ia/fact-book can be used in preparing grant applications, program evaluations, internal reports, etc. Please note that the data in this report reflect only the credit-granting programs. More specific and customized data can also be provided when a separate request is made through the Office of Institutional Research data request website, which is https://essexcountycollege.wufoo.com/forms/data-request/.

<u>**Institutional Background**</u>

Essex County College continues to serve the approximately 797,000 residents of Essex County. Basic data pertaining to the county from the U.S. Census Bureau can be found on pages 8 and 9. In Fall 2016, to help meet the residents' educational needs, the College employed 481 full-time employees and an additional 519 adjunct faculty (p. 10).

<u>**Enrollment and Demographic Information**</u>

In **Fall 2017**, the total **enrollment** at Essex County College was 8,997 unduplicated students, which amounted to a 6.2% decrease from the 9,596 Fall 2016 students. This decrease was consistent with the statewide enrollment trend noticed in Fall 2017. That is, 13 of the 19 N.J. community colleges experienced decreases in the total number of students served, and the sector's overall decrease was 2.4% (pp. 11 – 12). Total credit hours at ECC decreased 9.0% from 102,675 in Fall 2016 to 93,449 in Fall 2017. During the Fall semester of 2017, 2,238 students were first-time in college, down 1.2% from 2,265 first-timers in Fall 2016. In addition, the number of continuing students decreased 7.8% from 6,961 to 6,419. While Fall 2017 enrollment at the West Essex Campus increased 1.5% (from 1,219 in Fall 2016 to 1,237 in Fall 2017) and 3.8% at the FOCUS extension center (from 131 in Fall 2016 to 136 in Fall 2017), enrollment at the Ironbound extension center decreased 20.8% (from 125 in Fall 2016 to 99 in fall 2017). With regard to enrollment status, 48.2% of ECC students were enrolled full-time (p. 13). Furthermore, the percentage of students attending in the daytime or evening varied according to campus; specifically, while 86% and 82% were daytime students at the main and West Essex campuses, respectively, all attending FOCUS and Ironbound were evening students (p. 18).

Race/ethnicity and age data by campus can be found on pages 19 and 20 of this report. In Fall 2017, the race/ethnicity composition of ECC students was as follows: 47.1% Black/African American, 30.4% Hispanic/Latino, 9.8% White, and 3.8% Asian. It is notable from this data that the Hispanic/Latino population remained the same at 30.4% in both Fall 2016 and Fall 2017, while the Black/African American population decreased from 48.8% to 47.1% in the same time period (p. 19). The majority of Essex students come from 7 cities: Newark (41.5%), East Orange (9.1%), Irvington (8.0%), Belleville (6.5%), Bloomfield (5.3%), West Orange (5.3%), and Orange (5.2%). While in-county enrollment has consistently been above 90% (p. 21), the College also served 197 F-1 visa students who came from 59 countries. The countries with the highest number of students at Essex were Jamaica (12), Ivory Coast (10), Vietnam (9), Ecuador (6), Nigeria (6), Brazil (5), China (5), and Haiti (5) (p. 25). Furthermore, students aged 18 to 22 years old comprised 46.9% of the student body (p. 20). Of the entering *freshman*, 56.8% were in the 18 – 22 age category (p. 24).

The degree programs with the highest enrollment in Fall 2017 continue to be as follows: A.S. in General Science (1,847), A.A. in Liberal Arts (885), A.S. in Business Administration (755), A.S. in Social Sciences (569), A.S. in Criminal Justice (508), A.S. in Biology/Pre-Medicine (406), A.A. in Education (396), and A.S. in Engineering (351). In Fall 2017, there were 914 students classified as non-matriculated students (p. 13). Five-year enrollment trends by program of study can be found on pages 15 to 17 of this report.

Spring 2017 enrollment decreased 12.0% from 9,885 in Spring 2016 to 8,696 in Spring 2017. Full-time students were down 14.6% (from 4,871 to 4,161), while part-timers were down 9.6% (from 5,014 to 4,535). The number of total credit hours also decreased 13.5% (from 105,920 to 91,615) (p. 26). Five-year enrollment trends by program of study for Spring 2017 can be found on pages 28 to 30 of this report. The majors with the highest enrollment in Spring 2017 were as follows: A.S. in General Science (1,771), A.A. in Liberal Arts (916), A.S. in Business Administration (725), A.S. in Social Sciences (595), A.S. in Criminal Justice (485), A.S. in Biology/Pre-Medicine (407), A.A. in Education (405), and A.S. in Engineering (335).

While overall Essex **Summer I enrollment** decreased slightly (0.2% from 3,009 in 2016 to 3,003 in 2017), **Summer II enrollment** increased *significantly* (12.2% from 1,502 in 2016 to 1,685 in 2017). At the West Essex campus (WEC), both Summer I & Summer II enrollment increased *significantly* (23.4% from 137 in Summer I of 2016 to 169 in Summer I of 2017, and 62.5% from 72 in Summer II of 2016 to 117 in Summer II of 2017) (p. 35). This growth may be explained by the fact that renovation of the West Essex facility was planned for the summers of 2015 & 2016 and – even though the renovation did not actually occur – class scheduling was affected.

Outcomes: Graduation Statistics

The primary outcomes information presented in this Fact Book are graduation, transfer, and retention statistics. With regard to graduation, the number of degrees/certificates conferred significantly decreased in fiscal year 2017 (FY 17). There were 1,214 degrees conferred in FY 17, which represented a 13.9% decrease from 1,410 in FY 16 (p. 32). The number of graduates by program of study for the past five years can be found on pages 33 to 35. The programs with the largest number of FY 17 graduates are as follows: A.S. in General Science (210), A.S. in Business Administration (132), A.S. in Social Sciences (125), A.A. in Liberal Arts (109), A.A. in Education (84), A.S. in Criminal Justice (70), A.S. in Accounting (63), A.S. in Biology/Pre-Medicine (48), and A.A.S. in Nursing (42).

The Office of Institutional Planning & Assessment collected graduate surveys from recent Essex graduates by administering a graduate survey in May 2017 using surveymonkey and tablets. Among the 1,212 FY 17 graduates, 587 (48.4%) responded to the survey. The graduate survey revealed that 160 (27%) and 181 (31%) were employed full-time and part-time, respectively, while 176 (30%) reported not being employed at all. Only 26% indicated that their present job was related to their program of study at ECC (p.41). A sample of employers and organizations where Essex graduates are employed is listed on page 43.

About two-thirds (67%) of graduates responding to the survey ranked the overall quality of their ECC experience as "excellent" or "good." This percentage is slightly lower than the 70.2% of

current students who ranked their ECC experience as "excellent" or "good," as measured by a CCSSE survey administered in Spring 2014.

Outcomes: Cohort Tracking

The Office of Institutional Research continues to track student retention and graduation rates using the IPEDS surveys and SURE files. IPEDS surveys include Fall-to-Fall retention rates for both First-Time, Full-Time, Degree-Seeking (FTFTDS) and First-Time, Part-Time, Degree-Seeking (FTPTDS) student cohorts, as well as graduation rates within 2, 3, and 4 years for FTFTDS cohorts. Although the IPEDS survey does not presently include the Fall-to-Spring retention rate for any cohort, the graduation rate for any part-time cohort, or the 6-year graduation rate of any cohort, these data are reported in the SURE files and are included in this Fact Book (pp. 46 – 49).

The Fall-to-Fall retention rate had been relatively stable for the last four years but dropped more than 2% for the Fall 2016 FTFTDS cohort. The Fall-to-Spring retention rate also experienced a nominal decrease (3.0%) over the last year, in that it was 80.0% for the Fall 2015-Spring 2016 FTFTDS cohort and 77.0% for the Fall 2016-Spring 2017 FTFTDS cohort (pp. 44 – 45).

The 3-year graduation rates for FTFTDS cohorts continued to exhibit growth in recent years. In fact, among the 1,838 FTFTDS students who began at ECC in Fall 2014, 244 (13.3%) completed their degree/certificate requirements within three years (i.e., by Fall 2017) (p. 47).

The transfer-out rate *without earning a degree from Essex* increased from 10.7% (Fall 2013 cohort) to 13.6% (Fall 2014 cohort) (p. 54). The transfer-with-award rate, which measures the transfer-out rate of Essex graduates to four-year colleges *within one year after graduation from Essex*, has been consistently above 50% (p. 51). The top transfer-out institutions of Essex graduates are Rutgers University-Newark (228), Montclair State University (98), NJIT (84), Kean University (70), and New Jersey City University (62).

Information about student financial aid awards were excerpted from the state NJ IPEDS reports. It is notable that the total dollar amount of Federal Pell grants awarded to ECC students is 77% of the total dollar amount of all student financial aid awarded at the College.

The licensure pass rates of the College's Nursing and Allied Health degree program graduates can be found on page 54 of this report. The latest pass rates are 100% for Radiological Technologists (RT), Physical Therapy Assistants (PTA), *and* Vision Care Technology (VCT) program graduates; 91% for Registered Nurse (RN) program graduates; and 79% for Licensed Practical Nurse (LPN) program graduates.

Strategic Plan Outcomes

Essex County College created a 5-year Strategic Plan in 2013. This Fact Book allocates one entire chapter to the 2013 – 2018 Strategic Plan Outcomes in order to share the updated status of achievement made toward various Strategic Initiative Goals, which are grouped under seven broad Strategic Directions in the Plan. In particular, outcomes for 23 out of 27 Strategic Initiative Goals (i.e., excluding D1, D2, D3, and F4), are updated in this Fact Book on pages 55 – 100.

Although much data and statistics can be found in this Fact Book, other information is not included but can be obtained by contacting the appropriate ECC Departments or Areas.

Please direct any questions regarding contents of the Fact Book & Outcomes to:

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CHAPTER 1

INSTITUTIONAL BACKGROUND

KEY DATES

August	1964	The Essex County Board of Freeholders appoints a committee to study the feasibility of establishing a county college.
August	1966	The Board of Freeholders formally approves the creation of Essex County College.
November	1966	The first Board of Trustees is appointed by Board of Freeholders.
January	1967	The Board of Trustees approves the first college budget and forms a site committee to begin the search for a permanent campus.
May	1967	Dr. Robert McCabe is appointed President.
September	1967	Trustees authorize the purchase of a 22-acre site from the Newark Housing Authority for the College's permanent campus.
November	1967	The College acquires the former Newark campus of Seton Hall University to serve as its temporary campus. The Board of Trustees hires 90 faculty and 100 staff.
September	1968	3,400 students begin classes at a temporary campus located at 31 Clinton Street in downtown Newark.
January	1969	Dr. Ellis White becomes the College's second President.
May	1970	214 graduates receive degrees and certificates at the College's first commencement.
November	1970	The College formally purchases the 22-acre site from the City of Newark.
May	1971	Dr. J. Harry Smith becomes the College's third President.
June	1972	Groundbreaking for the permanent mega-structure campus in Newark takes place. (The mega-structure was renamed the A. Zachary Yamba Building in 2013.)
April	1973	The Physical Therapist Assistant degree program is accredited by the Commission on Accreditation in Physical Therapy Education (C.A.P.T.E.) of the American Physical Therapy Association (A.P.T.A.).
March	1974	The College is accredited by the Middle States Association's Commission on Higher Education.
April	1976	The campus mega-structure opens.

September 1976 The campus mega-structure dedication is held.

July 1978 Dr. George Harris becomes the College's fourth President.

January 1979 The West Essex Extension Center opens in rented facilities in a former elementary school in West Caldwell.

May 1980 Dr. A Zachary Yamba becomes the College's fifth President.

February 1981 Accreditation is reaffirmed by the Middle States Association.

April 1982 The 8-acre West Caldwell site is purchased.

February 1983 The Board of Freeholders approves a bond issue for the College's Phase II expansion, which includes the construction of a Gymnasium/Day Care Center, the renovation of the Burch Theater at the Newark campus, and the expansion of the West Essex Extension Center.

May 1984 Groundbreaking for the Gymnasium/Day Care Center at the Newark campus takes place.

October 1985 The Gymnasium/Day Care Center complex and expanded West Essex Extension Center dedications are held.

September 1986 Training, Inc. opens.

August 1988 The Radiography degree program is accredited by the Joint Review Committee on Education in Radiologic Technology (J.R.C.E.R.T.).

March 1989 The gala opening of the Mary B. Burch Theater for the Performing Arts at the Newark campus occurs.

May 1989 The West Essex Center is granted branch campus status by the State Department of Higher Education.

November 1990 The Nursing degree program is accredited by the Accreditation Commission for Education in Nursing (A.C.E.N.).

March 1992 Accreditation is reaffirmed by the Middle States Association.

October 1992 The College begins its year-long 25th Anniversary celebration.

June 1994 The groundbreaking for the Center for Technology at the Newark campus takes place.

August 1994 The Board of Freeholders approves a bond issue for the construction of a Student Center at the Newark campus.

October	1994	The newly-expanded Child Development Center opens.
October	1996	The Engineering Technology degree programs are accredited by the Accreditation Board for Engineering and Technology, Inc. (A.B.E.T.).
October	1996	The new 30,000 square foot Center for Technology dedication is held.
November	1996	Construction begins on the Clara E. Dasher Student Center.
June	1997	The first annual Golf & Tennis Scholarship Tournament kicks off a year-long 30th Anniversary celebration.
September	1998	Major expansion at the West Essex campus, which features the construction of a new Library and Student Forum, begins.
December	1998	The College purchases and begins operation of the former Essex County Police Academy in Cedar Grove.
September	1999	The new Clara E. Dasher Student Center takes dedication takes place.
September	2000	Major renovation and modernization of the Martin Luther King Jr. Library at the Newark campus begins.
June	2001	Accreditation is reaffirmed by the Middle States Association.
March	2002	The Board of Trustees approves a newly crafted Mission Statement and Statement of Values, which reaffirm the College's core mission and values.
February & June	2003	The J. Harry Smith Lecture Hall and the Morton A. Siegler Lecture Hall dedications take place.
January	2005	The Board of Trustees reaffirms the College's Mission Statement.
September	2005	The College's Learning Center opens.
November	2006	The Middle States Association accepts the Periodic Review Report and reaffirms accreditation.
September	2008	The Health Sciences Building and a new 800-space parking garage open.
December	2009	Dr. A Zachary Yamba retires after 29 years of service to the College.
December	2009	The Board of Trustees approves the expansion of the Mission Statement to include a dedication to academic excellence.
April	2010	Dr. Edythe M. Abdullah becomes the College's sixth President.

April	2010	Major renovations to Media Production Center are completed.
March	2013	The Middle States Commission on Higher Education reaffirms accreditation.
April	2013	The state of New Jersey funds more than $19 million worth of capital construction projects at Essex County College.
September	2013	The College begins to offer 100% online courses.
October	2013	Dr. Gale E. Gibson becomes the College's seventh President.
October	2013	The College adopts a 5-year Strategic Plan, which includes a slightly revised Mission Statement and a new Vision Statement.
April	2014	The bond-funded Nursing Simulation Laboratory is completed.
June	2015	The Accounting and Business Administration degree programs are accredited by the Accreditation Council for Business Schools and Programs (A.C.B.S.P.).
August	2015	The Middle States Commission on Higher Education approves the substantive change request to include the College's first online programs.
April	2016	Dr. A. Zachary Yamba is appointed Acting President.
August	2016	The Paralegal Studies degree program is endorsed by the American Bar Association (A.B.A.).
June	2017	Dr. Anthony E. Munroe becomes the College's eighth President.
November	2017	The bond-funded Information Commons is completed.

ESSEX COUNTY COLLEGE
EXECUTIVE OFFICERS

President…………………………………………………….. Anthony E. Munroe

VP of Academic Affairs/CAO……….…………………... Jeffrey Lee

VP of Administration & Finance…………………………… Joyce W. Harley

Executive Dean of Admin. & Learning Technologies/CIO…… Mohamed Seddiki

Chief Compliance Officer……………………………….... Aminah Massenburg

Acting Controller/Chief Financial Officer………..………..…… James Pedersen

Deputy Chief Financial Officer……………………….…… Evens Wagnac

General Counsel…………………………………………….. Joy Toliver

Assistant General Counsel………………………………..… Syrion Jack

Executive Director of Institutional Planning & Assessment…... Susan Gaulden

Executive Director of Enrollment Management………………. Sanjay Ramdath

Director of College Advancement & Foundation……………... Yvette Jefferies

Dean of Student Affairs…………………………………….... Keith Kirkland

Dean of Community & Continuing Ed. & Workforce Develop. Elvira Vieira

Dean of STEM & Health Sciences…………………………….. Jill Stein

ESSEX COUNTY COLLEGE
Fiscal Year 2016 (FY 16)
Audited

Sources of Revenue

County of Essex
19%

State of NJ
19%

Other
2%

Tuition and Fees
60%

Application of Funds

Operation of Plant
16%

Instruction
36%

Institutional
Support
31%

Student
Services
8%

Academic
Support
3%

Public
Service
6%

Source: ECC Controller
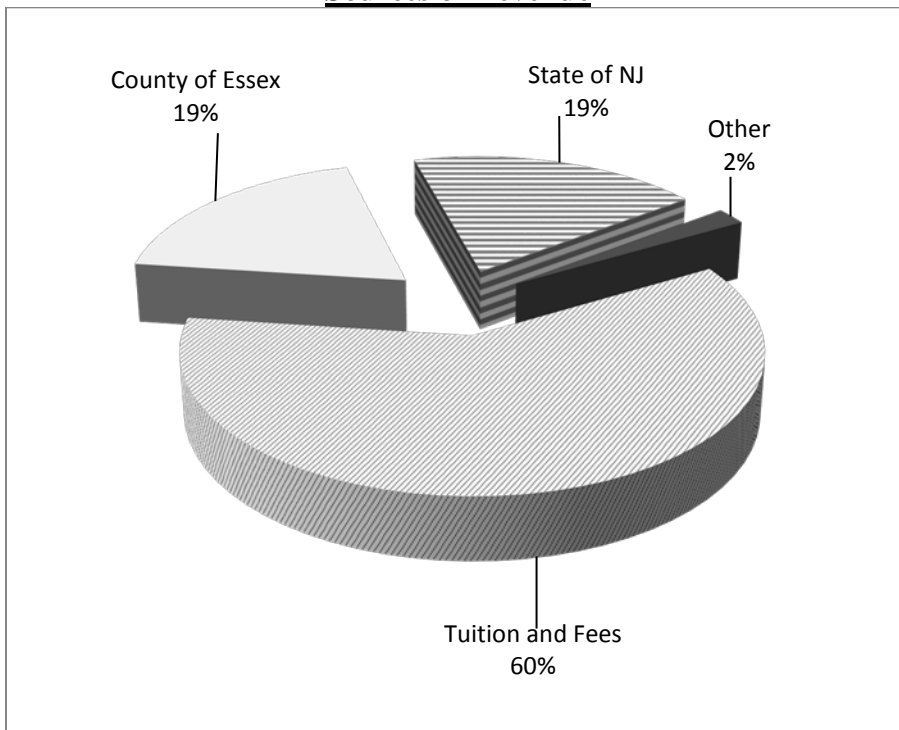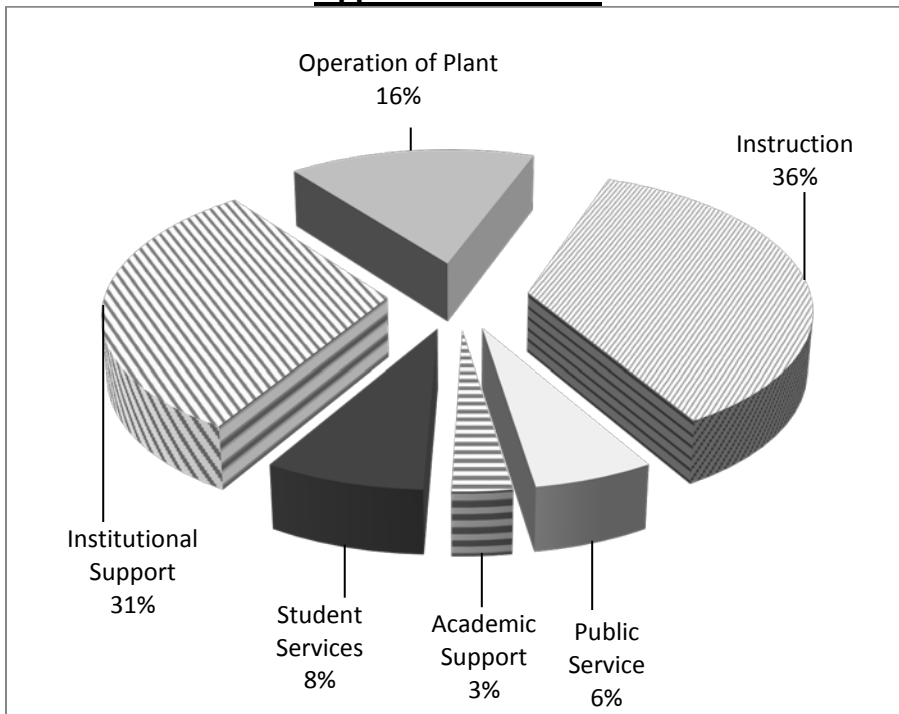
Quick Facts about Essex County and New Jersey

Demographic Data	Essex County	New Jersey
Population Numbers		
Population estimate, July 1, 2016	796,914	8,944,469
Population estimate base, April 1, 2010	784,003	8,791,953
Population, percent change – April 1, 2010 to July 1, 2016	1.6%	1.7%
Population, census, April 1, 2010	783,969	8,791,894
Age and Sex		
Persons under 5 years, percent, July 1, 2016	6.5%	5.8%
Persons under 18 years, percent, July 1, 2016	23.8%	22.2%
Persons 65 years and over, percent, July 1, 2016	12.9%	15.3%
Female persons, percent, July 1, 2016	51.9%	51.2%
Race and Hispanic Origin		
White alone, percent, July 1, 2016 (a)	49.1%	72.4%
Black or African American alone, percent, July 1, 2016 (a)	42.2%	15.0%
American Indian and Alaska Native alone, percent, July 1, 2016 (a)	0.7%	0.6%
Asian alone, percent, July 1, 2016 (a)	5.6%	9.8%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2016 (a)	0.1%	0.1%
Two or More Races, percent, July 1, 2016	2.3%	2.2%
Hispanic or Latino, percent, July 1, 2016 (b)	22.7%	20.0%
White alone, not Hispanic or Latino, percent, July 1, 2016	31.3%	55.8%
Population Characteristics		
Veterans, 2012 – 2016	21,582	371,383
Foreign-born persons, percent, 2012 – 2016	25.1%	21.8%
Housing		
Housing units, July 1, 2016	315,496	3,604,409
Owner-occupied housing unit rate, 2012 – 2016	44.1%	64.1%
Median value of owner-occupied housing units, 2012 – 2016	$356,600	$315,900
Median selected monthly owner mortgage cost, 2012 – 2016	$2,736	$2,374
Building permits, 2016	2,386	26,793
Families and Living Arrangements		
Households, 2012 – 2016	279,480	3,195,014
Persons per household, 2012 – 2016	2.76	2.73
Income and Poverty		
Median household income, 2012 – 2016	$54,860	$73,702
Per capita money income in past 12 months, 2012 – 2016	$33,482	$37,538
Persons in poverty, percent, July 2016	16.3%	10.4%

Sources: https://www.census.gov/quickfacts/fact/table/essexcountynewjersey,NJ

Business Data	Essex County	New Jersey
Total employer establishments, 2015	18,589	230,961[1]
Total employment, 2015	283,551	3,558,619[1]
Total employment, percent change, 2014 – 2015	-2.2%	0.9%[1]
Total non-employer establishments, 2015	64,781	670,765
All firms, 2012	75,564	792,088
Men-owned firms, 2012	39,994	464,592
Women-owned firms, 2012	29,092	252,944
Minority-owned firms, 2012	35,331	237,242
Veteran-owned firms, 2012	4,543	57,996
Economy		
Total manufacturer shipments, 2012 (in $1,000s)	5,942,038	108,854,971
Total merchant wholesaler sales, 2012 (in $1,000s)	13,657,695	288,467,844
Total retail sales, 2012 (in $1,000s)	9,204,586	133,665,728
Total retail sales per capita, 2012	$11,685	$15,079
Total accommodation and food services sales, 2012 (in $1,000s)	1,378,698	19,673,558

Geographic Data	Essex County	New Jersey
Land area in square miles, 2010	126.21	7,354.22
Population per square mile, 2010	6,211.5	1,195.5
FIPS Code	34013	34

1: Includes data not distributed by county
(a) Includes persons reporting only one race
(b) Since Hispanics may be of any race, they are also included in applicable race categories.

Sources: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Non-Employer Statistics, Economic Census, Survey of Business Owners, Building Permits

Sources: https://www.census.gov/quickfacts/fact/table/essexcountynewjersey,NJ

FALL 2016
FULL-TIME EMPLOYEES BY GENDER

	Male	Female	Total
Full-time Non-instructional Staff			
Management	27	52	79
Professional*	25	80	105
Office and Administrative Support**	10	91	101
Other Support Services***	56	29	85
Total Full-time Non-instructional Staff	**118**	**252**	**370**
Full-time Instructional Staff			
Professors	17	9	26
Associate Professors	10	15	25
Assistant Professors	17	15	32
Instructors	12	14	26
Lecturers	0	2	2
Total Full-time Instructional Staff	**56**	**55**	**111**
Total Full-time Employees	**174**	**307**	**481**

FULL-TIME FACULTY BY GENDER/RACE

	Black/ African American	Asian/ Pacific Islander	Hispanic	White	Unknown	Total
Full-time Male	17	2	5	31	1	56
Full-time Female	21	8	6	19	1	55
Total Faculty	**38**	**10**	**11**	**50**	**2**	**111**

Adjunct Faculty = 519

Source: IPEDS Human Resources survey
* ECC employees in the category "Professional" as defined by NJCCC include Directors, Coordinators, Librarians, Counselors, Resource Specialists, Purchasing Buyers, Financial Aid Officers, Payroll Officers, Accountants, Technical Support Engineers/Specialists, Network Managers/Engineers, Programmers, Student Support Representatives, Job Developers, Teacher Advisors, Graphic Designers/Artists, etc.
** ECC employees in the category "Office and Administrative Support" as defined by NJCCC include Administrative Assistants, Office/Technical Assistants, Clerks, Secretaries, Cashiers, Information Specialists, Food Service Workers, etc.
*** ECC employees in the category "Other Support Services" as defined by NJCCC include Police Officers, Security Officers/Guards, Custodians, Maintenance Technicians/Service Workers, etc.

CHAPTER 2

ENROLLMENT INFORMATION

&

DEMOGRAPHIC PROFILES

TABLE A-1
N.J. Community College Fall Semester Enrollment (Credit), Past Ten Years

College	Status	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Percent Change 5 Year	Percent Change 1 Year
Atlantic Cape	Full	3,651	4,003	4,065	3,827	3,663	3,675	3,211	2,915	2,525	2,449	-33.1%	-3.0%
	Part	3,356	3,585	3,590	3,765	3,860	3,579	3,634	3,446	3,380	3,079	-20.2%	-8.9%
	Total	7,007	7,588	7,655	7,592	7,523	7,254	6,845	6,361	5,905	5,528	-26.5%	-6.4%
Bergen	Full	8,455	9,303	9,982	9,974	9,696	8,885	8,976	8,347	8,028	7,704	-20.5%	-4.0%
	Part	6,828	7,166	7,215	7,297	7,319	6,997	6,675	6,238	6,491	6,358	-13.1%	-2.0%
	Total	15,283	16,469	17,197	17,271	17,015	15,882	15,651	14,585	14,519	14,062	-17.4%	-3.1%
Brookdale	Full	8,386	9,201	9,193	8,278	7,753	7,421	6,899	6,554	6,091	5,944	-23.3%	-2.4%
	Part	6,256	6,438	6,590	6,674	6,884	6,939	7,245	7,281	7,074	6,846	-0.6%	-3.2%
	Total	14,642	15,639	15,783	14,952	14,637	14,360	14,144	13,835	13,165	12,790	-12.6%	-2.8%
Burlington	Full	4,594	5,445	5,575	5,483	5,129	4,910	4,827	4,289	4,178	4,458	-13.1%	6.7%
	Part	4,094	4,248	4,516	4,795	4,942	4,660	4,611	4,473	4,408	4,493	-9.1%	1.9%
	Total	8,688	9,693	10,091	10,278	10,071	9,570	9,438	8,762	8,586	8,951	-11.1%	4.3%
Camden	Full	7,799	8,529	8,023	7,498	7,211	7,092	6,173	5,646	5,181	5,041	-30.1%	-2.7%
	Part	7,399	7,141	7,470	7,115	6,596	6,209	5,878	5,617	5,816	5,451	-17.4%	-6.3%
	Total	15,198	15,670	15,493	14,613	13,807	13,301	12,051	11,263	10,997	10,492	-24.0%	-4.6%
Cumberland	Full	2,151	2,365	2,570	2,394	2,238	2,335	2,298	1,983	1,730	1,647	-26.4%	-4.8%
	Part	1,671	1,649	1,721	1,794	1,706	1,584	1,546	1,470	1,418	1,478	-13.4%	4.2%
	Total	3,822	4,014	4,291	4,188	3,944	3,919	3,844	3,453	3,148	3,125	-20.8%	-0.7%
Essex	Full	6,962	7,915	8,186	7,791	6,569	6,391	5,799	5,628	4,864	4,340	-33.9%	-10.8%
	Part	5,356	5,399	5,238	4,741	5,410	5,784	5,669	5,326	4,732	4,657	-13.9%	-1.6%
	Total	12,318	13,314	13,424	12,532	11,979	12,175	11,468	10,954	9,596	8,997	-24.9%	-6.2%
Gloucester	Full	3,435	3,805	3,990	3,995	3,943	4,030	4,009	3,807	3,995	3,946	0.1%	-1.2%
	Part	2,700	2,685	2,619	2,834	2,819	2,690	3,121	3,029	3,123	3,212	13.9%	2.8%
	Total	6,135	6,490	6,609	6,829	6,762	6,720	7,130	6,836	7,118	7,158	5.9%	0.6%
Hudson	Full	4,476	5,527	5,980	6,103	5,901	6,066	5,983	5,876	5,147	5,136	-13.0%	-0.2%
	Part	3,049	3,155	3,351	3,311	3,496	2,970	3,220	3,175	3,302	3,728	6.6%	12.9%
	Total	7,525	8,682	9,331	9,414	9,397	9,036	9,203	9,051	8,449	8,864	-5.7%	4.9%
Mercer	Full	3,805	4,372	4,091	3,839	3,506	3,093	2,951	3,187	2,752	2,779	-20.7%	1.0%
	Part	5,377	5,249	5,606	5,542	5,367	5,408	4,888	4,675	4,808	4,851	-9.6%	0.9%
	Total	9,182	9,621	9,697	9,381	8,873	8,501	7,839	7,862	7,560	7,630	-14.0%	0.9%
Middlesex	Full	6,894	7,648	7,191	6,887	6,837	6,660	6,162	5,753	5,379	5,369	-21.5%	-0.2%
	Part	5,487	5,672	5,696	5,845	6,061	5,942	5,902	5,920	5,992	6,012	-0.8%	0.3%
	Total	12,381	13,320	12,887	12,732	12,898	12,602	12,064	11,673	11,371	11,381	-11.8%	0.1%
Morris	Full	4,760	5,136	5,033	4,686	4,633	4,549	4,129	3,946	3,821	3,819	-17.6%	-0.1%
	Part	3,681	3,662	3,672	3,868	4,046	3,898	3,967	4,080	4,246	4,130	2.1%	-2.7%
	Total	8,441	8,798	8,705	8,554	8,679	8,447	8,096	8,026	8,067	7,949	-8.4%	-1.5%

Sources: Commission on Higher Education, Enrollment in N.J. Colleges & Universities, By Level & Attendance Status, Fall 2008 – 2017.

TABLE A-1
N.J. Community College Fall Semester Enrollment (Credit), Past Ten Years

College	Status	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Percent Change 5 Year	Percent Change 1 Year
Ocean	Full	5,593	5,907	5,776	5,460	5,232	5,138	4,927	4,611	4,653	4,605	-12.0%	-1.0%
	Part	4,218	4,508	4,591	4,677	4,816	4,339	4,369	4,052	3,999	3,772	-21.7%	-5.7%
	Total	9,811	10,415	10,367	10,137	10,048	9,477	9,296	8,663	8,652	8,377	-16.6%	-3.2%
Passaic	Full	2,327	2,885	3,217	3,172	3,539	3,369	3,412	3,481	3,164	2,832	-20.0%	-10.5%
	Part	5,575	5,998	6,331	6,840	6,243	5,760	5,556	4,908	4,984	4,143	-33.6%	-16.9%
	Total	7,902	8,883	9,548	10,012	9,782	9,129	8,968	8,389	8,148	6,975	-28.7%	-14.4%
Raritan Valley	Full	3,399	4,086	4,325	3,893	3,712	3,600	3,440	3,361	3,363	3,371	-9.2%	0.2%
	Part	3,711	3,802	4,159	4,477	4,686	4,805	4,774	4,738	4,863	4,708	0.5%	-3.2%
	Total	7,110	7,888	8,484	8,370	8,398	8,405	8,214	8,099	8,226	8,079	-3.8%	-1.8%
Salem	Full	776	898	893	802	702	726	601	627	547	528	-24.8%	-3.5%
	Part	530	616	613	519	581	514	499	475	446	385	-33.7%	-13.7%
	Total	1,306	1,514	1,506	1,321	1,283	1,240	1,100	1,102	993	913	-28.8%	-8.1%
Sussex	Full	2,223	2,461	2,550	2,202	1,906	1,746	1,627	1,505	1,438	1,411	-26.0%	-1.9%
	Part	1,536	1,747	1,572	1,592	1,496	1,489	1,395	1,227	1,151	1,118	-25.3%	-2.9%
	Total	3,759	4,208	4,122	3,794	3,402	3,235	3,022	2,732	2,589	2,529	-25.7%	-2.3%
Union	Full	5,690	6,338	6,482	5,881	5,886	5,713	5,259	4,876	4,449	4,297	-27.0%	-3.4%
	Part	6,176	6,413	6,396	6,535	6,260	6,256	6,522	6,353	5,736	5,414	-13.5%	-5.6%
	Total	11,866	12,751	12,878	12,416	12,146	11,969	11,781	11,229	10,185	9,711	-20.0%	-4.7%
Warren	Full	810	1,000	1,060	990	982	922	784	713	644	565	-42.5%	-12.3%
	Part	1,050	1,180	1,278	1,196	1,162	1,436	1,771	2,138	2,550	2,776	138.9%	8.9%
	Total	1,860	2,180	2,338	2,186	2,144	2,358	2,555	2,851	3,194	3,341	55.8%	4.6%
TOTAL All Colleges	Full	86,186	96,824	98,182	93,155	89,038	86,321	81,467	77,105	71,949	70,241	-21.1%	-2.4%
	Part	78,050	80,313	82,224	83,417	83,750	81,259	81,242	78,621	78,519	76,611	-8.5%	-2.4%
	Total	164,236	177,137	180,406	176,572	172,788	167,580	162,709	155,726	150,468	146,852	-15.0%	-2.4%

Sources: Commission on Higher Education, Enrollment in N.J. Colleges & Universities, By Level & Attendance Status, Fall 2008 – 2017.

Fall Enrollment 2013 – 2017
All Students

Fall Enrollment		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Census Date		10/15/13	10/15/14	10/16/15	10/17/16	10/16/17
Total Unduplicated Headcount		12,175	11,468	10,954	9,596	8,997
Total Credit Hours		132,890.0	123,746.0	117,978.5	102,675.0	93,448.5
Gender	Male	5,017	4,699	4,447	3,917	3,693
	Female	7,121	6,712	6,420	5,626	5,268
	No Data	37	57	87	53	36
Registration	First-Time	3,365	3,192	3,072	2,265	2,238
	Transfer	216	278	262	148	116
	Readmit	349	349	298	222	224
	Continuing	8,245	7,649	7,322	6,961	6,419
Attendance	Full-Time	6,391	5,799	5,628	4,864	4,340
	Part-Time	5,784	5,669	5,326	4,732	4,657
Matriculation	Matriculated	11,150	10,251	9,828	8,864	8,083
	Non-Matriculated	1,025	1,217	1,126	732	914

Fall Enrollment		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Gender	Male	41.2%	41.0%	40.6%	40.8%	41.0%
	Female	58.5%	58.5%	58.6%	58.6%	58.6%
	No Data	0.3%	0.5%	0.8%	0.6%	0.4%
Registration	First-Time	27.6%	27.8%	28.0%	23.6%	24.9%
	Transfer	1.8%	2.4%	2.4%	1.5%	1.3%
	Readmit	2.9%	3.0%	2.7%	2.3%	2.5%
	Continuing	67.7%	66.7%	66.8%	72.5%	71.3%
Attendance	Full-Time	52.5%	50.6%	51.4%	50.7%	48.2%
	Part-Time	47.5%	49.4%	48.6%	49.3%	51.8%
Matriculation	Matriculated	91.6%	89.4%	89.7%	92.4%	89.8%
	Non-Matriculated	8.4%	10.6%	10.3%	7.6%	10.2%

Source: SURE Fall Enrollment files

Fall Enrollment 2013 – 2017
All Students
Trends of Matriculation, Attendance, and Registration
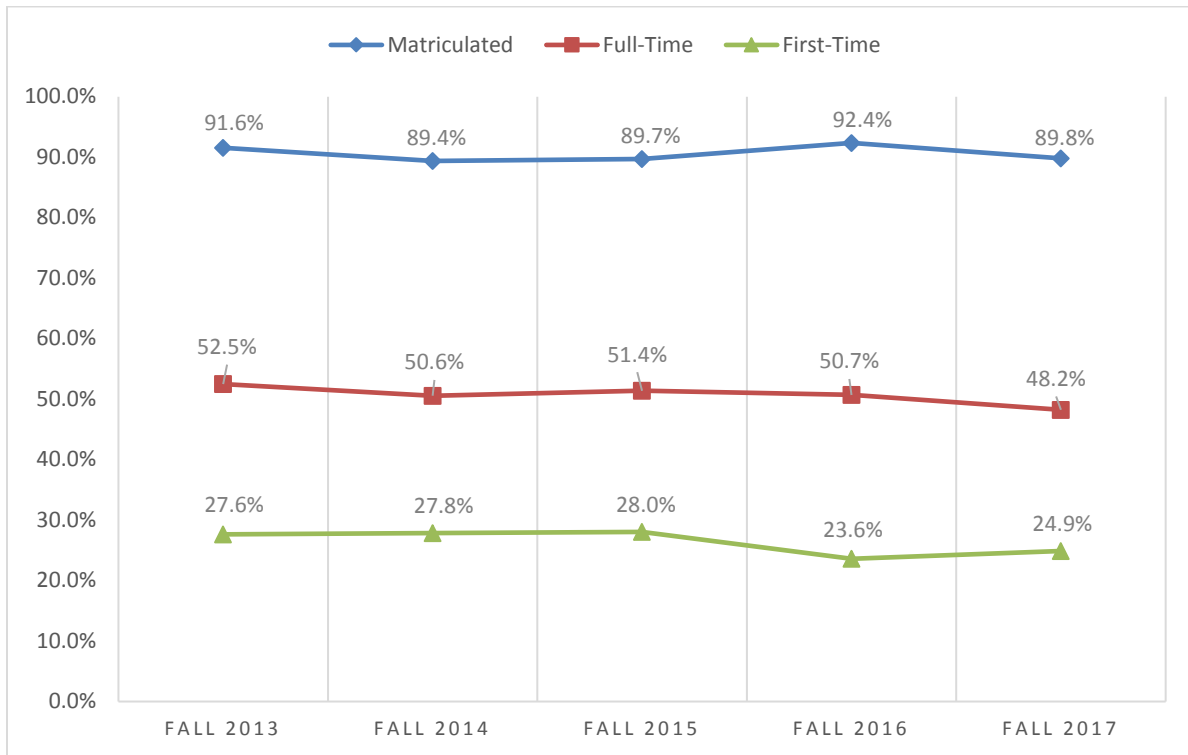
Legend: Matriculated, Full-Time, First-Time

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
Matriculated	91.6%	89.4%	89.7%	92.4%	89.8%
Full-Time	52.5%	50.6%	51.4%	50.7%	48.2%
First-Time	27.6%	27.8%	28.0%	23.6%	24.9%

Source: SURE Fall Enrollment files

FALL ENROLLMENT BY PROGRAM – ALL STUDENTS Fall 2013 – Fall 2017

Division	Degree Type	Curriculum Code	Program Title	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Biology, Chemistry & Physics	A.S.	0601	Biology/Pre-Medicine	517	502	494	453	406
		0602	Chemistry	46	49	48	45	36
		0603	General Science	2520	2481	2352	1983	1847
		2207	Environmental Science					6
Business	A.A.S.	2000	Accounting	79	93	87	42	35
		2006	Business Administration	141	150	131	83	59
		200H	Business Admin: Hospitality Management Option	44	26	30	20	24
		20FN	Business Admin: Financial Services Option	24	35	41	33	10
	A.S.	2001	Accounting	349	321	294	299	279
		2005	Business Administration	768	717	707	772	755
		2016	Finance					49
		2017	Supply Chain Management					27
	A.C.	3001	Business Career Development	9	5	10	8	3
		3013	Business Professional					2
Humanities & Bilingual Studies	A.A.	0199	Liberal Arts	1672	1396	1508	1144	885
		019A	Liberal Arts: Africana Studies Option	17	10	9	15	8
		019C	Liberal Arts: Communications Option	131	117	119	114	102
		019J	Liberal Arts: Journalism Option	61	64	58	45	32
		019L	Liberal Arts: Spanish Language Option	12	8	14	13	19
		0401	Art	125	109	96	104	95
	A.A.S.	2071	New Media Technology	76	67	56	58	63
	A.S.	0409	Music	91	69	63	60	56
	A.C.	3315	English as a Second Language (ESL)					3
	C.O.A.	3071	Digital Media and Electronic Publishing	6	6	3	3	5
		3072	Art	1	1	1		1

FALL ENROLLMENT BY PROGRAM – ALL STUDENTS Fall 2013 – Fall 2017

Division	Degree Type	Curriculum Code	Program Title	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Mathematics, Engineering Technologies & Computer Sciences	A.A.S.	2124	Health Information Technology					3
		2301	Architectural Technology	88	73	78	72	88
		2307	Electronic Engineering Technology	121	99	89	97	86
		2312	Cybersecurity & Network Technology					16
		2316	Software Development Technology					1
		5304	Technical Studies	11	4	1	3	1
		5305	Technical Studies: UCC Technology Option	17	10	5	6	4
		5308	Mechanical Engineering Technology	59	55	59	62	63
		5309	Civil Engineering Technology	72	67	60	57	73
		5420	Manufacturing Engineering Technology	2	5	5	1	0
	A.S.	0399	Engineering	378	373	360	362	351
		0604	Mathematics	73	62	64	40	52
		2002	Computer Information Systems	134	144	128	135	110
		2302	Computer Science	237	260	278	281	291
		2303	Applied Computer Science	18	12	17	18	14
	A.C.	3316	Mechatronics					1
		3321	Computer and Network Support					3
		3322	Cybersecurity					2
		3323	Software Development and Programming					1
		3324	Database System Administration					0
	C.O.A.	3050	Fire Code Technology				1	2
		3051	Electrical Code Technology	6	5	3	2	1
		3052	Building Code Technology	1	2	3	3	3
		3053	Plumbing Code Technology	3	4		1	1
		3205	Computer-Aided Design Technology	14	11	10	11	9

FALL ENROLLMENT BY PROGRAM – ALL STUDENTS Fall 2013 – Fall 2017

Division	Degree Type	Curriculum Code	Program Title	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Nursing & Health Sciences	A.A.S.	2104	Nursing	177	211	96	155	119
		2105	Radiography	44	34	30	31	33
		2106	Physical Therapist Assistant	69	70	53	50	59
		2122	Vision Care Technology	15	36	44	57	53
	A.S.	2114	Health Science	38	33	27	21	24
	A.C.	3312	Licensed Practical Nurse (LPN)	30	35	25	41	17
	C.O.A.	3310	Vision Care Technology	21	10	19	12	10
Social Sciences	A.A.	0206	Education	579	401	372	429	396
	A.A.S.	2202	Human and Social Services	269	252	241	188	120
	A.S.	0710	Social Sciences	719	609	596	587	569
		0898	Criminal Justice	757	663	643	582	508
		0899	Physical Education	96	84	97	86	70
		2015	Paralegal Studies	84	68	53	66	58
	A.C.	3209	Legal Secretary	1	1	0	0	1
		6013	Massage Therapy	23	22	17	22	9
	C.O.A.	0204	Childhood Development Associate	23	18	13	13	12
		3057	Human and Social Services	32	16	14	5	5
		3208	Paralegal	8	6	9	10	10
		3210	Nurse Paralegal	11	8	8	3	1

Note: The number of students by gender or full-time/part-time status for each program can be found in the interactive Fact Book at
http://eccprojects/praa/ir/SitePages/Interactive_Fact_Book.aspx

ESSEX COUNTY COLLEGE
CAMPUS/EXTENSION CENTER PROFILES
FALL 2017 (as of October 16, 2017)

	MAIN*		WEC		FOCUS		IRONBOUND		ALL CAMPUSES	
STATUS	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
PART-TIME	4035	51%	728	59%	42	31%	39	39%	4340	48%
FULL-TIME	3936	49%	509	41%	94	69%	60	61%	4657	52%
TOTAL	**7971**	100%	**1237**	100%	**136**	100%	**99**	100%	**8997**	100%
NEW	1966	25%	362	29%	31	23%	17	17%	2318	26%
RETURNING	6005	75%	875	71%	105	77%	82	83%	6679	74%
DAY	6835	86%	1015	82%	0	0%	0	0%	7064	79%
EVENING	1136	14%	222	18%	136	100%	99	100%	1933	21%
GENDER										
MALE	3235	41%	540	44%	36	26%	20	20%	3693	41%
FEMALE	4705	59%	693	56%	100	74%	79	80%	5268	59%
NO DATA	31	0%	4	0%	0	0%	0	0%	36	0%
AGE										
Less than 18	482	6%	70	6%	3	2%	0	0%	561	6%
18-22	3709	47%	612	49%	44	32%	24	24%	4223	47%
23-29	1883	24%	270	22%	28	21%	36	36%	2074	23%
30-39	1061	13%	141	11%	32	24%	20	20%	1178	13%
40-49	538	7%	76	6%	17	13%	12	12%	598	7%
50 or older	298	4%	68	5%	12	9%	7	7%	363	4%
RACE										
Black/African Am.	3936	49%	406	33%	19	14%	6	6%	4241	47%
Hispanic/Latino	2437	31%	334	27%	101	74%	83	84%	2736	30%
White	591	7%	346	28%	4	3%	4	4%	883	10%
Asian	310	4%	42	3%	2	1%	0	0%	345	4%
Others*	120	2%	23	2%	1	1%	0	0%	135	2%
No data	577	7%	86	7%	9	7%	6	6%	657	7%

*Others include American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and two or more races.

The numbers in the All Campuses column are unduplicated headcounts and can be smaller than the sum of numbers for each campus. This is true because, if a student takes courses on multiple campuses, the student is counted on all campuses where the student takes courses.

	Fall 2016	Fall 2017	Change	% Change
Main Campus	8509	7971	-538	-6.3%
West Essex Campus	1219	1237	18	1.5%
FOCUS	131	136	5	3.8%
Ironbound	125	99	-26	-20.8%

Source: ECC Fall Enrollment 15th-day report

RACE/ETHNICITY PROFILE
All Students
Fall 2013 – Fall 2017

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Black/African American	6,163	5,844	5,652	4,683	4,241
Hispanic/Latino	3,393	3,218	3,141	2,916	2,736
White	1,177	1,095	970	901	883
Asian	488	405	402	355	345
Others*	114	124	123	110	135
No Data	840	782	666	631	657

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Black/African American	50.6%	51.0%	51.6%	48.8%	47.1%
Hispanic/Latino	27.9%	28.7%	28.7%	30.4%	30.4%
White	9.7%	9.5%	8.9%	9.4%	9.8%
Asian	4.0%	3.5%	3.7%	3.7%	3.8%
Others*	0.9%	1.1%	1.1%	1.1%	1.5%

*Others include American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and two or more races.
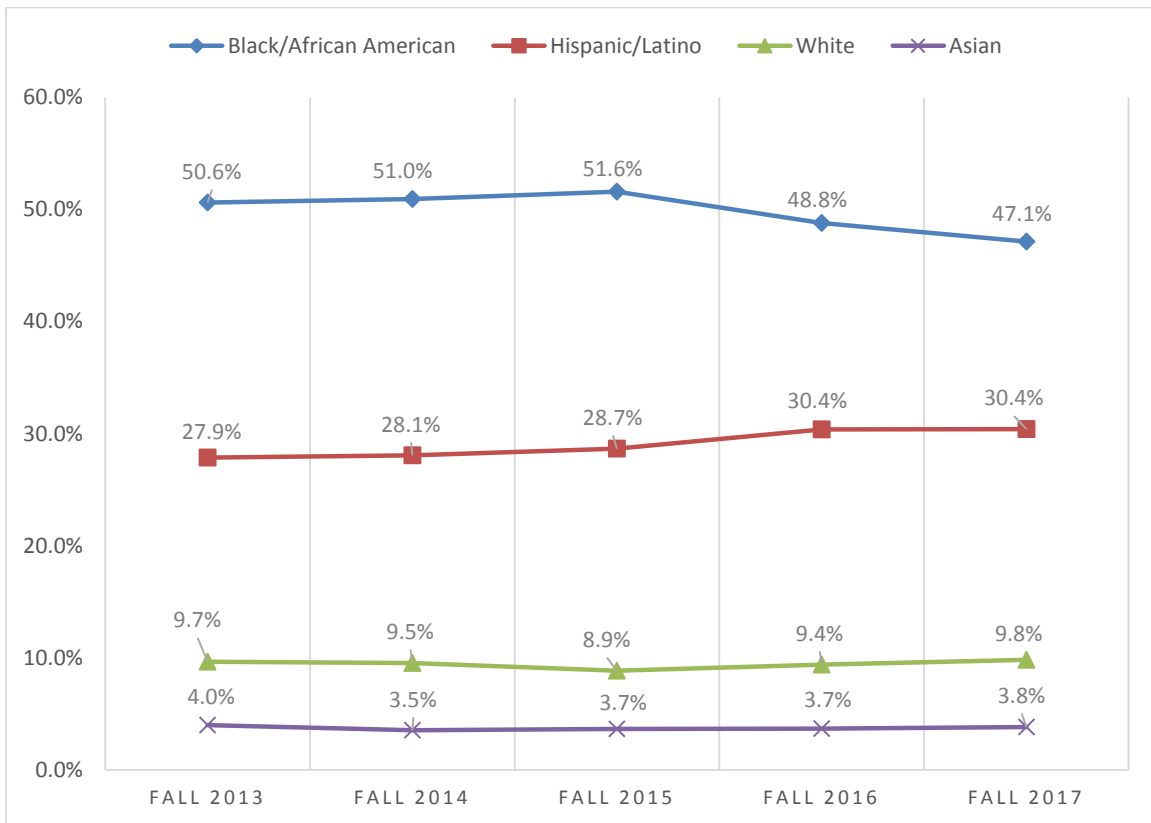
NOTE: Others are not shown.

Source: ECC Fall Enrollment 15th-day report

AGE PROFILE
All Students
Fall 2013 – Fall 2017

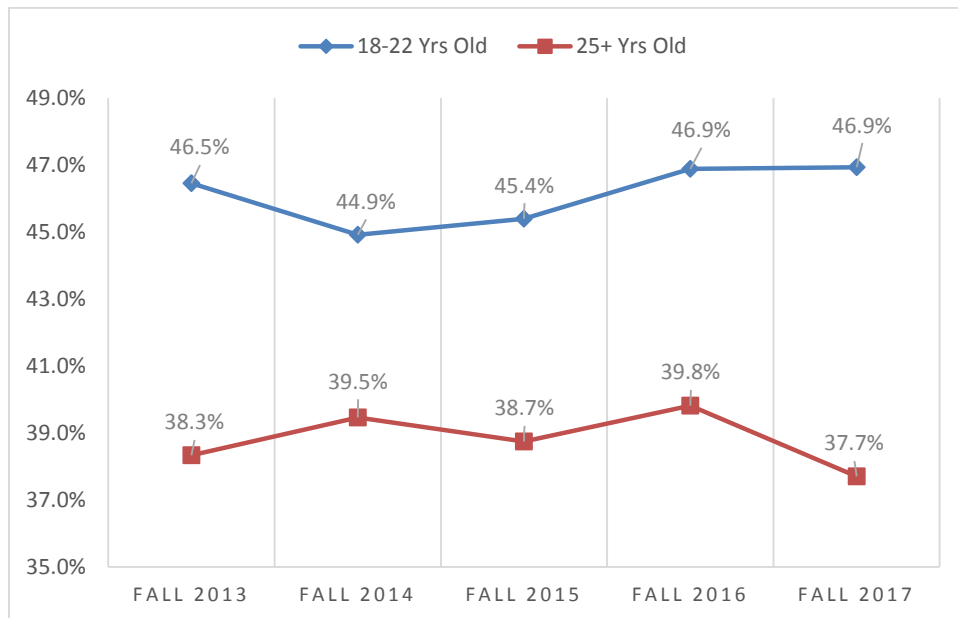|	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Headcount	12175	11468	10954	9596	8997
Less than 18 Years	593	659	688	352	561
18 – 22 Years Old	5656	5151	4973	4499	4223
23 – 29 Years Old	2819	2785	2609	2321	2074
30 – 39 Years Old	1741	1620	1498	1315	1178
40 – 49 Years Old	873	804	758	678	598
50 Years and Older	493	449	428	431	363
25 Years and Older	4667	4525	4244	3821	3392
Median Age	22	22	22	22	22
Mean Age	26.17	26.13	25.99	26.37	25.86

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Less than 18 Years	4.9%	5.7%	6.3%	6.3%	6.2%
18 – 22 Years Old	46.5%	44.9%	45.4%	45.4%	46.9%
23 – 29 Years Old	23.2%	24.3%	23.8%	23.8%	23.1%
30 – 39 Years Old	14.3%	14.1%	13.7%	13.7%	13.1%
40 – 49 Years Old	7.2%	7.0%	6.9%	6.9%	6.6%
50 Years and Older	4.0%	3.9%	3.9%	4.5%	4.0%
25 Years and Older	38.3%	39.5%	38.7%	39.8%	37.7%

Source: ECC Fall Enrollment 15th-day report

ENROLLMENT BY TOWN OF RESIDENCE
FALL 2013 – FALL 2017

MUNICIPALITY	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Belleville	612	533	587	512	585
Bloomfield	673	633	609	554	481
Cedar Grove	60	46	53	32	41
East Orange	1,189	1,263	1,185	914	823
Essex Fells	6	5	7	6	7
Fairfield	42	43	46	38	38
Glen Ridge	27	27	20	22	22
Irvington	1,124	1,021	1,010	854	721
Livingston	90	82	59	59	50
Maplewood	211	236	225	184	184
Millburn	12	18	15	8	15
Montclair	250	253	245	199	187
Newark	4,982	4,685	4,466	3941	3737
Nutley	158	150	141	148	126
Orange	603	565	579	518	472
Roseland	20	21	18	20	13
South Orange	107	96	88	90	75
Verona	65	61	64	58	52
West Caldwell	176	150	136	135	144
West Orange	686	583	553	508	481
Out-of-County	1,082	997	848	796	743
County Enrollment	**11,093**	**10,471**	**10,106**	**8,800**	**8,254**
Total Enrollment	**12,175**	**11,468**	**10,954**	**9,596**	**8,997**
County %	91.1%	91.3%	92.3%	91.7%	91.7%

Source: ECC Fall Enrollment 15th-day report
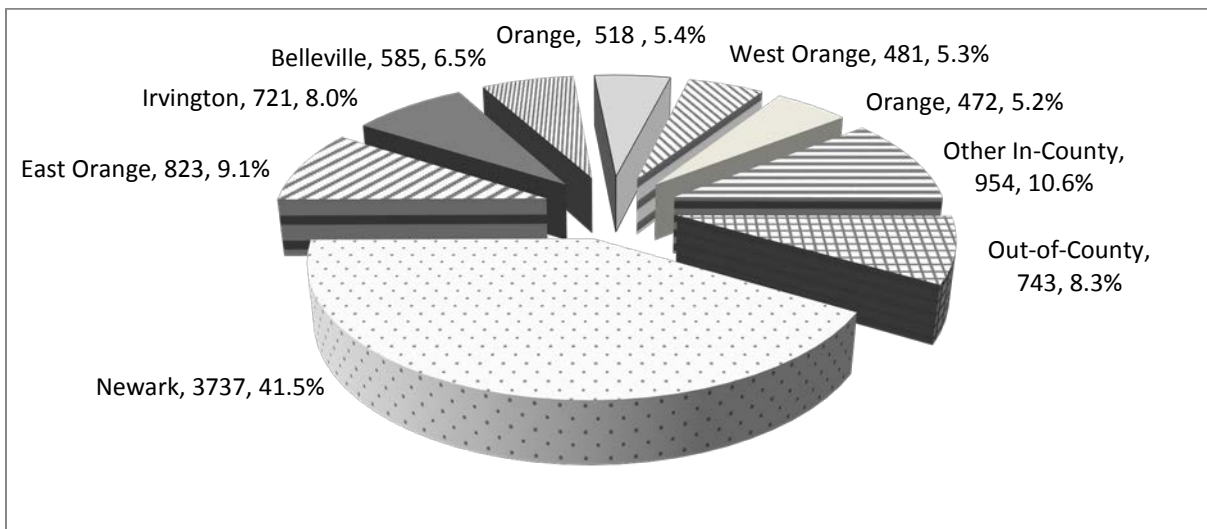
FRESHMAN PROFILE
All First-Time Students
Fall 2013 – Fall 2017

Fall Enrollment		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total First-Time Students		3,365	3,192	3,072	2,265	2,238
Gender	Male	1,489	1,410	1,353	972	957
	Female	1,862	1,758	1,665	1,274	1,275
	No Data	14	24	54	19	6
Attendance	Full-Time	2,193	2,073	1,889	1,517	1,340
	Part-Time	1,172	1,119	1,183	748	898
Matriculation	Matriculated	2,632	2,287	2,276	1,830	1,647
	Non-Matriculated	733	905	796	435	591
Race/Ethnicity	Black/African American	1,639	1,588	1,526	1,023	975
	Hispanic/Latino	1,013	926	938	721	681
	White	346	340	280	254	274
	Asian	144	84	101	65	71
	Others*	40	37	43	22	39
	No Data	183	217	184	180	198

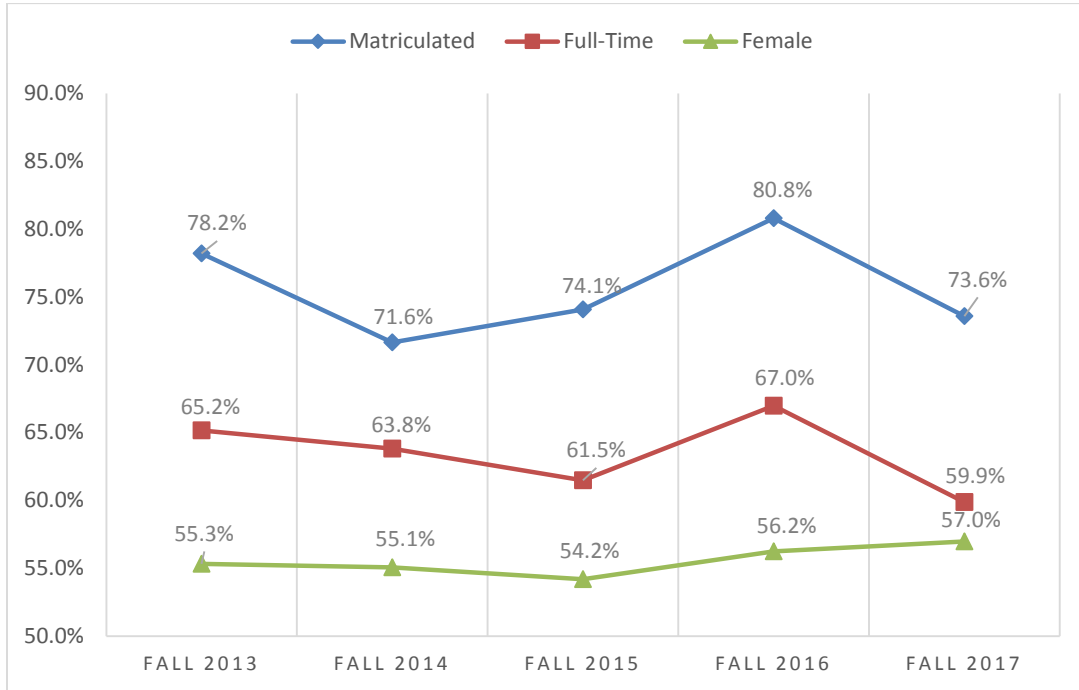| Fall Enrollment		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Gender	Male	44.2%	44.2%	44.0%	42.9%	42.8%
	Female	55.3%	55.1%	54.2%	56.2%	57.0%
	No Data	0.4%	0.8%	1.8%	0.8%	0.3%
Attendance	Full-Time	65.2%	64.9%	61.5%	67.0%	59.9%
	Part-Time	34.8%	35.1%	38.5%	33.0%	40.1%
Matriculation	Matriculated	78.2%	71.6%	74.1%	80.8%	73.6%
	Non-Matriculated	21.8%	28.4%	25.9%	19.2%	26.4%
Race/Ethnicity	Black/African American	51.5%	53.4%	52.8%	49.1%	47.8%
	Hispanic/Latino	31.8%	31.1%	32.5%	34.6%	33.4%
	White	10.9%	11.4%	9.7%	12.2%	13.4%
	Asian	4.5%	2.8%	3.5%	3.1%	3.5%
	Others*	1.3%	1.2%	1.5%	1.1%	1.9%

*Others include American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and two or more races.

FRESHMAN PROFILE
All First-Time Students
Trends of Matriculation, Attendance, Gender
Fall 2013 – Fall 2017

FRESHMAN PROFILE
## Age Distribution
All First-Time Students
Fall 2013 – Fall 2017

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Headcount	3,365	3,192	3,072	2,265	2,265
Less than 18 Years	559	600	611	279	451
18 – 22 Years Old	1,850	1,673	1644	1321	1271
23 – 29 Years Old	462	474	403	310	261
30 – 39 Years Old	288	279	244	214	165
40 – 49 Years Old	139	98	118	87	51
50 Years and Older	67	68	52	54	39
25 Years and Older	770	740	651	535	403
Median Age	19	19	19	19	19
Mean Age	22.5	22.3	22.1	22.9	21.5

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Less than 18 Years	16.6%	18.8%	19.9%	12.3%	20.2%
18 – 22 Years Old	55.0%	52.4%	53.5%	58.3%	56.8%
23 – 29 Years Old	13.7%	14.8%	13.1%	13.7%	11.7%
30 – 39 Years Old	8.6%	8.7%	7.9%	9.4%	7.4%
40 – 49 Years Old	4.1%	3.1%	3.8%	3.8%	2.3%
50 Years and Older	2.0%	2.1%	1.7%	2.4%	1.7%
25 Years and Older	22.9%	23.2%	21.2%	23.6%	18.0%

Source: ECC Fall Enrollment 15th day report
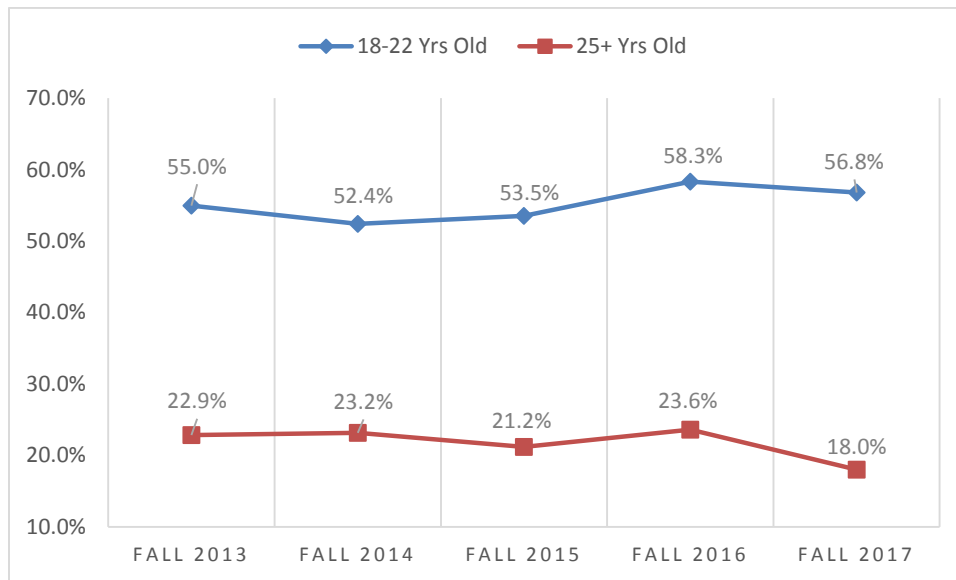
International Students by Country and Major
F-1 Visa 197 Students 59 Countries
Fall 2017

Country	N	Country	N	Major	N
Albania	3	Kazakhstan	1	Accounting	6
Algeria	1	Kenya	2	Architectural Technology	5
Bahamas	1	Liberia	2	Art	1
Barbados	1	Malaysia	1	Biology/Pre-Medicine	13
Benin	1	Mauritius	2	Business Administration	42
Bermuda	2	Mexico	2	Chemistry	2
Bolivia	2	Morocco	1	Civil Engineering Technology	4
Bosnia	1	Nigeria	16	Computer Information Systems	1
Brazil	16	Pakistan	1	Computer Science	16
Burkina Faso	10	Peru	2	Criminal Justice	3
Cameroon	6	Philippines	1	Education	7
Canada	1	Poland	1	Electronic Engineering Technology	7
Chad	1	Portugal	1	Engineering	13
Chile	1	Romania	1	Finance	1
China	4	Russia	1	General Science	35
Columbia	6	Saudi Arabia	1	Liberal Arts	15
Congo	2	Senegal	2	Mechanical Engineering Technology	5
Cyprus	1	Sierra Leone	1	Music	1
Dominican Republic	2	Slovenia	1	Nursing	3
Ecuador	9	South Korea	2	Paralegal	1
Ghana	1	Spain	1	Physical Education	10
Guyana	5	Sri Lanka	1	Social Science	5
Haiti	5	St. Lucia	7	Vision Care Technology	1
India	7	Sudan	1		
Iran	1	Tanzania	2		
Italy	1	Trinidad & Tobago	9		
Ivory Coast	5	Venezuela	2		
Jamaica	25	Vietnam	8		
Japan	1	Zimbabwe	1		
Jordan	1				

Source: Enrollment Services

Spring Enrollment 2013 – 2017
All Students

Spring Enrollment		Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
	Census Date	2/15/2013	2/18/2014	2/17/2015	2/16/2016	2/15/2017
	Total headcount	11,263	11,302	10,571	9,885	8,696
	Total Credit Hours	121,173.5	121,682.5	113,539.0	105,920.0	91,614.5
Gender	Male	4,631	4,676	4,288	4,025	3,545
	Female	6,597	6,582	6,228	5,782	5,103
	No Data	35	44	55	78	48
Registration	First-Time	1,381	1,203	1,172	1,021	951
	Transfer	86	105	124	152	83
	Readmit	201	216	232	165	177
	Continuing	9,595	9,778	9,043	8,547	7,485
Attendance	Full-Time	5,724	5,609	5,254	4,871	4,161
	Part-Time	5,539	5,693	5,317	5,014	4,535
Matriculation	Matriculated	10,305	10,455	9,779	8,913	7,842
	Non-Matriculated	958	847	792	972	854
Race/Ethnicity	Black/African American	5,790	5,875	5,478	5,042	4,163
	Hispanic/Latino	3,055	3,004	2,897	2,809	2,598
	White	1,137	1,073	964	909	890
	Asian	411	434	378	380	334
	Others*	97	119	119	122	101
	No Data	773	797	735	626	610

Spring Enrollment		Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Gender	Male	41.1%	41.4%	40.6%	40.7%	40.8%
	Female	58.6%	58.2%	58.9%	58.5%	58.7%
	No Data	0.3%	0.4%	0.5%	0.8%	0.6%
Registration	First-Time	12.3%	10.6%	11.1%	10.3%	10.9%
	Transfer	0.8%	0.9%	1.2%	1.5%	1.0%
	Readmit	1.8%	1.9%	2.2%	1.7%	2.0%
	Continuing	85.2%	86.5%	85.5%	86.5%	86.1%
Attendance	Full-Time	50.8%	49.6%	49.7%	49.3%	47.8%
	Part-Time	49.2%	50.4%	50.3%	50.7%	52.2%
Matriculation	Matriculated	91.5%	92.5%	92.5%	90.2%	90.2%
	Non-Matriculated	8.5%	7.5%	7.5%	9.8%	9.8%
Race/Ethnicity	Black/African American	51.4%	52.0%	51.8%	51.0%	47.9%
	Hispanic/Latino	27.1%	26.6%	27.4%	28.4%	29.9%
	White	10.1%	9.5%	9.1%	9.2%	10.2%
	Asian	3.6%	3.8%	3.6%	3.8%	3.8%
	Others*	0.9%	1.1%	1.1%	1.2%	1.2%
	No Data	6.9%	7.1%	7.0%	6.3%	7.0%

*Others include American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and two or more races.

Source: SURE Spring Enrollment files

Spring Enrollment 2013 – 2017
All Students
Trends of Matriculated, Full-Time, and First-Time Students
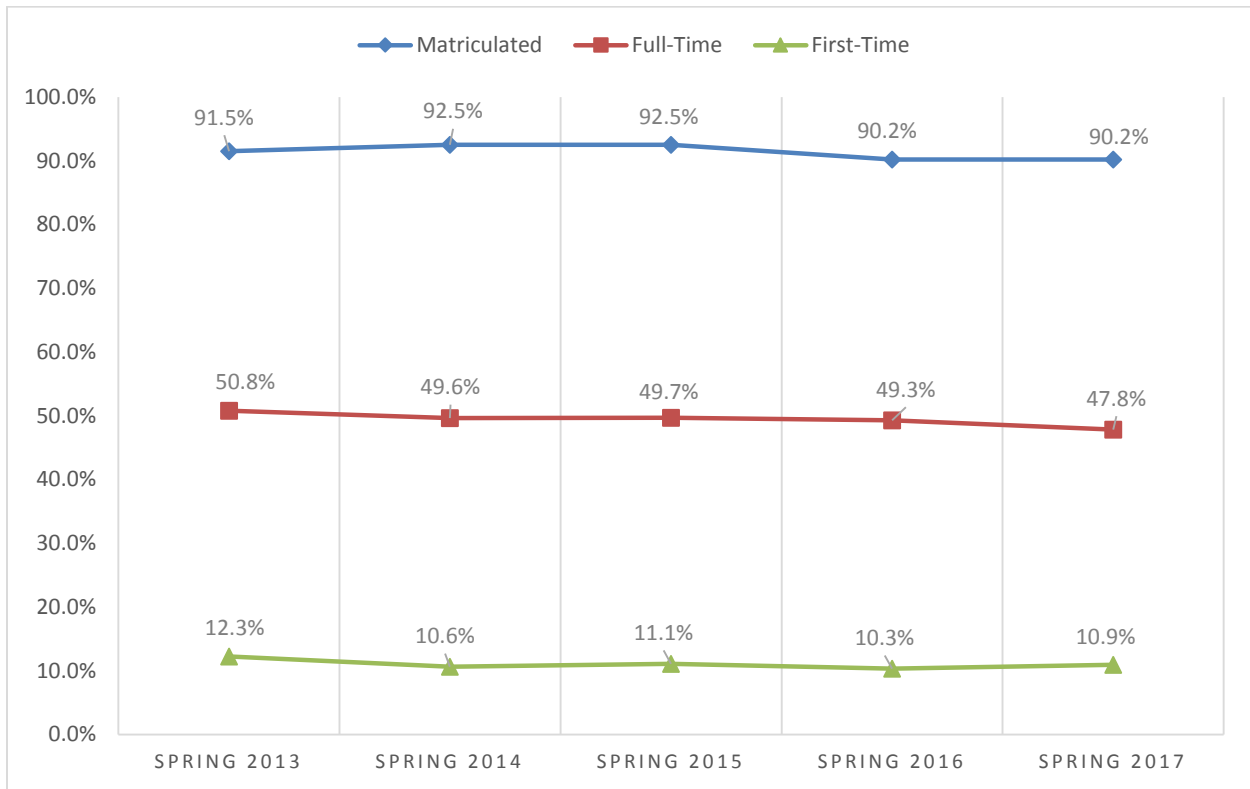
*Others include American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and two or more races.

Source: SURE Spring Enrollment files

SPRING ENROLLMENT BY PROGRAM – ALL STUDENTS Spring 2013 – Spring 2017

Division	Degree Type	Curriculum Code	Program Title	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Biology, Chemistry & Physics	A.S.	0601	Biology/Pre-Medicine	456	457	464	451	407
		0602	Chemistry	46	49	46	43	32
		0603	General Science	2,157	2,441	2,378	2,103	1,771
		2207	Environmental Science	0	0	0	0	0
Business	A.A.S.	2000	Accounting	88	71	85	66	28
		2006	Business Administration	127	128	139	112	47
		200H	Business Admin: Hospitality Management Option	38	37	26	18	11
		20FN	Business Admin: Financial Services Option	24	29	39	32	19
	A.S.	2001	Accounting	305	303	312	307	267
		2005	Business Administration	752	743	709	709	725
		2016	Finance	0	0	0	0	25
		2017	Supply Chain Management	0	0	0	0	11
	A.C.	3001	Business Career Development	4	10	5	10	2
		3013	Business Professional	0	0	0	0	1
Humanities & Bilingual Studies	A.A.	0199	Liberal Arts	1,636	1,471	1,313	1,189	916
		019A	Liberal Arts: Africana Studies Option	10	14	12	7	14
		019C	Liberal Arts: Communications Option	140	127	113	102	100
		019J	Liberal Arts: Journalism Option	59	60	57	44	34
		019L	Liberal Arts: Spanish Language Option	12	10	6	13	12
		0401	Art	96	111	83	108	93
	A.A.S.	2071	New Media Technology	72	69	68	56	48
	A.S.	0409	Music	78	69	61	54	52
	A.C.	3315	English as a Second Language (ESL)	0	0	0	0	2
	C.O.A.	3071	Digital Media and Electronic Publishing	10	10	5	2	4
		3072	Art	3	0	0	1	0

Source: ECC Spring Enrollment 15th-day Report

SPRING ENROLLMENT BY PROGRAM – ALL STUDENTS Spring 2013 – Spring 2017

Division	Degree Type	Curriculum Code	Program Title	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Mathematics, Engineering Technologies & Computer Sciences	A.A.S.	2124	Health Information Technology	0	0	0	0	0
		2301	Architectural Technology	90	76	69	65	77
		2307	Electronic Engineering Technology	86	117	90	98	66
		2312	Cybersecurity & Network Technology	0	0	0	0	0
		2316	Software Development Technology	0	0	0	0	0
		5304	Technical Studies	10	4	1	1	1
		5305	Technical Studies: UCC Technology Option	13	12	10	6	8
		5308	Mechanical Engineering Technology	47	58	57	64	58
		5309	Civil Engineering Technology	66	65	70	51	54
		5420	Manufacturing Engineering Technology	0	3	7	4	1
	A.S.	0399	Engineering	350	361	362	346	335
		0604	Mathematics	59	74	63	60	41
		2002	Computer Information Systems	125	123	136	106	113
		2302	Computer Science	217	240	255	247	255
		2303	Applied Computer Science	11	21	15	15	16
	A.C.	3316	Mechatronics	0	0	0	0	0
		3321	Computer and Network Support	0	0	0	0	1
		3322	Cybersecurity	0	0	0	0	2
		3323	Software Development and Programming	0	0	0	0	0
		3324	Database System Administration	0	0	0	0	0
	C.O.A.	3050	Fire Code Technology	0	0	0	0	3
		3051	Electrical Code Technology	5	4	7	1	2
		3052	Building Code Technology	4	0	2	2	3
		3053	Plumbing Code Technology	1	3	4	2	1
		3205	Computer-Aided Design Technology	8	7	8	8	8

SPRING ENROLLMENT BY PROGRAM – ALL STUDENTS Spring 2013 – Spring 2017

Division	Degree Type	Curriculum Code	Program Title	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Nursing & Health Sciences	A.A.S.	2104	Nursing	166	205	163	99	111
		2105	Radiography	46	36	33	27	26
		2106	Physical Therapist Assistant	72	73	65	51	50
		2122	Vision Care Technology	19	39	43	55	67
	A.S.	2114	Health Science	32	40	37	32	13
	A.C.	3312	Licensed Practical Nurse (LPN)	37	47	52	25	35
	C.O.A.	3310	Vision Care Technology	14	11	10	21	9
Social Sciences	A.A.	0206	Education	587	516	394	435	405
	A.A.S.	2202	Human and Social Services	293	254	254	229	155
	A.S.	0710	Social Sciences	632	670	602	578	595
		0898	Criminal Justice	686	703	614	569	485
		0899	Physical Education	99	92	90	94	80
		2015	Paralegal Studies	78	79	69	55	61
	A.C.	3209	Legal Secretary	3	0	0	0	0
		6013	Massage Therapy	27	23	22	15	13
	C.O.A.	0204	Childhood Development Associate	15	20	14	18	12
		3057	Human and Social Services	25	23	12	6	4
		3208	Paralegal	12	8	6	10	10
		3210	Nurse Paralegal	15	9	7	6	3

Note: The number of students by gender or full-time/part-time status for each program can be found in the interactive Fact Book at
http://eccprojects/praa/ir/SitePages/Interactive_Fact_Book.aspx

NOTE: The total number of students enrolled in the above active programs is smaller than the total number of students in the given term because some students are still working their way through the pipeline of programs that have been inactivated or deactivated.

Source: ECC Spring Enrollment 15th-day Report

SUMMER I ENROLLMENT
by All Campuses and WEC and by New and Returning Students
Summer I 2013 through Summer I 2017 (5th Day)

|	All Campuses			WEC		
	New	Return	Total	New	Return	Total
Summer I 2013	271	3,378	3,649	21	292	313
Summer I 2014	286	3,281	3,567	16	188	204
Summer I 2015	225	3,118	3,343	5	85	90
Summer I 2016	302	2,707	3,009	16	121	137
Summer I 2017	257	2,746	3,003	13	156	169

SUMMER II ENROLLMENT
by All Campuses and WEC and by New and Returning Students
Summer II 2013 through Summer II 2017 (5th Day)

	ALL			WEC		
	New	Return	Total	New	Return	Total
Summer II 2013	914	1,856	2,770	84	141	225
Summer II 2014	456	1,606	2,062	28	96	124
Summer II 2015	414	1,466	1,880	36	76	112
Summer II 2016	267	1,235	1,502	18	54	72
Summer II 2017	366	1,319	1,685	35	82	117

Source: ECC Summer Enrollment 5th-day Report

CHAPTER 3

OUTCOMES:
GRADUATION STATISTICS

DEGREES AND CERTIFICATES CONFERRED FY 13 – FY 17
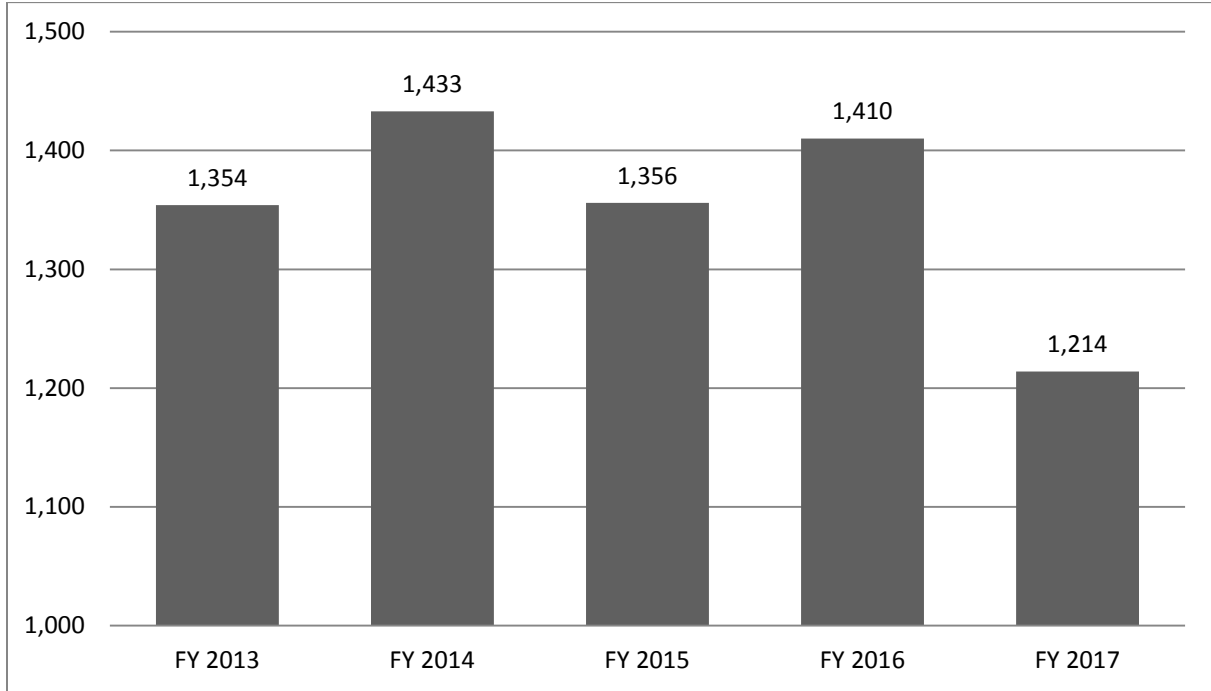
Completions				
Fiscal Year	# of Associates Degrees	# of Certificates	Total # of Associates Degrees & Certificates	# of Completers (Unduplicated Headcount)
FY 13	1,307	47	1,354	1,340
FY 14	1,376	57	1,433	1,421
FY 15	1,316	40	1,356	1,346
FY 16	1,362	48	1,410	1,404
FY 17	1,193	21	1,214	1,212

Source: IPEDS Completions Survey

DEGREES AND CERTIFICATES CONFERRED BY GENDER FY 13 – FY 17

Division	Degree Type	Curriculum Code	Program Title	FY 13	FY 14	FY 15	FY 16	FY 17
Biology, Chemistry & Physics	A.S.	0601	Biology/Pre-Medicine	62	56	65	54	49
		0602	Chemistry	6	4	3	3	5
		0603	General Science	128	135	202	239	210
		2207	Environmental Science	0	0	0	0	1
Business	A.A.S.	2000	Accounting	2	1	4	3	2
		2006	Business Administration	5	9	2	4	1
		200H	Business Admin: Hospitality Management Option	4	7	1	3	2
		20FN	Business Admin: Financial Services Option	0	0	0	0	1
	A.S.	2001	Accounting	73	83	78	85	64
		2005	Business Administration	161	168	123	170	134
		2016	Finance	0	0	0	0	2
		2017	Supply Chain Management	0	0	0	0	0
	A.C.	3001	Business Career Development	0	1	0	1	0
		3013	Business Professional	0	0	0	0	0
Humanities & Bilingual Studies	A.A.	0199	Liberal Arts	103	120	98	114	111
		019A	Liberal Arts: Africana Studies Option	3	2	0	1	2
		019C	Liberal Arts: Communications Option	25	25	21	17	15
		019J	Liberal Arts: Journalism Option	4	5	1	4	6
		019L	Liberal Arts: Spanish Language Option	3	4	3	2	6
		0401	Art	9	11	13	13	17
	A.A.S.	2071	New Media Technology	3	13	8	11	5
	A.S.	0409	Music	5	2	4	11	3
	A.C.	3315	English as a Second Language (ESL)	0	0	0	0	0
	C.O.A.	3071	Digital Media and Electronic Publishing	3	1	2	0	0
		3072	Art	0	1	0	0	0

Source: Banner table SHRDGMR

DEGREES AND CERTIFICATES CONFERRED BY GENDER FY 13 – FY 17

Division	Degree Type	Curriculum Code	Program Title	FY 13	FY 14	FY 15	FY 16	FY 17
Mathematics, Engineering Technologies & Computer Sciences	A.A.S.	2124	Health Information Technology	0	0	0	0	1
		2301	Architectural Technology	7	9	7	7	3
		2307	Electronic Engineering Technology	18	8	16	8	7
		2312	Cybersecurity & Network Technology	0	0	0	0	2
		2316	Software Development Technology	0	0	0	0	0
		5304	Technical Studies	4	6	2	0	0
		5305	Technical Studies: UCC Technology Option	1	2	3	0	0
		5308	Mechanical Engineering Technology	7	4	4	2	6
		5309	Civil Engineering Technology	12	8	8	11	8
		5420	Manufacturing Engineering Technology	0	0	0	0	0
	A.S.	0399	Engineering	34	40	39	37	39
		0604	Mathematics	11	9	2	5	6
		2002	Computer Information Systems	5	6	25	10	17
		2302	Computer Science	10	18	16	10	17
		2303	Applied Computer Science	1	3	1	0	3
	A.C.	3316	Mechatronics	0	0	0	0	0
		3321	Computer and Network Support	0	0	0	0	0
		3322	Cybersecurity	0	0	0	0	0
		3323	Software Development and Programming	0	0	0	0	0
		3324	Database System Administration	0	0	0	0	0
	C.O.A.	3050	Fire Code Technology	0	0	0	0	0
		3051	Electrical Code Technology	0	0	0	0	0
		3052	Building Code Technology	0	0	0	0	0
		3053	Plumbing Code Technology	0	0	0	0	0
		3205	Computer-Aided Design Technology	8	6	8	7	0

Source: Banner table SHRDGMR

DEGREES AND CERTIFICATES CONFERRED BY GENDER FY 13 – FY 17

Division	Degree Type	Curriculum Code	Program Title	FY 13	FY 14	FY 15	FY 16	FY 17
Nursing & Health Sciences	A.A.S.	2104	Nursing	66	54	81	73	42
		2105	Radiography	23	21	31	9	13
		2106	Physical Therapist Assistant	21	24	28	24	22
		2122	Vision Care Technology	14	16	12	14	15
	A.S.	2114	Health Science	11	12	19	13	8
	A.C.	3312	Licensed Practical Nurse (LPN)	19	24	15	33	8
	C.O.A.	3310	Vision Care Technology	1	1	0	1	0
Social Sciences	A.A.	0206	Education	119	139	97	114	84
	A.A.S.	2202	Human and Social Services	49	49	42	31	33
	A.S.	0710	Social Sciences	133	167	152	131	125
		0898	Criminal Justice	108	111	94	83	70
		0899	Physical Education	14	15	9	8	18
		2015	Paralegal Studies	18	13	10	19	20
	A.C.	3209	Legal Secretary	0	0	0	0	0
		6013	Massage Therapy	3	7	2	11	4
	C.O.A.	0204	Childhood Development Associate	2	0	0	0	1
		3057	Human and Social Services	1	0	0	1	0
		3208	Paralegal	5	6	3	3	5
		3210	Nurse Paralegal	0	0	0	0	0

Note: The number of students by gender or full-time/part-time status for each program can be found in the interactive Fact Book at
http://eccprojects/praa/ir/SitePages/Interactive_Fact_Book.aspx

NOTE: The total number of students who completed the above active programs is smaller than the total number of graduates in the given fiscal year because some students completed programs that had been inactivated or deactivated prior to the given fiscal year.

Source: Banner table SHRDGMR

GRADUATES SURVEY
Students Who Graduated in FY 17
Reported Satisfaction Levels

	Poor	Fair	Average	Good	Excellent	Valid Responses	Average Score
Overall Essex Experience	30 (5%)	47 (8%)	105 (19%)	238 (43%)	134 (24%)	554	3.72
Internship/Co-op Experience	51 (13%)	35 (9%)	71 (19%)	138 (36%)	85 (22%)	380	3.45
Transfer Services	34 (8%)	36 (8%)	93 (22%)	163 (38%)	100 (23%)	426	3.61
Advisement	76 (15%)	62 (12%)	96 (19%)	161 (31%)	122 (24%)	517	3.37
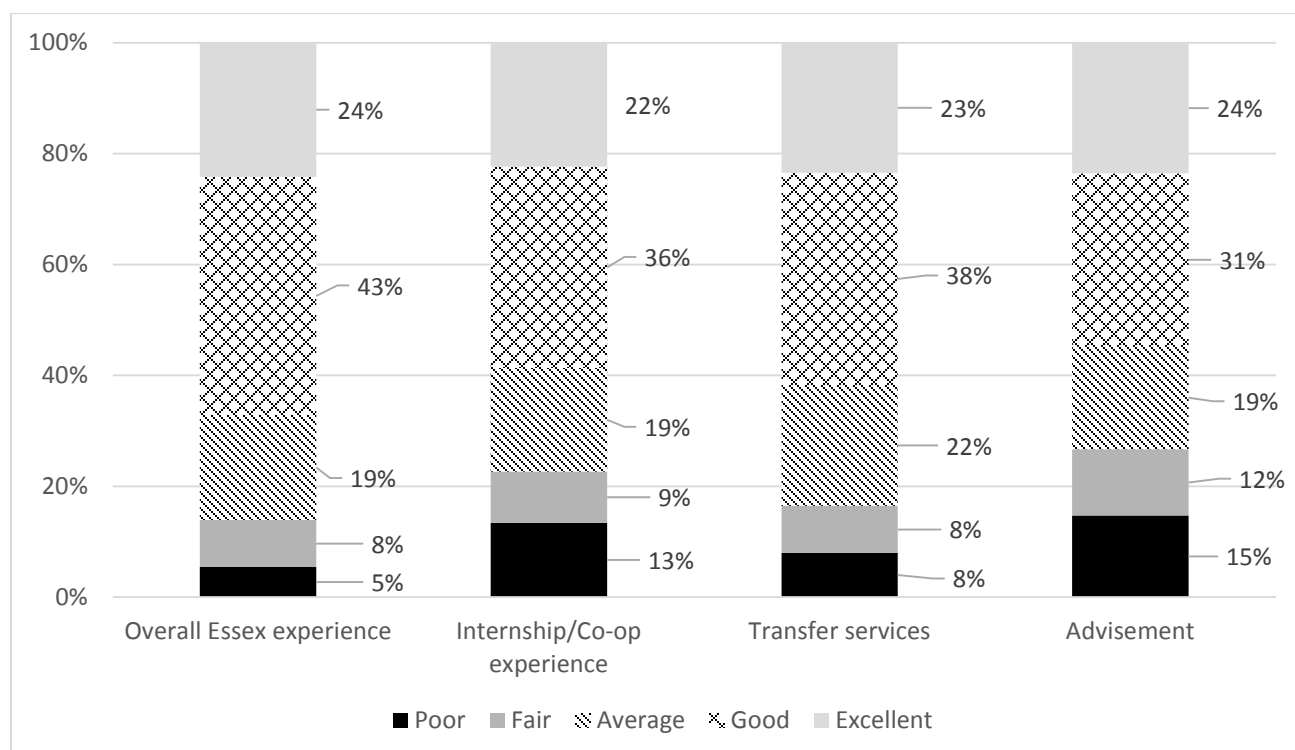
Source: Graduates Survey (May 2017)

GRADUATES SURVEY
Students Who Graduated in FY 17
Reported Satisfaction Levels

	Below Expectations	Almost Met Expectations	Met Expectations	Exceeded Expectations	Valid Responses	Average Score
Class Size	12 (2%)	62 (11%)	385 (67%)	114 (20%)	573	3.05
Overall Educational Cost	21 (4%)	94 (17%)	318 (56%)	136 (24%)	569	3.00
Quality of Major Course Instruction	30 (5%)	85 (15%)	309 (53%)	156 (27%)	580	3.02
Student Services	117 (21%)	114 (20%)	243 (43%)	88 (16%)	562	2.54
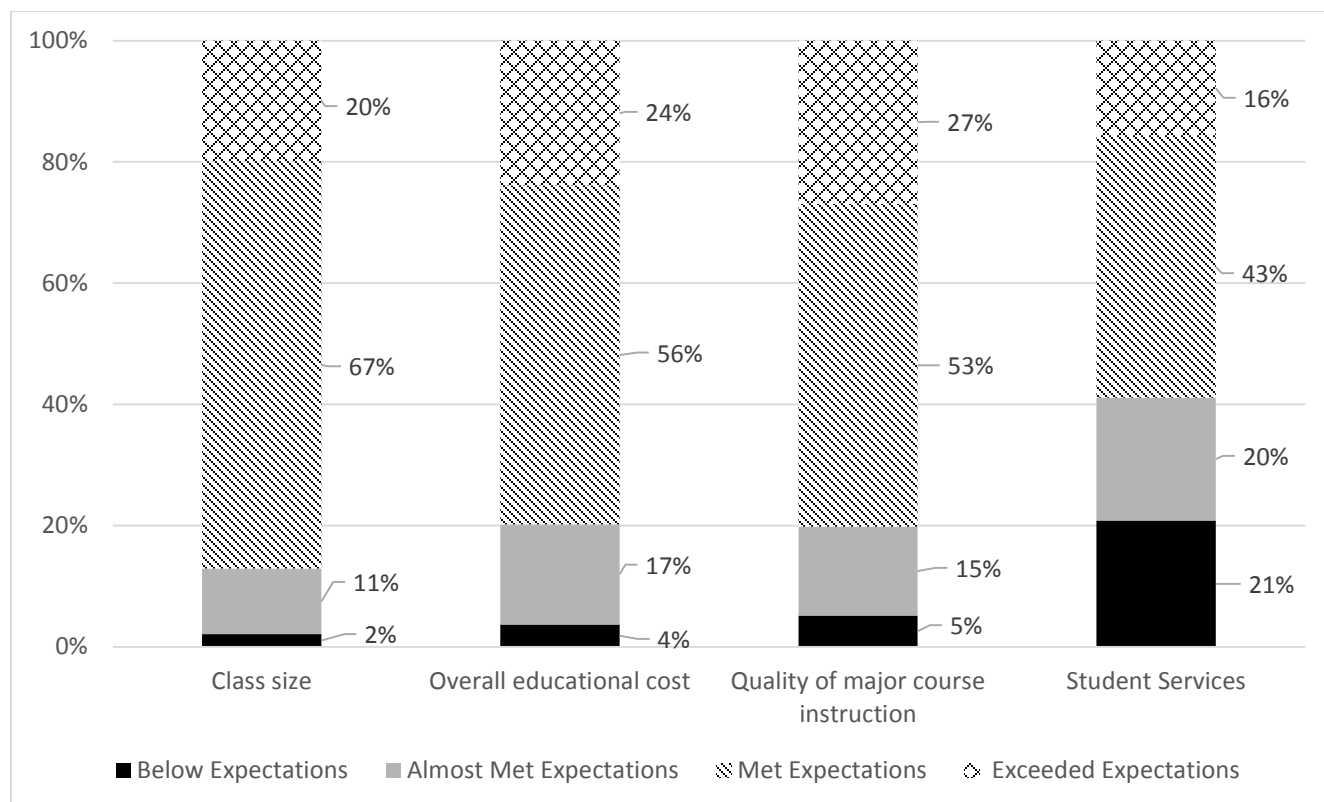
Source: Graduates Survey (May 2017)

GRADUATES SURVEY
Students Who Graduated in FY 17
Reported Satisfaction Levels

	Below Expectations	Almost Met Expectations	Met Expectations	Exceeded Expectations	Valid Responses	Average Score
Campus Security	50 (9%)	84 (15%)	291 (52%)	132 (24%)	557	2.91
Facility Maintenance	58 (10%)	107 (19%)	302 (54%)	91 (16%)	558	2.76
Clubs	54 (15%)	86 (23%)	178 (48%)	54 (15%)	372	2.62
Cafeteria	79 (15%)	134 (25%)	256 (48%)	65 (12%)	534	2.57
Access to the Internet	130 (23%)	94 (17%)	230 (41%)	113 (20%)	567	2.57
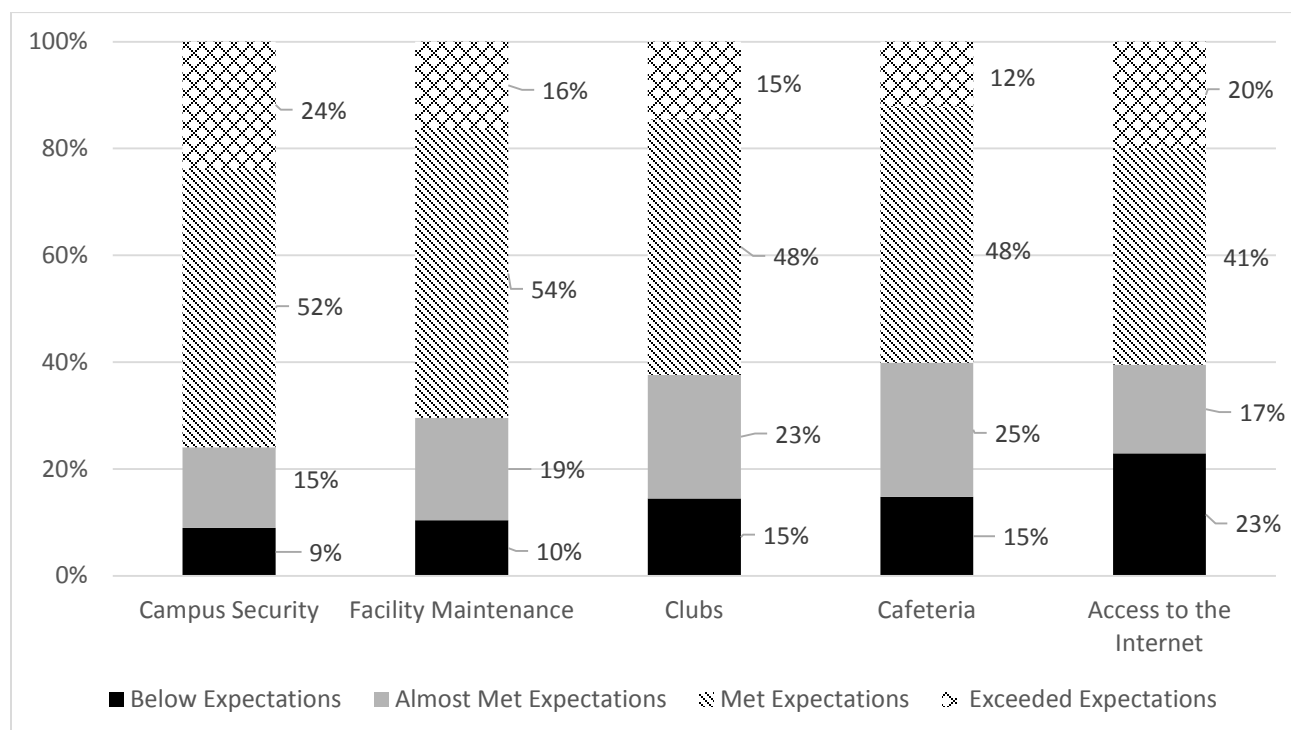
Source: Graduates Survey (May 2017)

GRADUATES SURVEY
Students Who Graduated in FY 17
Reported Satisfaction Levels

	Strongly Disagree	Disagree	Agree	Strongly Agree	Valid Responses	Average Score
Essex helped me meet the goals I sought to achieve.	2 (0%)	93 (16%)	141 (24%)	347 (60%)	583	3.43
If I were choosing a college again, I would choose Essex.	28 (5%)	70 (12%)	279 (48%)	204 (35%)	581	3.13
If I were choosing a major again, I would choose the program from which I graduated.	16 (3%)	62 (11%)	219 (38%)	282 (49%)	579	3.32
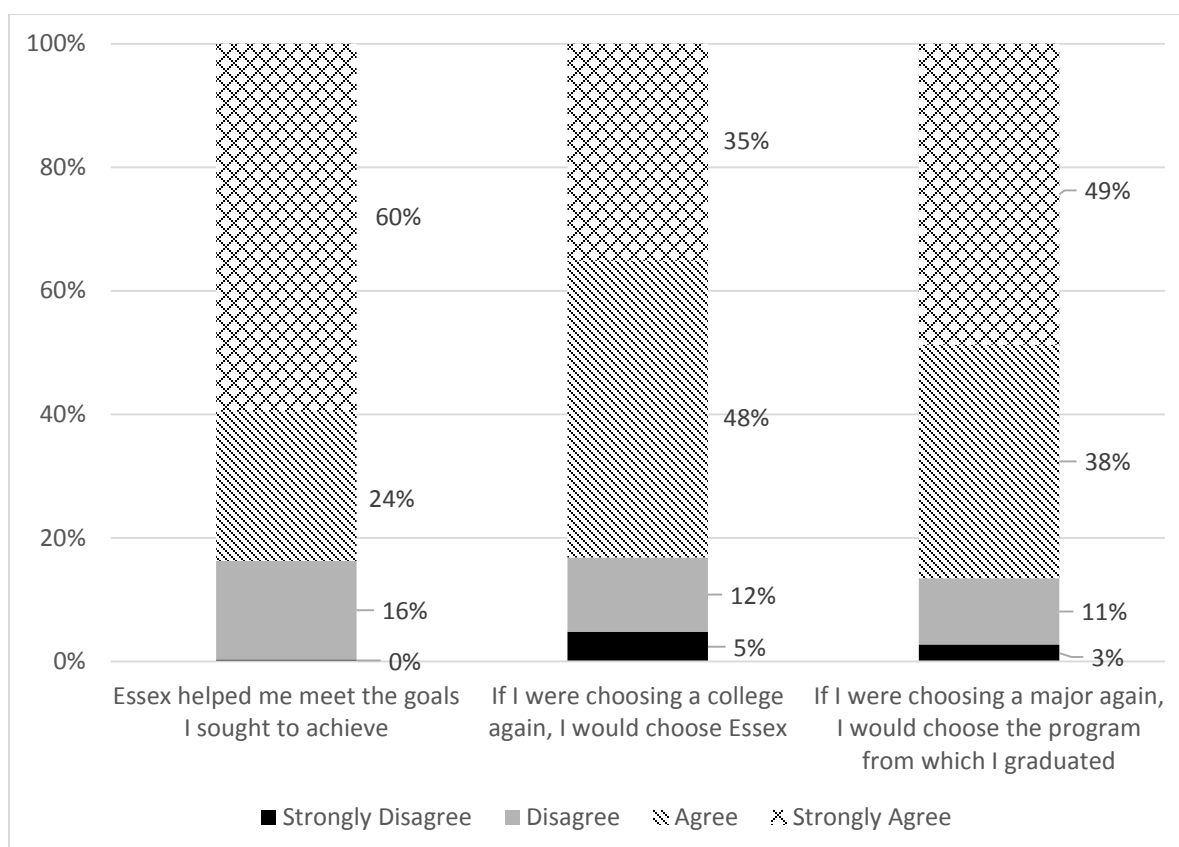
Source: Graduates Survey (May 2017)

GRADUATES SURVEY
Students Who Graduated in FY 17
Reported Satisfaction Levels

	Strongly Disagree	Disagree	Agree	Strongly Agree	Valid Responses	Average Score
Essex helped me develop analytical and problem-solving skills/the ability to think critically.	12 (2%)	41 (7%)	325 (56%)	207 (35%)	585	3.24
Essex helped me develop knowledge of a particular field/discipline.	11 (2%)	31 (5%)	291 (50%)	250 (43%)	583	3.34
Essex helped me develop effective oral communication skills.	16 (3%)	53 (9%)	317 (55%)	195 (34%)	581	3.19
Essex helped me develop the ability to write clearly and effectively.	15 (3%)	58 (10%)	304 (52%)	206 (35%)	583	3.20

Source: Graduates Survey (May 2017)
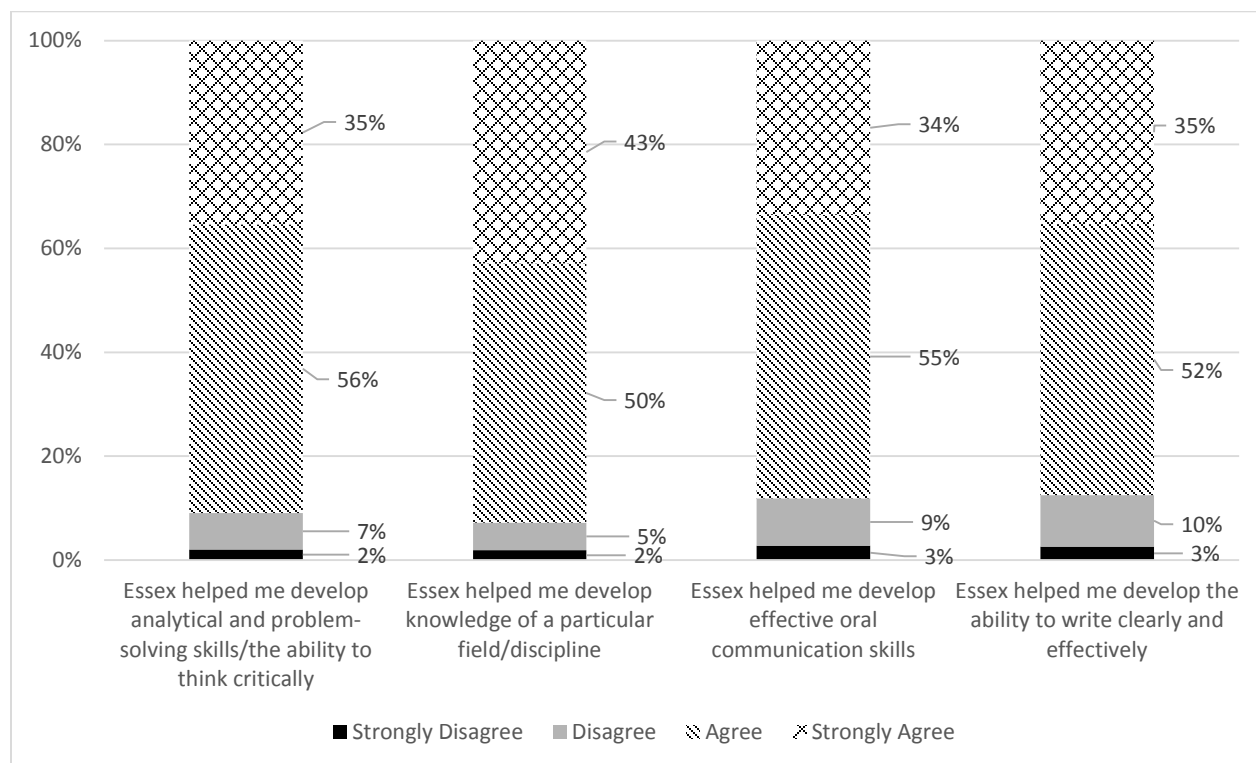
GRADUATES SURVEY
Students Who Graduated in FY 17
Reported Employment Information

Employment Status

No Data
70 , 12%

Full-Time
160 , 27%

Not Employed
176 , 30%

Part-Time
181 , 31%

N = 587
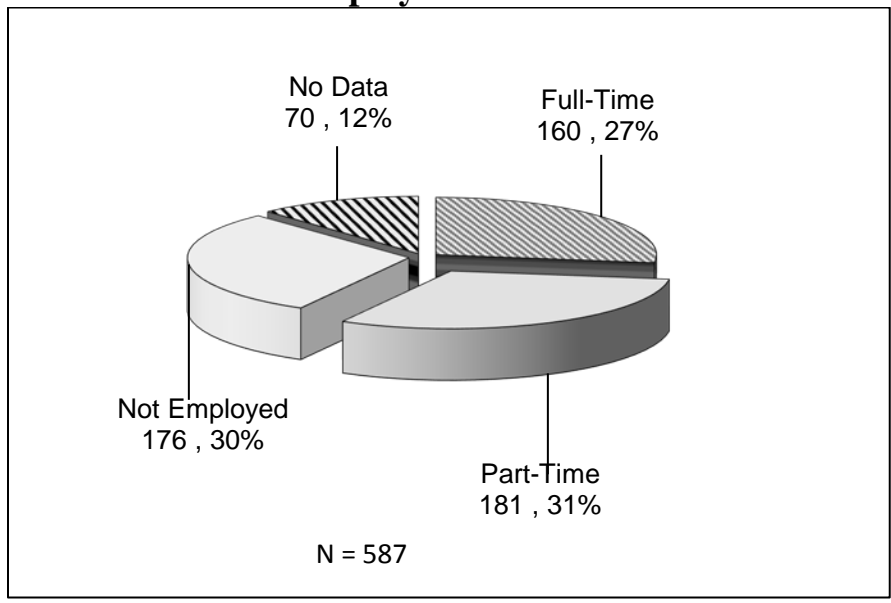
Relationship of Present Job to the Program of Study at ECC

Not Applicable
160, 27%

No data
55, 10%

Not Related
219, 37%

Related
153, 26%

N = 587

Source: Graduates Survey (May 2017)
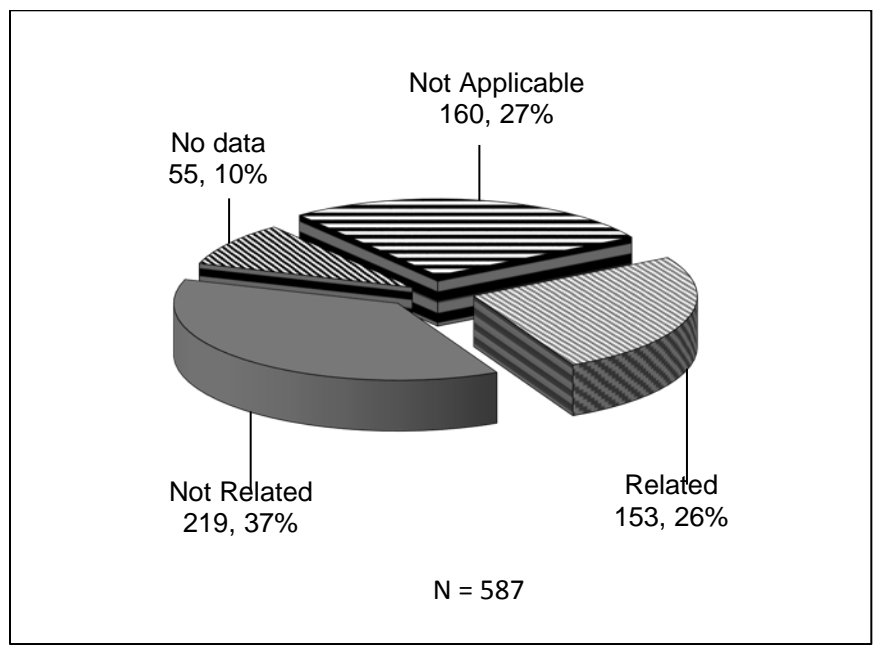
GRADUATES SURVEY
Students Who Graduated in FY 17
Reported Employment Information

Hourly Pay Rate
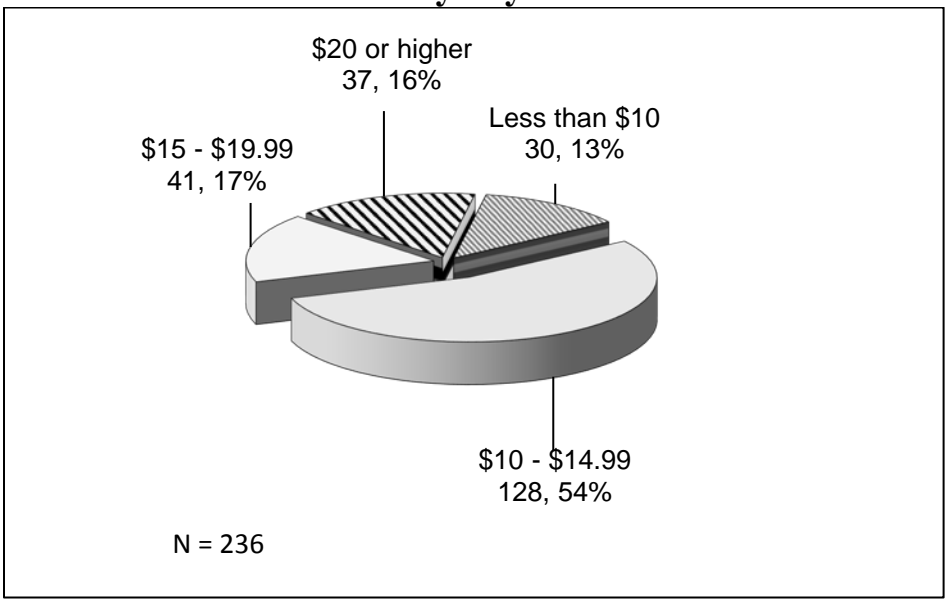
$20 or higher
37, 16%

Less than $10
30, 13%

$15 - $19.99
41, 17%

$10 - $14.99
128, 54%

N = 236

Time of Employment

While attending ECC
186, 50%

After graduating ECC
24, 6%

Before entering ECC
165, 44%

N = 375

Source: Graduates Survey (May 2017)
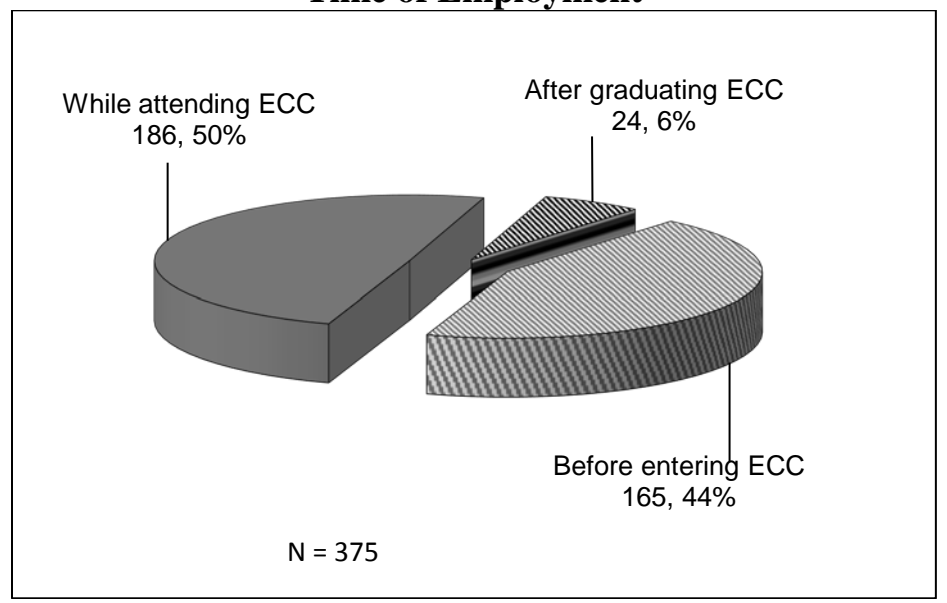
GRADUATES SURVEY
Students Who Graduated in FY 17
Reported Employment Information

A sample of organizations where Essex County College graduates reported being employed is given below.

Alaris Health	Marriott
Amazon	New Jersey EZ Pass
Apple, Inc.	New York Presbyterian Hospital
Atlantic Health System	Newark Beth Israel Medical Center
Bayonne Medical Center	Newark Public Schools
Bergen Regional Medical Center	Olshin's Pharmacy
Best Buy	OTG Management
Broadway Performing Arts	Prime Flight Aviation Services
Care One	PSE&G
Capital One Bank	Raritan Bay Medical Center
City of Newark	Saint Barnabas Medical Center
Clara Maass Medical Center	Spectrum360
Corizon Health	St. Joseph's Medical Center
Cerebral Palsy of North Jersey (CPNJ)	St. Michael's Medical Center
Daughters of Israel	Staples
Department of Veteran Affairs	State Farm
Devils Arena Entertainment	State of New Jersey
Epic Health Care Services	TD Bank
Essex County College	United Airlines
Gateway Group One	United Parcel Service (UPS)
Genesis Healthcare	United States Postal Service (USPS)
H&R Block	University Hospital
Hicklin Enterprise	Valley National Bank
Hillcrest Management	Verizon Wireless
Kearny Bank	Walgreens
Landscape Techniques, Inc.	Wells Fargo Bank
Leaguers, Inc.	Whole Foods Market
Luxottica/LensCrafters	YMCA

CHAPTER 4

OUTCOMES: COHORT TRACKING

ESSEX COUNTY COLLEGE
Cohort Tracking for Retention Rate
Fall-to-Fall Retention Rates

First-Time, Full-Time, Degree-Seeking (FTFTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Fall	% Who Returned Next Fall
Fall 2012	2,143	1,243	58.0%
Fall 2013	2,109	1,232	58.4%
Fall 2014	1,838	1,063	57.8%
Fall 2015	1,771	1,037	58.6%
Fall 2016	1,457	821	56.3%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Fall	% Who Returned Next Fall
Fall 2012	425	159	37.4%
Fall 2013	523	210	40.2%
Fall 2014	449	183	40.8%
Fall 2015	505	203	40.2%
Fall 2016	373	125	33.5%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Fall	% Who Returned Next Fall
Fall 2012	2,568	1,402	54.6%
Fall 2013	2,632	1,442	54.8%
Fall 2014	2,287	1,246	54.5%
Fall 2015	2,276	1,240	54.5%
Fall 2016	1,830	946	51.7%

Source: SURE Fall Enrollment files

ESSEX COUNTY COLLEGE
Cohort Tracking for Retention Rate
Fall-to-Spring Retention Rates

First-Time, Full-Time, Degree-Seeking (FTFTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Spring	% Who Returned Next Spring
Fall 2012	2,143	1,662	77.6%
Fall 2013	2,109	1,717	81.4%
Fall 2014	1,838	1,511	82.2%
Fall 2015	1,771	1,416	80.0%
Fall 2016	1,457	1,122	77.0%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Spring	% Who Returned Next Spring
Fall 2012	425	228	53.6%
Fall 2013	523	314	60.0%
Fall 2014	449	277	61.7%
Fall 2015	505	286	56.6%
Fall 2016	373	204	54.7%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Spring	% Who Returned Next Spring
Fall 2012	2,568	1,890	73.6%
Fall 2013	2,632	2,031	77.2%
Fall 2014	2,287	1,788	78.2%
Fall 2015	2,276	1,702	74.8%
Fall 2016	1,830	1,326	72.5%

Source: SURE Fall & Spring Enrollment files

ESSEX COUNTY COLLEGE
Cohort Tracking for Graduation Rate
Two-Year Graduation Rates

First-Time, Full-Time, Degree-Seeking (FTFTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2011	2,276	28	1.2%
Fall 2012	2,143	48	2.2%
Fall 2013	2,109	78	3.7%
Fall 2014	1,838	58	3.2%
Fall 2015	1,771	38	2.1%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2011	275	3	1.1%
Fall 2012	425	3	0.7%
Fall 2013	523	8	1.5%
Fall 2014	449	4	0.9%
Fall 2015	505	9	1.8%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2011	2,551	31	1.2%
Fall 2012	2,568	51	2.0%
Fall 2013	2,632	86	3.3%
Fall 2014	2,287	62	2.7%
Fall 2015	2,276	47	2.1%

Source: IPEDS Graduation Rate Survey

ESSEX COUNTY COLLEGE
Cohort Tracking for Graduation Rate
Three-Year Graduation Rates

First-Time, Full-Time, Degree-Seeking (FTFTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2010	2,646	207	7.8%
Fall 2011	2,276	179	7.9%
Fall 2012	2,143	222	10.4%
Fall 2013	2,109	270	12.8%
Fall 2014	1,838	244	13.3%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2010	363	16	4.4%
Fall 2011	275	11	4.0%
Fall 2012	425	17	4.0%
Fall 2013	523	38	7.3%
Fall 2014	449	28	6.2%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2010	3,009	223	7.4%
Fall 2011	2,551	190	7.3%
Fall 2012	2,568	239	9.3%
Fall 2013	2,632	308	11.7%
Fall 2014	2,287	272	11.9%

Source: IPEDS Graduation Rate Survey

ESSEX COUNTY COLLEGE
Cohort Tracking for Graduation Rate
Four-Year Graduation Rates

First-Time, Full-Time, Degree-Seeking (FTFTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2009	2,671	353	13.2%
Fall 2010	2,646	353	13.3%
Fall 2011	2,276	300	13.2%
Fall 2012	2,143	341	15.9%
Fall 2013	2,109	398	18.9%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2009	451	39	8.6%
Fall 2010	363	29	8.0%
Fall 2011	275	18	6.5%
Fall 2012	425	30	7.1%
Fall 2013	523	57	10.9%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2009	3,122	392	12.6%
Fall 2010	3,009	382	12.7%
Fall 2011	2,551	318	12.5%
Fall 2012	2,568	371	14.4%
Fall 2013	2,632	455	17.3%

Source: IPEDS Graduation Rate Survey

ESSEX COUNTY COLLEGE
Cohort Tracking for Graduation Rate
Six-Year Graduation Rates

First-Time, Full-Time, Degree-Seeking (FTFTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2007	2,239	334	14.9%
Fall 2008	2,596	381	14.7%
Fall 2009	2,671	482	18.0%
Fall 2010	2,646	484	18.3%
Fall 2011	2,276	416	18.3%

First-Time, Part-Time Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2007	409	42	10.3%
Fall 2008	522	54	10.3%
Fall 2009	451	61	13.5%
Fall 2010	363	43	11.8%
Fall 2011	275	36	13.1%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2007	2,648	376	14.2%
Fall 2008	3,118	435	14.0%
Fall 2009	3,122	543	17.4%
Fall 2010	3,009	527	17.5%
Fall 2011	2,551	452	17.7%

Source: SURE Fall Enrollment file and SHRDGMR file

ESSEX COUNTY COLLEGE
Cohort Tracking for Transfer-Out Rate of FTFTDS Students
Fall 2010 to Fall 2014 Cohorts

	FTFTDS Cohort	Completed within 3 Years	Transferred out before Completion	Still Enrolled at ECC in 3 Years	No Longer Enrolled
Fall 2010	2,646	207	311	499	1,629
Fall 2011	2,276	179	290	436	1,371
Fall 2012	2,143	222	301	412	1,208
Fall 2013	2,109	270	225	376	1,238
Fall 2014	1,838	244	250	450	894

Source: IPEDS Fall Enrollment Survey

Top 24 Colleges to which Fall 2014 FTFTDS Students Transferred to *before Completion*

	College Name	N	2-year / 4-year College
1	Rutgers University – Newark	36	4
2	Montclair State University	31	4
3	Union County College	27	2
4	Hudson County Community College	24	2
5	New Jersey Institute of Technology	14	4
6	Bergen Community College	11	2
7	Bloomfield College	11	4
8	Kean University	10	4
9	Rutgers University – New Brunswick	10	4
10	Berkeley College	10	4
11	New Jersey City University	9	4
12	Seton Hall University	8	4
13	Passaic County Community College	7	2
14	Middlesex County College	7	2
15	William Paterson University of New Jersey	5	4
16	County College of Morris	5	2
17	Felician College	4	4
18	University of Phoenix	4	4
19	Caldwell University	4	4
20	Academy of Art University	3	4
21	Raritan Valley Community College	3	2
22	Rowan University	3	4
23	Kaplan University	3	4
24	Chamberlain University	3	4

Note: There were 85 more colleges to which one or two ECC students transferred.

Source: National Student Clearinghouse (NSC) Student Tracker

ESSEX COUNTY COLLEGE
Cohort Tracking for Graduates
FY 12 to FY 16

Cohort	Unduplicated Headcount	Transferred to a 4-College within One Year	% Who Transferred
FY 12 Graduates	1,298	697	53.7%
FY 13 Graduates	1,340	687	51.3%
FY 14 Graduates	1,421	749	52.7%
FY 15 Graduates	1,346	706	52.5%
FY 16 Graduates	1,404	776	55.3%

Top 26 Colleges to which FY 16 ECC *Graduates* Transferred

	College Name	N
1	Rutgers University – Newark	228
2	Montclair State University	98
3	New Jersey Institute of Technology	84
4	Kean University	70
5	New Jersey City University	62
6	William Paterson University of New Jersey	28
7	Felician College	26
8	Bloomfield College	26
9	Rutgers University – New Brunswick	20
10	Seton Hall University	18
11	Chamberlain University	14
12	Caldwell University	13
13	Berkeley College	9
14	Thomas Edison State University	7
15	Rutgers University – Biomedical	6
16	Walden University	5
17	Long Island University	4
18	Fairleigh Dickinson University	3
19	Ramapo College of New Jersey	2
20	Rutgers University – Camden	2
21	Western Governors University	2
22	Monmouth University	2
23	SUNY Fashion Institute of Technology	2
24	CUNY Graduate School & University Center	2
25	Ashford University	2
26	Stockton University	2

Note: There were 39 more colleges to which one ECC graduate transferred.

Source: National Student Clearinghouse (NSC) Student Tracker

ESSEX COUNTY COLLEGE
First Generation Students
FY 06, FY 11, and FY 14

Cohort	Total # of Students Who Responded to this Question	Either Parent Has a Bachelor's or an Advanced Degree	Either Parent was Enrolled in College but Has Less than a Bachelor's Degree	Both Parents Never Enrolled in College	% of First-Generation Students
CCSSE 2006	552	172	132	248	44.9%
CCSSE 2011	613	210	153	250	40.8%
CCSSE 2014	675	183	161	331	49.0%

Source: Community College Survey of Student Engagement (CCSSE) Survey

ESSEX COUNTY COLLEGE
Student Financial Aid Information
All Undergraduate Students
FY 13 – FY 17

	FY 13		FY 14		FY 15		FY 16		FY 17	
	Recip.	Dollars ($)	Recip.	Dollars ($)	Recip.	Dollars ($)	Recip.	Dollars ($)	Recip.	Dollars ($)
FEDERAL PROGRAMS										
Pell Grants	8,646	$31,440,000	9,021	$32,641,000	8,332	$30,183,000	7,334	$27,342,000	6,391	$23,532,000
College Work Study	207	$718,000	227	$598,000	186	$501,000	189	$558,000	181	$483,000
Perkins Loans										
SEOG	293	$250,000	323	$249,000	1,345	$238,000	1,273	$243,000	1,508	$283,000
PLUS Loans										
Stafford Loans (Subsidized)										
Stafford Loans (Unsubsidized)										
SMART & ACG or Other										
STATE PROGRAMS										
Tuition Aid Grants (TAG)	3,674	$6,099,000	3,904	$6,224,000	3,575	$5,828,000	2,907	$4,936,000	2,543	$4,298,000
Educational Opportunity Fund (EOF)	1,152	$961,000	1,204	$967,000	1,303	$1,051,000	1,261	$1,050,000	1,308	$1,062,000
Outstanding Scholars (OSRP)										
Distinguished Scholars										
Urban Scholars	5	$4,500	10	$9,500	15	$12,500	15	$11,500	6	$5,500
NJ STARS	39	$93,000	40	$72,000	35	$79,000	32	$77,000	24	$67,000
NJCLASS Loans	21	$125,000	39	$180,000	27	$157,000	23	$117,000	19	$103,000
INSTITUTIONAL PROGRAMS										
Grants/Scholarships	254	$434,000	251	$540,000	315	$710,000	312	$613,000	269	$749,000
Loans										
TOTAL	9,049	$40,120,000	9,250	$41,471,000	8,589	$38,747,000	7,671	$34,360,000	6,616	$30,583,000

ESSEX COUNTY COLLEGE
Nursing & Allied Health Programs
Licensure Pass Rates (Calendar Years 2012 – 2016)

	Calendar Year	2012	2013	2014	2015	2016
Registered Nurse (RN)	# Took Exam	123	66	53	71	70
	# Passed Exam	83	61	44	68	64
	% Passed Exam	67%	92%	83%	96%	91%
Physical Therapy Asst. (PTA)	# Took Exam	24	21	24	27	24
	# Passed Exam	24	21	22	27	24
	% Passed Exam	100%	100%	92%	100%	100%
Vision Care Technology (VCT)	# Took Exam	5	13	2	13	10
	# Passed Exam	5	10	2	10	10
	% Passed Exam	100%	77%	100%	77%	100%
Radiological Technology (RT)	# Took Exam	23	21	15	9	9
	# Passed Exam	21	19	15	9	9
	% Passed Exam	91%	90%	100%	100%	100%
Licensed Practical Nurse (LPN)	# Took Exam	28	5	8	5	24
	# Passed Exam	11	5	8	5	19
	% Passed Exam	39%	100%	100%	100%	79%

Licensure Pass Rate
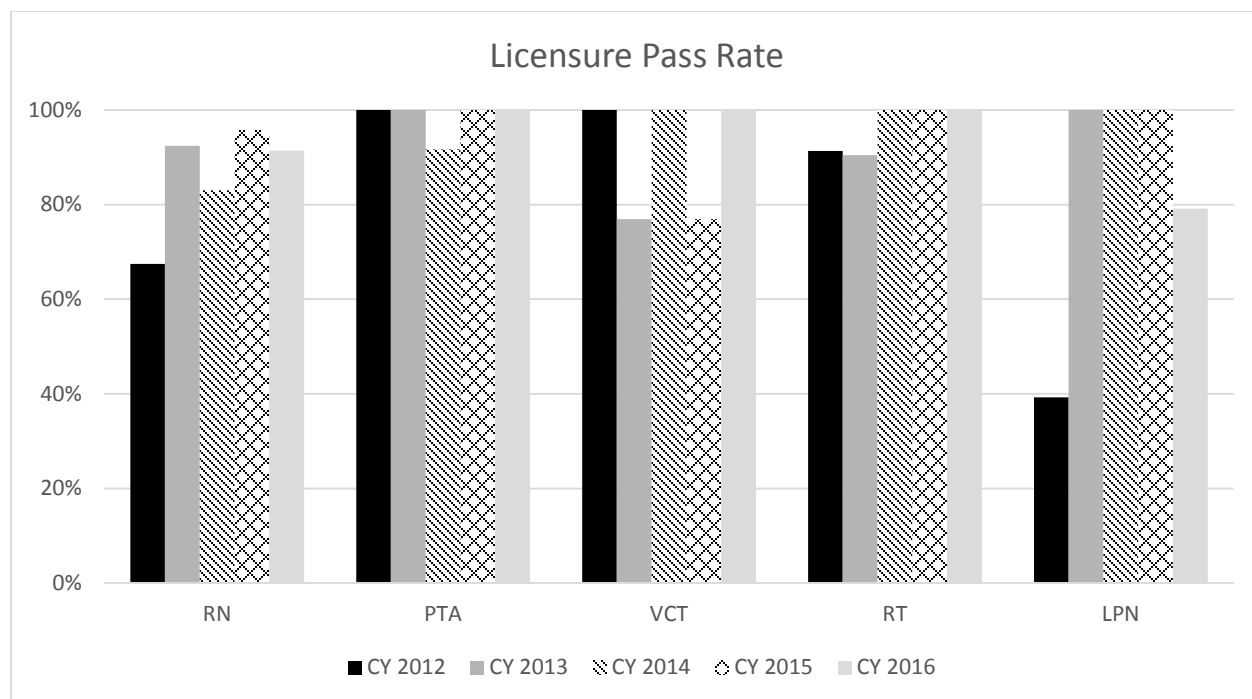
Source: Vocational Education Data System (VEDS) files

CHAPTER 5

STRATEGIC PLAN OUTCOMES

Strategic Direction A:
Student Success and Completion – Job #1

ECC is dedicated to student learning, success and achievement. ECC provides an inclusive, diverse and welcoming environment in which all students are valued. The College provides the resources and opportunities to enable every student to complete their program of study and to achieve their academic goals in a timely manner. Student completion is supported by innovative and evidence-based teaching and learning strategies, as well as individualized 'whole' student support and advisement. All graduates are fully prepared, technologically, to navigate and negotiate their way in the 21st century world.

Strategic Initiative Goal A1: *Increase the student completion rate by revamping developmental education in math and English.*

Strategic Initiative Goal A2: *Increase the success rate of students taking their first college-level mathematics and English courses.*

Strategic Initiative Goal A3: *Create a Student Academic Advisement Center for supporting all students and develop a mandatory student orientation and advising program for every student.*

Strategic Initiative Goal A4: *Implement an Early Warning System to provide developmental education and gateway course students with support intervention.*

Strategic Initiative Goal A5: *Provide services and support to improve retention, completion and student success.*

Strategic Initiative Goal A6: *Identify, attract, recruit and enroll students consistent with the enrollment management plan focusing on defined markets and emerging populations.*

Strategic Initiative Goal A1

Increase the student completion rate by revamping developmental education in math and English.

Developmental Math:

o Customized workbooks developed in-house for use in MTH 086 and MTH 092, which were pilot tested in Spring 2017, were shown to be beneficial for increasing student success in developmental math courses. These workbooks were then implemented for all MTH 086 and MTH 092 classes beginning in September 2017.

o Transitioning from textbooks to workbooks has resulted in significant cost savings for students. Feedback received from both full-time and adjunct faculty indicates that most students have purchased the workbooks with the accompanying online homework system (WebAssign) access code and that the students use the workbooks in the classroom more than they previously used textbooks in class.

o The online homework system (WebAssign) assignments used in MTH 086 and MTH 092 were created to align with the new customized workbooks and included embedded short video tutorials.

o The MTH 086T and MTH 092T tutorial courses, which were developed to supplement student performance in the lecture-based developmental math courses, continued to be fine-tuned. Faculty and students were better informed of the expectations of the tutorial classes, resulting in improved attendance.

o Quality tutors were hired to support the MTH 086T and MTH 092 tutorial courses, which were launched at the West Essex campus in Fall 2017.

o MTH 086T and MTH 092T students were surveyed about their experiences in Spring 2017. 205 responses were received, and highlights of survey findings are as follows:

  ✓ The majority of survey respondents indicated that their professors encouraged them to attend the tutorial classes and that the tutorial classes were useful in helping them learn math (i.e., 83% and 75%, respectively).

  ✓ While 27% rated their overall experience in the tutorial classes as excellent, 54% said it was good and 19% said it was poor. Repeated, pervasive "themes" shared via write-in comments included that the tutors were helpful and gave step-by-step instructions and even one-on-one help making sure the student understood the concept; the time was useful for working on math assignments/WebAssign; these tutorial classes should be optional for those who need them rather than mandatory for all; there were not enough tutors; and that sometimes the lab was loud with students talking or listening to music or online videos. Furthermore, in response to a question asking the survey participants how the tutorial classes could be improved, many said more flexible times; hiring more tutors; covering what is being taught in the corresponding math class; correlating times of tutorials with times of math classes; allowing students to make up missed tutorial classes; and permitting optional rather than mandatory attendance.

  ✓ Almost 40% of survey respondents revealed they did not know how they were to be graded in the math tutorial course. One student said s/he was warned that they would fail their

math class, which they were earning an A in, if they didn't attend the tutorial classes. A few others seemed to think the same – that the grades earned in the tutorial courses and in the math courses are linked – which is not accurate so the grading policy needs to be better communicated to enrolled students.

✓ While 73% of survey respondents indicated their math tutorial class day/time was convenient for them, only 61% reported attending very often. Another 27% said they went occasionally, and only 2% never went. Of those who reported attending rarely or never, their top reasons why they did not attend regularly were not finding the tutorial classes helpful (43%) and not meeting at a convenient time (38%). Write in comments indicated that there was a strong feeling among students in this cohort that the tutorials shouldn't be mandatory.

✓ The vast majority of survey respondents (93%) indicated that they worked on WebAssign online homework at these class sessions. Only 15% reported they worked on the course-specific tutorial problem sets. 4% revealed working on non-math-related work.

✓ Although 71% of survey respondents found the tutors to be very or somewhat helpful, an additional 15% shared that they did not need any help. The tutors may need to be reminded to enforce the "no calculators" rule, as 11% said that this rule wasn't being followed.

✓ Survey results indicate that more tutors are needed during the class sessions. Although 24% of survey respondents felt that there were not enough tutors in the computer lab to help all students who needed assistance, 62% reported only having to wait between 0 and 5 minutes for a tutor to be available. Note that 4% said they had to wait more than 10 minutes for a tutor to help them.

o A Student Learning Outcomes Assessment Team (SLOAT) assessment study of course measurable performance outcomes (MPOs) was conducted by SLOAT-assigned mathematics faculty by embedding MPO-specific problems on the MTH 086 and MTH 092 final exams in Spring 2017. The collected data and action plans to address sub-par student performance were developed and entered into WEAVE. A summary of the course-specific MPO data is found below.

MTH 086 (n = 138)	
Learning Objective	**% of Students Answering Correctly**
MPO 1.1 – perform arithmetic operations on signed numbers	81%
MPO 1.2 – perform arithmetic operations on fractions	75%

MTH 092 (n = 103)	
Learning Objective	**% of Students Answering Correctly**
MPO 1.1 – simplify & evaluate variable expressions	90%
MPO 1.2 – translate verbal expressions into variable expressions	90%

MTH 086 (n = 138) (continued)		MTH 092 (n = 103) (continued)	
Learning Objective	**% of Students Answering Correctly**	**Learning Objective**	**% of Students Answering Correctly**
MPO 1.3 – perform arithmetic operations on decimals exam-embedded problem types: converting decimals to fractions & converting fractions to decimals	60%	MPO 1.3 – perform basic operations on polynomial or rational or exponential expressions exam-embedded problem types: finding the LCM of monomial expressions & combining like terms	64%
MPO 1.4 – perform arithmetic operations on percents	72%	MPO 1.4 – factor polynomial expressions exam-embedded problem type: factoring trinomials	68%
MPO 1.5 – determine the perimeter and area for simple geometric figures	79%	MPO 1.5 – solve linear or literal or factorable quadratic equations exam-embedded problem type: solving a linear equation	63%
MPO 1.7 – convert from one unit of measure to another	86%	MPO 1.6 – graph a line in the Rectangular Coordinate System	68%
MPO 1.8 – simplify basic algebraic operations	72%	MPO 1.7 – identify & find the slope and intercepts of a line	76%
MPO 1.9 – solve simple linear equations involving one operation	87%	MPO 1.8 – find the equation of a line based on given geometric properties	81%

Developmental English:

o The developmental English tutorial courses – ENG 085T, ENG 096T, and RDG 096T – developed to supplement the lecture-based courses were launched in Fall 2017. 25 student tutors were trained and hired for this initiative to provide in-class tutoring support at both the main and West Essex campuses.

o Three professional development sessions were held for tutors to educate them on essay writing, critical thinking, and online platforms.

o <u>Note</u>: The implementation of WritePlacer essay scoring shifted the number of students registering for ENG 085, ENG 096, and RDG 096. That is, more students are now placed into ENG 096 (with or without reading) than when faculty-scorers were used to evaluate student-written placement test essays.

A1.1 Success rates in ENG 101 for new students beginning at the AFE 083 or ENG 085 level within 2 years of entering Essex

Cohort	# Who Started	# Who Passed	Success Rate
Fall 2011	1,154	376	32.6%
Fall 2012	851	289	34.0%
Fall 2013	1,025	343	33.5%
Fall 2014	1,061	354	33.4%
Fall 2015	915	333	36.4%

A1.2 Success rates in ENG 101 for new students beginning at the ENG 096 level within 2 years of entering Essex

Cohort	# Who Started	# Who Passed	Success Rate
Fall 2011	641	335	52.3%
Fall 2012	797	458	57.5%
Fall 2013	850	503	59.2%
Fall 2014	747	410	54.9%
Fall 2015	663	374	56.4%

A1.3 Success rates in MTH 100 or MTH 101 or MTH 103 for new students beginning at the MTH 086 level within 2 years of entering Essex

Cohort	# Who Started	# Who Passed	Success Rate
Fall 2011	1,717	254	14.8%
Fall 2012	1,559	228	14.6%
Fall 2013	1,676	272	16.2%
Fall 2014	1,454	234	16.1%
Fall 2015	1,176	200	17.0%

A1.4 Success rates in MTH 100 or MTH 101 or MTH 103 for new students beginning at the MTH 092 level within 2 years of entering Essex

Cohort	# Who Started	# Who Passed	Success Rate
Fall 2011	115	43	37.4%
Fall 2012	214	76	35.5%
Fall 2013	224	105	46.9%
Fall 2014	166	81	48.8%
Fall 2015	158	62	39.2%

A1.5 Math avoider rate; i.e., FTFTDS students who placed into developmental mathematics who did not take a math course in their first semester at Essex

Cohort	# Who Placed into Developmental Math	# Who Did not Take any Math Course in their First Semester	Math Avoider Rate
Fall 2013	1,661	121	7.3%
Fall 2014	1,406	223	15.9%
Fall 2015	1,263	355	28.1%
Fall 2016	1,183	531	44.9%
Fall 2017	1,019	375	36.8%

A1.6 Fall-to-fall retention rate of first-time, full-time degree-seeking (FTFTDS) students

Cohort	# of FTFTDS Students Who Started in Fall	# of Students who Returned Next Fall	Fall-to-Fall Retention Rate
Fall 2012	2,143	1,243	58.0%
Fall 2013	2,109	1,232	58.4%
Fall 2014	1,838	1,063	57.8%
Fall 2015	1,771	1,037	58.6%
Fall 2016	1,457	821	56.3%

A1.7 Three-year graduation rate of first-time, full-time degree-seeking (FTFTDS) students

Cohort	# of FTFTDS Students who Started in Fall	# of Students who Graduated Within 3 Years	3-Year Graduation Rate
Fall 2010	2,646	207	7.8%
Fall 2011	2,276	179	7.9%
Fall 2012	2,143	222	10.4%
Fall 2013	2,109	270	12.8%
Fall 2014	1,838	244	13.3%

Strategic Initiative Goal A2

Increase the success rate of students taking their first college-level mathematics and English courses.

College-level Math Courses:

> Improvements were made to the first college-level math course during the 2016 – 2017 academic year.

MTH 100:

Customized MTH 100 workbooks were created and pilot tested in Spring 2017. These workbooks, which were successfully piloted, were fully implemented in the Fall 2017 semester. In addition, the online homework system (WebAssign) assignments were created to align with the customized MTH 100 workbooks and include embedded short video tutorials. The implementation of the workbook, which replaced the previously-used textbook, has resulted in a significant cost savings for students. Feedback received from both full-time and adjunct faculty indicates that most students have purchased the workbook with the accompanying WebAssign access code and use the workbook in the classroom more often than they previously used textbooks in class.

A Student Learning Outcomes Assessment Team (SLOAT) assessment study of course measurable performance outcomes (MPOs) was conducted by SLOAT-assigned mathematics faculty by embedding MPO-specific problems on the MTH 100 final exam in Spring 2017. The collected data and action plans to address sub-par student performance were developed and entered into WEAVE. A summary of the course-specific MPO data is found below.

MTH 100 (n = 163)	
Learning Objective	**% of Students Answering Correctly**
MPO 1.1 – identify or solve or analyze equations of various types (linear or quadratic or literal or rational or polynomial or radical) exam-embedded problem type: solve a quadratic equation	66%
MPO 1.2 – identify or solve or analyze linear inequalities	72%
MPO 1.5 – simplify exponential expressions exam-embedded problem types: simplify an exponential expression with integer exponents and one with rational exponents	46%
MPO 1.6 – find the equation of a line based on given geometric properties	78%

MTH 100 (n = 163) (continued)	
Learning Objective	**% of Students Answering Correctly**
MPO 1.7 – graph lines or parabolas or circles in the Rectangular Coordinate System	84%
MPO 1.8 – determine whether a given relation is a function or find its domain or use functional notation exam-embedded problem type: identify the exclusions to the domain of a rational function	59%
MPO 2.1 – apply algebraic methods to solve varied real-world applications that can be modeled by a linear equation or quadratic equation or rational equation or system of equations exam-embedded problem type: determine the algebraic equation needed to solve a percent mixture problem	58%

<u>MTH 101 & MTH 103</u>:

For MTH 103, grading criteria and weights were implemented that were more consistent with the MTH 100 and the MTH 101 courses so students would have a similar grading experience regardless of which general education 100-level math course they took. As a result, tests and exams were given greater weight (i.e., less weight is now given to project-based assignments) in calculating the overall course grades of MTH 103 students.

Both MTH 101 and MTH 103 continue to be offered both in the traditional class and online class formats.

A2.1 Success rates in ENG 101

Cohort	# Enrolled	# Who Passed	Success Rate
Fall 2012	1,801	1,304	72.4%
Fall 2013	1,682	1,208	71.8%
Fall 2014	1,341	1,026	76.5%
Fall 2015	1,445	1,045	72.3%
Fall 2016	1,226	923	75.3%

A2.2 Success rates in MTH 100 or MTH 101 or MTH 103

Cohort	# Enrolled	# Who Passed	Success Rate
Fall 2012	1,656	893	53.9%
Fall 2013	1,656	870	52.5%
Fall 2014	1,567	824	52.6%
Fall 2015	1,641	889	54.2%
Fall 2016	1,514	849	56.1%

Strategic Initiative Goal A3

Create a Student Academic Advisement Center for supporting all students and develop a mandatory student orientation and advising program for every student.

o Although no mandatory student orientation program was developed, seven new student orientation sessions were held between June and August 2017. 560 out of 1,366 (40%) new students invited to these orientation sessions attended.

Strategic Initiative Goal A4

Implement an Early Warning System to provide developmental education and gateway course students with support intervention.

Course withdrawals in developmental math courses (AFM 083, MTH 086, and MTH 092)

Cohort	# Enrolled	# of Withdrawals	Withdrawal Rate
Fall 2013	3,898	322	8.3%
Fall 2014	3,355	213	6.3%
Fall 2015	2,920	228	7.8%
Fall 2016	2,188	135	6.2%
Fall 2017	2,033	131	6.4%

Cohort	# Enrolled	# of Withdrawals	Withdrawal Rate
Spring 2013	3,509	374	10.7%
Spring 2014	3,384	301	8.9%
Spring 2015	2,911	250	8.6%
Spring 2016	2,271	212	9.3%
Spring 2017	1,930	129	6.7%

Course withdrawals in developmental English courses (AFE 083, ENG 085, and ENG 096)

Cohort	# Enrolled	# of Withdrawals	Withdrawal Rate
Fall 2013	2,651	185	7.0%
Fall 2014	2,541	132	5.2%
Fall 2015	2,330	113	4.8%
Fall 2016	1,970	105	5.3%
Fall 2017	1,747	85	4.9%

Cohort	# Enrolled	# of Withdrawals	Withdrawal Rate
Spring 2013	1,999	180	9.0%
Spring 2014	2,024	149	7.4%
Spring 2015	1,964	145	7.4%
Spring 2016	1,446	84	5.8%
Spring 2017	1,461	77	5.3%

Strategic Initiative Goal A5

Provide services and support to improve retention, completion and student success.

Tutoring Services:

o Through NJ-SPACE grants obtained by a Chemistry professor, 4 to 6 tutors were hired every semester to provide tutoring in Biology and Chemistry courses on Mondays through Saturdays.

o A Tutoring Center for Information Technology was established via Perkins grant funding and is staffed with Engineering Technologies and Computer Sciences faculty Mondays through Thursdays in the CFT building.

o Predominantly Black Institution (PBI) grant funding was used to embed learning assistant/tutors in several MTH 086, MTH 092 & MTH 100 classes. These tutors not only supported students in classes but also held additional tutoring hours outside of class time for all ECC students enrolled in these courses.

o Perkins grant funding was used by Physical Therapist Assistant program professors to hire several lab coordinators who are available to meet with, mentor, and tutor PTA students both during and outside scheduled laboratory time. This additional support affords students the opportunity to attend open lab sessions, which is a requirement for compliance with the program's accrediting agency (CAPTE).

o Nursing professors, in cooperation with Learning Center staff, held their annual 4-day workshop for readmitted RN program students in August 2017. The workshop is designed to bring these students up to speed so they can succeed once re-entering the RN program.

o The Educational Opportunity Fund (EOF) Program tutors provided over 11,000 hours of tutoring – primarily to developmental math and English students – in 2017. EOF tutors ran a MTH 086 clinic in which 26 students participated, 16 of whom subsequently took the math CLEP test and passed, and math exam review workshops in which 73 students participated. A MTH 100 clinic was also held for those enrolled in college-level math. English midterm exam seminars were also organized by EOF, and 110 students attended in Spring 2017. Furthermore, EOF raised funds to support offering two non-credit math and English courses that will be held during Winter Intersession 2017.

o EOF also registered 56 students to complete pre-freshman classes in English and math, as well.

o ECC's High School Initiative (HSI) program secured grant funding from the NJCCC to pilot an Accelerated Learning Program for 30 high school English students who place into ENG 096 who will be provided with supplemental instruction while enrolled in ENG 101. Other NJCCC grant funding will be used to provide additional academic support – including supplemental class instruction and tutoring in English and writing – to support HSI students enrolled in ENG 101.

o ECC's HSI program staff and faculty developed and implemented mandatory math workshops for Gateway-to-College students and also embedded tutors in summer English and math classes offered at the College. High school "study zones" were implemented on campus and in the high schools as well.

Retention:

o The College placed greater emphasis on returning students being academically advised by faculty and/or staff in the Academic Divisions that offered their majors during Spring 2017.

o "Advisement Week" was extended from one to two weeks in order to allow more time for students to register. Advisement Week productivity trends are indicated in the table below.

A Comparison Between Spring 2016 & Spring 2017 Advisement Week Productivity			
Activity	**Dates**	**Targeted Students**	**Number of Registrants**
Advisement Week	March 7 – 10, 2016	40 credits or more	36
Advisement Week	March 13 – 17, 2017	40 credits or more	49
Advisement Weeks	March 14 – 17, 2016	Spring 2016-registered students	933
Advisement Weeks	March 20 – 31, 2017	Spring 2017-registered students	1,926

   Source: *BANNER reports*

o Since January 2017, Financial Aid Department staff have been reaching out to current students who received state awards but did not complete the FAFSA to inform them of the FAFSA deadline date. FAFSA workshops are regularly conducted by the Financial Aid Office staff in the newly-designated Financial Aid Computer Lab to assist students with the application process. These efforts have helped the College realize a significant decrease in the number of enrolled students who were awarded state aid but did not complete the FAFSA for AY 2017 – 2018. Specifically, of the 1,399 students in this cohort in January 2017, only 391 had not completed the FAFSA by June 2017.

o Emails and letters were sent to approximately 1,400 students who either currently attend ECC or indicated their intention to attend ECC on their FAFSA application but did not enroll in classes at the College.

o The Nursing Department appointed two professors to serve as Retention Specialists in the LPN program and in the RN program.

o The Business Division embarked on a massive retention outreach project and set up a new template to track students' retention records. Outreach efforts also included hiring a staff member in the Division to follow-up with Perkins program-eligible ECC students to insure their retention and completion.

o The EOF Department documented over 11,000 in-person student contacts made via counseling/advisement sessions, tutoring, and computer lab use.

o The High School Initiative staff creates "road maps" that are designed to outline the path to completing an Associate's degree while students are still in high school. These road maps are becoming the foundation of the HSI and Pre-College Academy academic programs. So far, 13 students graduated simultaneously from East Side High School in Newark (with high school

diplomas) and from ECC (with Associate's degrees in Liberal Arts). This program may be expanded to the Essex County College Early College Academy, and two school districts, one magnet school, and two public schools have agreed to pilot the program with start dates of either January 2018 or September 2018.

Completion:

o Students are now able to obtain *credit for prior learning* through Thomas Edison State University. The Memorandum of Understanding that allows for this granting of credits previously earned was approved by the ECC Board of Trustees at their 02-2017 meeting.

o Most of the Nursing faculty attended a 2-day NCLEX Boot Camp for Educators in April 2017, the purpose of which was to determine strategies that could be implemented to improve NCLEX pass rates for ECC Nursing program graduates.

o The EOF Department offered CSS 101 and ART 101 courses and their Rise Up class during their summer program for students who wanted to accelerate their academic progress. In addition, they paid for numerous EOF students who were eligible for and interested in taking the Move Up workshops offered by the Learning Center, for approximately 80 returning students who are registered to take 2017 Winter Intersession classes, and for 29 returning students who took Summer classes.

o 92% of the 207 students enrolled in developmental math classes through ECC's High School Initiative (HIS) program successfully completed their courses by receiving a grade of C or better; in developmental English, 81% of the 184 students enrolled passed their classes. 86% and 88% of the HSI students enrolled in college-level math (i.e., MTH 100 or MTH 113) or college-level English (i.e., ENG 101) passed their classes.

o For students enrolled in the Gateway-to-College (G-t-C) program, completion was emphasized via frequently-held parent conferences and meetings with the school district partners. 6 of 12 G-t-C students met all graduation requirements, 1 aged out, 1 moved out of state, and 4 continued to participate in the program the following year.

Student Success/Student Development:

o Through NJ-SPACE grants obtained by a Biology professor, 5 ECC Biology/Pre-Medicine majors conducted hands-on biochemical assays simulating Quality Control industry standards.

o Through NJ-SPACE grants obtained by a Chemistry professor, 5 ECC Chemistry majors conducted experiments on water quality in Essex County.

o Several ECC Business students were inducted into the NJCBAA Honor Society.

o The DECA club pinning was held.

o The Business Division hosted a Recognition of Achievement night for all LINCS program graduates, who participated in the program that was funded by a $1.03 million grant.

o The Business Division had a successful 2nd Business Plan Competition, which engaged about 25 ECC students.

o The Business Division held their annual Business Week and their annual Financial Literacy Conference, which were both open to the Essex County community.

- A Business professor led 20 and 12 ECC students, respectively, on two separate educational tours of Wall Street.

- Business Division staff brought 7 ECC Business students to the Marketing EDGE annual Student Career Forum held at the Fashion Institute of Technology, which offered students the chance to hear from successful business people who benefitted from effective marketing strategies.

- The Business Chairperson presented various Business programs and related career prospects to ECC EOF students at the EOF Fall 2017 kick-off event.

- A Business professor organized a financial literacy seminar entitled "Understand Your Debt! Learn to Assess Your Credit and How to Use It", which was well attended by ECC students.

- Business professors accompanied 15 ECC students to the UN Headquarters to attend the 2017 International Young Leaders Assembly summit.

- A Business professor accompanied 4 ECC SGA executives to the annual National Student Government Summit in Washington DC, the focus of which was to develop leadership skills in students.

- The Business Division Chairperson led SGA executives to the American Student Government Association Leadership Conference in Washington DC.

- The Business faculty & the ECC Transfer Officer met with Montclair State University recruitment staff and with Rutgers University – Newark recruitment staff on two separate occasions to discuss transfer matters.

- The Honors Program sponsored a transfer workshop to Columbia University, which was attended by 25 ECC students.

- The Directors of the ECC Honors Program organized a presentation entitled "How to Succeed in the Community College and Achieve Scholarships for Transfer," which was presented by an ECC alumnus who was awarded the Jack Kent Cooke Scholarship.

- Through a grant from the U.S. Department of Labor, ECC has provided certificate courses in Supply Chain Management to nearly 300 students.

- A number of specialized job fairs by area corporations were hosted on campus, as well as the Historically Black Colleges & Universities College Fair.

- Business Division members attended the LINCS & CSCMP 2016 conference, the purpose of which was to connect and develop educational programs in the field of Supply Chain Management.

- The Business Division Chairperson presented a workshop entitled "Student Retention – Strategies that Work in College Settings" at the ACBSP Region 1 Fall Conference, the theme of which was "Preparing Students for Career Success."

- An articulation agreement for the AS in Finance degree program was approved by Seton Hall University.

- The NJ College English Associated annual roundtable, held at ECC in October 2017, was organized by an ECC English professor and the Humanities Division Chairperson.

- An ECC History professor published her first book with Pluto Press and toured in England.

o A Communications professor screened her own film in Brooklyn, Newark, and Manchester, UK.

o 130 ECC EOF Program graduates received certificates from the NJ Secretary of Higher Education honoring their academic achievement.

o The EOF Department initiated a chapter of the National Student Leadership & Success Society in which over 70 students are now enrolled, and continues to sponsor the ZTE chapter of Chi Alpha Epsilon, which inducted 20 new students in 2017.

o The EOF Department held various activities that offered non-credit classes, forums, and orientations that focused on academic, personal, career, and financial issues. Over 95 students participated in the six-week EOF Career Clinic that ran at ECC, and about 30 individuals attended the Founder, Inc. event held in May 2017, the purpose of which was to promote entrepreneurial skills.

o 3 social work or public administration interns from Rutgers University were supervised by ECC's EOF Program staff during the year.

Strategic Initiative Goal A6

Identify, attract, recruit and enroll students consistent with the enrollment management plan focusing on defined markets and emerging populations.

o A summer marketing campaign – which included bus, billboard, radio, and television advertisements, as well as newspapers read by the local Hispanic community– was conducted during July and August 2017. Website banners and posters displayed throughout the campus were translated into Spanish in order to attract Hispanic students. These efforts may have contributed to the slight increase (3%) of applications completed by local feeder high school students for Fall 2017.

o Faculty from all Academic Divisions participated in open house events, transfer days, and recruitment activities including assisting with outreach via phone calls.

o The Physical Therapist Assistant program consistently updates and highlights information regarding outcomes data (e.g., licensure pass rate, graduation rate, employment rate) on the program webpage on essex.edu. The US Bureau of Labor Statistics identifies the growing need for physical therapy services over the next several decades. The data on the website provides the public with information regarding the success of the program which will attract a greater number of high-qualified applicants.

o Nursing, Health Sciences, Biology and Chemistry faculty have developed a TEAS Prep Course for students interested in pursuing one of the health sciences competitive-entry programs with a goal of improving entrance exam scores.

o Several new degree programs including Cybersecurity and Network Technology, Software Development Technology, Health Information Technology, Environmental Science, Finance and Supply Chain Management were approved by the NJ Presidents' Council.

o The Non-Credit Enrollment Services Department worked closely with the Office of Marketing & Communications to expand advertising efforts for non-credit programming outside of the Community & Continuing Education and Workforce Development realm, which resulted in 28% and 29% increases in non-credit unduplicated headcount and non-credit open enrollment over the previous year.

o The Associate Director of the EOF Program strengthened ECC's relationship with key county high schools and stepped up communications with agencies that serve the incarcerated population.

o The EOF Department began offering services in the evening hours to better assist students who primarily attend ECC classes in the evenings. They also installed and operated at the front entrance to their area *Welcome – You Belong* tables in order to greet, direct, and welcome students during the first week of classes.

o The Public Safety Academy enrolled 32 recruits in a full-time Special Law Enforcement Officer II class; enrolled and graduated 88 recruits in the Basic Course for Police Officers; and administered a written exam to 355 Alternate Route program candidates.

o The Adult Learning Center Department served over 700 local residents with awarded WIOA funding. Many of these individuals have a goal of learning English and/or acquiring citizenship. Through ECC's programs, 128 students received integrated civics instruction and

78 out of 83 (94%) students enrolled in the citizenship program were ultimately able to acquire citizenship.

o 27 students who participate in Adult Learning Center programs were referred to programs offered by ECC's EOF Department. In addition, 15 students who were enrolled in the GED or ESL programs applied to the College.

o 1,561 students took courses as participants in the High School Initiative program between Summer II 2015 and Spring 2017. Of these students, 693 (44%) went on to study at post-secondary institutions. 428 of these 693 students chose Essex County College.

o 47 high school students participated in the College Readiness Now program, 37 of whom were seniors. 12 of these seniors attended ECC in the Fall.

o The Gateway-to-College program reached out to 7 Essex County high schools to make them aware about program offerings and to help increase enrollment to achieve program sustainability.

A6.1 Number of Applications

Cohort	# of Applications	Change from Previous Year
Fall 2013	7,472	-3.7%
Fall 2014	7,851	5.1%
Fall 2015	7,410	-5.6%
Fall 2016	5,961	-19.6%
Fall 2017	5,843	-2.0%

A6.2 Application Yield: Accepted-to-Enrolled Number

Cohort	# Who Applied (Accepted)	# Who Enrolled	Yield Rate
Fall 2013	7472	3822	51.2%
Fall 2014	7851	4073	51.9%
Fall 2015	7410	3250	43.9%
Fall 2016	5961	2251	37.8%
Fall 2017	5843	2770	47.4%

A6.3 First-Time Students

Cohort	# Who Applied (Accepted)	# Who Enrolled	Yield Rate
Fall 2013	5978	2922	48.9%
Fall 2014	6329	3216	50.8%
Fall 2015	6017	2509	41.7%
Fall 2016	4910	1765	35.9%
Fall 2017	4870	2278	46.8%

A6.4 Transfer-In Students

Cohort	# Who Applied (Accepted)	# Who Enrolled	Yield Rate
Fall 2013	801	457	57.1%
Fall 2014	764	417	54.6%
Fall 2015	647	344	53.2%
Fall 2016	594	282	47.5%
Fall 2017	428	216	50.5%

A6.5 Readmitted Students

Cohort	# Who Applied (Accepted)	# Who Enrolled	Yield Rate
Fall 2013	693	443	63.9%
Fall 2014	758	440	58.0%
Fall 2015	746	397	53.2%
Fall 2016	457	204	44.6%
Fall 2017	545	276	50.6%

A6.6 Annual Billable Credit Hours

Fiscal Year	# of Billable Credit Hours	Change from Previous Year
FY 13	279,271	-0.8%
FY 14	286,763	2.7%
FY 15	264,793	-7.7%
FY 16	246,721	-6.8%
FY 17	219,930	-10.9%

A6.7 Annual Audited Credit Hours

Fiscal Year	# of Audited Credit Hours	Change from Previous Year
FY 12	312,055	-5.1%
FY 13	312,685	0.2%
FY 14	312,674	0.0%
FY 15	288,637	-7.7%
FY 16	269,789	-6.5%

Strategic Direction B:
Supporting High Quality Faculty

ECC makes the hiring of full-time faculty to support student success and completion a high priority. The College is proactive in providing the necessary professional development to ensure that all full-time and adjunct faculty provide a 21st century, world-class teaching and learning environment for students.

Although the total number of full-time faculty at ECC has declined the last several years, a few new faculty members were hired. In Fall 2016, a total of 111 full-time faculty were employed at ECC as compared to 154 and 127 in Fall 2014 and Fall 2015, respectively.

EOF Counselors, who maintain faculty rank, participated in many professional development activities including the following: Fall 2016 & Spring 2017 Professional Association Conferences; a Rutgers University Behavioral Health Seminar on the Opioid crisis; the NJ3C New Jersey Counseling suicide prevention workshop; the NJCCC Career Development one-day seminar; a Mindfulness Training Certificate course; and training sessions related to the new HESAA system.

Public Safety Academy administrators are members of various professional organizations (e.g., the Essex County Chiefs of Police Association, the International Association of Chiefs of Police, the NJ Chapter of the FBI National Academy Associates, the NJ Police Academy Directors Association, the International Police Association) and regularly attend meetings to develop themselves professionally, to network with other law enforcement professionals, and to publicize ECC's program and course offerings.

Adult Learning Center staff and instructors attended training on various topics including computer software programs, Professional Development Leadership Initiative, Deepening Mathematical/ Science Concepts and Content Knowledge, Testing & Troubleshooting with TABE 9 & 10, and more.

Strategic Initiative Goal B1: *Create a Teaching and Learning Center for faculty professional development.*

Strategic Initiative Goal B2: *Increase the ratio of courses taught by full-time instructors.*

Strategic Initiative Goal B1

Create a Teaching and Learning Center for faculty professional development.

o   In the absence of a Teaching & Learning Center at ECC, the Faculty Development
    Committee has been tasked with coordinating professional development opportunities for
    faculty at the College. It is also important to note that the Faculty Technology Resource
    Center continues to provide full- and part-time ECC faculty with assistance related to all
    things technology including, for example, using the Learning Management System *Moodle*,
    creating course content videos, emailing students by class, and more. In addition, the
    Business Division led an annual intensive one-day training session for College Success
    Seminar (CSS 101) instructors that was attended by over 100 individuals in August 2017.

Strategic Initiative Goal B2

Increase the ratio of courses taught by full-time instructors.

o The percentage of courses taught by full-time instructors realized a small decrease in Fall 2016 after modestly increasing for several years. This is likely due to declining overall enrollment at the College, which warrants fewer course sections be offered to a smaller student population, as well as non-replacement of full-time faculty who have retired or otherwise separated from ECC in recent years. The graph below depicts trend data for the ratio of ECC course sections taught by full-time faculty.

Percentage of course sections taught by full-time faculty

Term	# of Total Course Sections	# of Course Sections Taught by Full-Time faculty	% of Course Sections Taught by Full-Time faculty
Fall 2013	1,608	474	29.5%
Fall 2014	1,530	468	30.6%
Fall 2015	1,410	472	33.5%
Fall 2016	1,356	443	32.7%
Fall 2017	1,322	433	32.8%

% of course sections taught by full-time ECC faculty
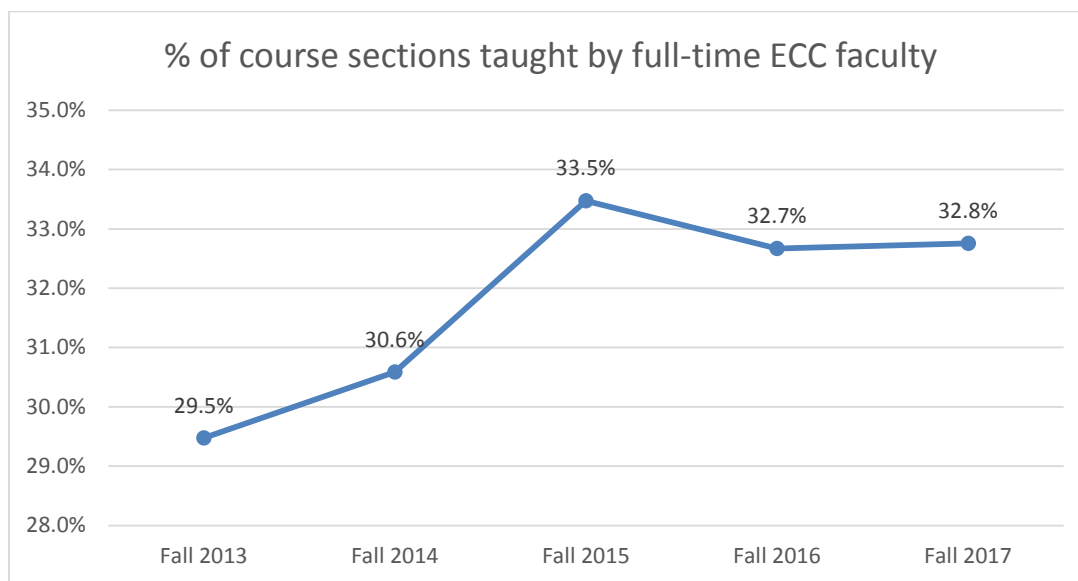
Strategic Direction C:
State of the Art Technology and Support Services

ECC's Administrative & Learning Technologies Area provides and supports all hardware and software applications for all institutional academic and non-academic functions. Every classroom has Internet access, the library has Wi-Fi capacity and the technology used at ECC is 'state of the art.' The technology purchased by ECC is pedagogically driven. The use of technology to enhance teaching and learning is promoted and supported by the College. Students and staff are empowered with access to databases for the information needed to enable them to function effectively and efficiently.

Strategic Initiative Goal C1: *Expand the Use of Technology at ECC for Academic and Non-Academic Functions.*

Strategic Initiative Goal C2: *Expand Wi-Fi capability.*

Strategic Initiative Goal C3: *Expand the use of technology for classroom instruction.*

Strategic Initiative Goal C4: *Develop online courses and degree programs.*

Strategic Initiative Goal C1

Expand the Use of Technology at ECC for Academic and Non-Academic Functions.

o An Engineering professor held a Computer Programming/Coding Using Python training workshop for ECC students in Fall 2017.

o Perkins grant funds were used to purchase 38 new computers and 1 printer for the Nursing Department Computer Lab, as well as to hire part-time lab assistants for technology installation and maintenance.

o The Academic Computing labs upgraded over 450 computers throughout the campus. The new computers allow for better performance of high-resource software, as well as the computing resources needed to fully experience the renovated network infrastructure.

Information Commons (IC):

o The Information Commons (IC) was completed, and its classrooms, labs, and open areas were opened for student use in Fall 2017. The IC provides students with access to academic resources, versatile options for collaboration, and fresh opportunities to advance literacy skills. The ECC Information Technology Department was instrumental in creating the vision of the IC, managing the completion of the project, and installing the majority of the technology and equipment in the space including computing resources, alarm systems, CCTV surveillance system with IP-based cameras, HVAC equipment, and more. Some highlights are as follows:

  ✓ A Virtual Desktop Infrastructure (VDI) system, which provides added network security and reduces the need for technical support resources, is utilized on 144 brand new all-in-one PCs located in the open space of the IC, as well as 32 PCs in the IC computer labs and classrooms.

  ✓ Virtual server infrastructure will insure round-the-clock application uptime, rapid deployment of new software installation and upgrades, as well as backup and recovery services.

  ✓ A virtualized network solution will support a 10-gigabyte connection for faster delivery of content. In addition, the wireless network infrastructure has been overhauled to include multiple new access points that will provide uninterrupted service throughout IC and the entire MLK Library.

  ✓ An IP-based telephone system, which will be the new standard for the College moving forward, is installed in the IC, as is an IP-based CCTV surveillance system, which includes 30 IP-based cameras and 2 network video records that will collectively assure protection of the IC space, resources, and occupants.

  ✓ The IC classrooms and computer labs are outfitted with Epson BrightLink interactive touchscreen projectors that can be used independently or can provide extended capabilities when used with a PC or another user-supplied device.

  ✓ Two IC breakout rooms are equipped with Media:scape collaboration systems that can be used for group work and to effectively prepare presentations.

Foundation for Instructional Technology (FIT):

o Although the FIT project addresses many if not all of ECC's strategic directions, the primary goal of FIT is to upgrade the College's core network infrastructure to one that encompasses the following: enhanced performance and throughput; technology that is self-healing, robust and scalable; capacity for future growth and technologies; pro-active central management to resolve problems and reduce costly downtime; and enhanced availability through managed network components and redundancy. Bond-funded FIT upgrades, undertaken throughout 2016 and 2017, will provide the College community with the following:

- ✓ improved connectivity and content to support mobile connectivity
- ✓ the expansion of technology-integrated classrooms throughout the main campus
- ✓ enhanced security and increased network bandwidth and performance
- ✓ centralized management

Data Center:

o Construction of a new data center in the IT Department began in Summer 2017 and is near completion by Brahma Construction, the vendor chosen for this job.

Main Campus & Public Safety Academy (PSA) Data Network Upgrades:

o IT-configured Avaya Fabric Attach switches were installed throughout the main campus and PSA. Together with the main campus cabling infrastructure project, these switches will provide a top-of-the-line fabric connect data/voice/video infrastructure, which allows simple and secure deployment of any type of network service without the need to make configuration changes on intermediate/core nodes, even in environments where clients roam.

Financial Aid:

o In July 2017, a Financial Aid Computer Lab was opened with the assistance and support of Academic Computing Department staff in order to provide a designated lab where students can receive assistance completing FAFSA applications.

Network Infrastructure Upgrades:

o Recent accomplishments/upgrades that collectively allow for the delivery of a well-designed, robust network infrastructure to the entire ECC community include the following:

- ✓ increase of main campus internet bandwidth from 150Mb to 1Gb with redundancy, which enhances student and staff services including access to distant learning, ECC portals, email services, web services, and Banner
- ✓ increase of West Essex campus internet bandwidth from 10Mb to 1Gb to allow quicker performance of web-based applications, IP telephony, and multimedia sharing and streaming
- ✓ increase of PSA campus internet bandwidth from 1.5Mb to 50Mb and installation of 13 additional access points in the main building and the firing range at the Public Safety Academy (PSA)

Virtualization of Servers:

o 22 new virtual servers configured with VMware ESXi 6 software have been installed, which improves efficiency and availability of network resources and applications through virtualization. Other benefits of these new servers include server consolidation and improved resource utilization, reduced power consumption and greater IT efficiency, reduced costs and server sprawl, improved server management, provisioning and configuration as well as operational performance.

Banner Server Migration:

o The IT Department successfully migrated ECC's Banner system to a new server, which accomplished the first of a multi-step process and is a precursor to a future major upgrade of Banner to version 9.

Network Security:

o The IT Department enhanced and renovated all network security policies. These changes include the following:

  ✓ security policies are applied to firewalls, content filter engine (Barracuda), email security system (Google), and internet routers to prevent spamming, viruses, internet threats, or any unauthorized access from inside or outside the network

  ✓ security was checked in all network shares and confirmation that access is restricted according to share ownership policies occurred

  ✓ security updates and fixes were installed on all servers and client computers in the network

  ✓ all security policies and network account policies were enforced on all domain servers

  ✓ service packs and anti-virus detection data files were updated on all domain servers and client computers

IP-based Digital Surveillance System (CCTV):

o A new top-of-the-line IP-based surveillance system – which includes more than 120 new IP-based cameras, 5 surveillance servers and storage – was installed and configured for video management and recording on the main campus. Surveillance client software was installed in Public Safety Department staff offices and the Dispatcher's console.

Application Software Upgrades:

o Multiple software upgrades were undertaken to better serve the entire ECC community. These upgrades include the following:

  ✓ all campus computers are being upgraded to Microsoft Office 2016 Professional Plus to improve office productivity and provide staff with the latest desktop application tools

  ✓ the Bookstore system was upgraded to the latest version of Win PRISM (PrismCore & Prism POS), which provides accounting functions, administration funcations, and management of inventory and point-of-sale goods for college bookstores

- ✓ the Track-IT Helpdesk system was upgraded from version 10 to 11.4 in order to enhance the administrators and helpdesk interface, add new features to the users' self-service portal, address reported security vulnerabilities, and improve customized reports

- ✓ the Banner system is continually upgraded in order to offer enhanced functionalities across all modules

- ✓ the Microsoft Windows 2016 Server, which provides the ability to secure an active directory environment and stay up-to-date with regard to software maintenance, was deployed in a couple of servers so far at ECC

Strategic Initiative Goal C2

Expand Wi-Fi capability.

o The main campus wireless system was upgraded by IT. This upgrade provided expanded coverage and capacity; the creation of a more reliable, scalable and secure wireless infrastructure; and increased interoperability of wireless computers, smartphones, gaming devices, and applications. 224 high-end Avaya wireless access points were installed throughout the main campus (i.e., in all buildings) so that dedicated access points may now be found in all classrooms, the Physical Education building, the Dasher Student Center, open sitting areas, and the Center for Technology building. A wireless backend server infrastructure was also installed and configured to manage these access points, to provide student and staff authentication, and to monitor the system.

Strategic Initiative Goal C3

Expand the use of technology for classroom instruction.

o   Perkins funds were utilized to purchase new technology including the following:

   ✓ physical therapy modalities and advanced digital technology currently used in the field to measure strength, torque, and function

   ✓ new computers – all of which are online – and a 60-inch smart monitor for the Tutoring Center for Information Technology (TCIT) in the CFT

o   The opening of the Information Commons provides much greater opportunity for faculty to incorporate technology into their classes.

o   More faculty are using MoodleRooms, the learning management system adopted by the College, especially to deliver online courses, to communicate with and provide content to support their students in traditional face-to-face classes. In fact, approximately half of all full-time Humanities & Bilingual Division faculty are actively using Moodle.

o   The Faculty Technology Resource Center (FTRC) has relocated to Room 4119B – right near the Information Commons – in order to improve support assistance provided to full- and part-time faculty who need help with technology-related matters. In addition, the FTRC upgraded all of its computers and computer accessories, installed new software applications, increased seating capacity, and expanded its services.

o   New screens and ceiling-mounted projectors were installed in several classrooms at the Public Safety Academy to improve the learning environment.

o   Programs for Pre-College program students now regularly utilize computer labs for supplemental classroom instruction, writing workshops, research, and testing.

o   Gateway-to-College was able to secure its own academic computer lab to help facilitate learning both inside and outside the classroom. G-t-C student completion of web-based assignments and tutorials required in ECC developmental classes is now fully supported.

Strategic Initiative Goal C4

Develop online courses and degree programs.

o ENG 208 was developed as an online course and BIO 101 and BIO 102 are now being offered in hybrid format.

C4.1 Number of online and hybrid courses

Semester	# of Hybrid Course Sections	# of Online Course Sections	Total # of Hybrid & Online Course Sections
Fall 2013	80	13	93
Fall 2014	20	24	44
Fall 2015	15	49	64
Fall 2016	6	48	54
Fall 2017	5	46	51

C4.2 Number of faculty offering online or hybrid courses

Semester	# of Faculty Teaching Hybrid Courses	# of Faculty Teaching Online Courses	Total Unduplicated # of Faculty Teaching Hybrid &/or Online Courses
Fall 2013	43	11	51
Fall 2014	12	19	28
Fall 2015	10	37	42
Fall 2016	5	36	39
Fall 2017	5	33	37

C4.3 Online degree programs

Semester	# of Fully Online Associate Programs	# of Fully Online Certificate Programs	Total # of Fully Online Programs
Fall 2013	0	0	0
Fall 2014	0	0	0
Fall 2015	2	0	2
Fall 2016	2	0	2
Fall 2017	2	0	2

NOTE: Two fully online programs (A.A. in Liberal Arts and A.S. in Business Administration) were approved by the Middle States Commission of Higher Education (MSCHE) in August 2015.

Strategic Direction D:
Modernized Facilities

ECC's campuses provide a welcoming environment for all people. All students, faculty and staff, including the differently-abled can access all areas of campus with equal convenience. The look and feel of the inside and outside of the campuses communicates a warm and welcoming scholarly environment, diversity, and innovation. The formal and informal learning spaces make using technology effortless. The social and learning spaces are architecturally designed to encourage collaboration across diverse roles and functions.

Strategic Initiative Goal D1: *Improve Campus Facilities to Accommodate People who are Differently-Abled.*

Strategic Initiative Goal D2: *Improve the campus to enhance its warmth and college-welcoming environment.*

Strategic Initiative Goal D3: *Improve ECC's classrooms to enhance the learning environment.*

Strategic Direction E:
Collaborative Partnerships with the Community

ECC's students benefit educationally from a network of mutually beneficial partnerships with internal and external stakeholders. The College is a resource for groups and agencies serving local and global communities. The College's strategic community-based partners benefit from the services of student interns, while the partners provide transformational experiences for students.

Strategic Initiative Goal E1: *Develop K – 12 partnerships and programs to improve the college-readiness of incoming students.*

Strategic Initiative Goal E2: *Create a Scholarship Office to increase the number of student internships within the community and abroad.*

Strategic Initiative Goal E3: *Expand the capacity of ECC to deliver workforce development training for the business, non-profit and governmental sectors.*

Strategic Initiative Goal E4: *Improve ECC's institutes to meet the needs of the community.*

Strategic Initiative Goal E5: *Increase the visibility of the College at large high-profile community events in Essex County.*

Strategic Initiative Goal E1

Develop K – 12 partnerships and programs to improve the college-readiness of incoming students.

o The Humanities & Bilingual Studies Division is collaborating with the High School Initiative Programs Department to pilot the A.A. in Liberal Arts: Spanish Language Option degree program at East Side High School in Newark, NJ.

o The Mathematics, Engineering Technologies & Computer Sciences Chairperson is coordinating with the High School Initiatives Program Director to work with local high schools in order to develop recruitment strategies that will then establish a pipeline for the high school students to enroll in ECC's engineering technology programs.

o ECC Biology & Chemistry faculty and staff helped facilitate the High School Chemistry Olympiad in collaboration the North Jersey Chapter of the American Chemical Society.

o Through the High School Initiative Program, which currently has partnerships with 19 Essex County high schools, students are offered the opportunity to complete developmental coursework in English and math and to then earn college-level credits in English, math, and other subject areas.

o Students who enroll in the newly-developed Early College Academy offered by ECC – which will launch in January or September 2018 – can earn their Associate's degrees or CTE certification while still in high school. High schools/school districts that have signed on or are actively working to being an Early College Academy with ECC include Essex County Vocational High School, Barringer High School, Orange Public Schools, and East Orange Public Schools. The A.A. in Liberal Arts: Spanish Language Option is on schedule to be offered at East Side High School in January 2018.

E1.1 Number of students coming to ECC directly from Essex County high schools

	# of HS Graduates from Essex County	# of New Students Enrolled at ECC	High School Penetration Rate
Fall 2012	7396	962	13.0%
Fall 2013	7573	971	12.8%
Fall 2014	7471	814	10.9%
Fall 2015	7573	865	11.4%
Fall 2016	7549	727	9.6%

E1.2a Percent of students from Essex County high schools testing directly into college-level English courses

	# of New Students Enrolled at ECC	# of Students Placed in College-Level English	% of New Students Who Are English College-Ready
Fall 2012	962	143	14.9%
Fall 2013	971	93	9.6%
Fall 2014	814	92	11.3%
Fall 2015	865	163	18.8%
Fall 2016	727	68	9.4%

E1.2b Percent of students from Essex County high schools testing directly into college-level mathematics courses

	# of New Students Enrolled at ECC	# of Students Placed in College-Level Math	% of New Students Who Are Mathematics College-Ready
Fall 2012	962	156	16.2%
Fall 2013	971	182	18.7%
Fall 2014	814	146	17.9%
Fall 2015	865	166	19.2%
Fall 2016	727	158	21.7%

Strategic Initiative Goal E2

Create a Scholarship Office to increase the number of student internships within the community and abroad.

o The Essex County College Foundation's mission is to collaborate with the College to secure resources for student scholarship and programs. To this end, the Foundation has partnered with the Office of Student Development to assist students in need of immediate financial assistance in addition to offering an Essex County College Foundation Scholarship for Academic Excellence.

Strategic Initiative Goal E3

Expand the capacity of ECC to deliver workforce development training for the business, non-profit and governmental sectors.

o The Corporate & Business Training Center is an active, essential, and integral component of ECC's business and community outreach education mission that provides quality, customized professional development training programs to organization and participants. The Center generated $230,363 and ran 219 classes (i.e., delivered 1,523 contact hours of classroom training that served 2,649 non-credit students) in FY 2017 and is seeing modestly increased enrollment so far in FY 2018. The Center partnered with 64 organizations in FY 2017, an increase of more than 25% over the previous year.

o The Corporate & Business Training Center offered a variety of classes related to Microsoft computer applications, English as a Second Language classes, Spanish for managers, and an assortment of classes related to various soft-skills. Furthermore, in order to provide workshops requested by the Civil Service Commission as part of the Ready to Work (RTW) grant-funded program, sessions held in FY 2017 covered resume and cover letter writing, interviewing skills, researching companies and teaching using LinkedIn as a marketing tool. 16 additional workshops on various computer and soft skills were taught as requested by the Newark Workforce Investment Board (NWIB).

o The Director of the Corporate & Business Training Center submitted a customized-skills training grant for University Hospital. The hospital was awarded a one-year $40,000 grant in order to advance their contemporary health services and provide other professional development courses.

o The Mathematics, Engineering Technologies & Computer Sciences Chairperson is in contact with local manufacturing companies in attempts to develop and deliver workforce training for those companies.

Strategic Initiative Goal E4

Improve ECC's institutes to meet the needs of the community.

o The Africana Institute held a Pre-Kwanzaa celebration for the community.

o The Urban Issues Institute participated in ECC's Disaster Relief Initiative, which resulted in students, faculty and staff being brought together around philanthropy and human rights. Several cartons of goods donated by local business and ECC employees and students were shipped to Puerto Rico and Antigua.

Strategic Initiative Goal E5

Increase the visibility of the College at large high-profile community events in Essex County.

o Physical Therapist Assistant (PTA) faculty participated in "National Night Out" in August 2017 and also distributed informational packets at Essex County Senior Wellness Day at Codey Arena in October 2017.

o ECC organized a Share the Harvest event, which provided Thanksgiving dinner ingredients to disadvantaged ECC student families.

o Members of the DECA, Business, Haitian, Chemistry & EOF clubs, Phi Theta Kappa & the International Students' Society held a successful clothing drive that resulted in the donation of 15 boxes of clothes to the St John's & St Mary's Catholic churches in Newark.

o ECC representatives attended the Greater Newark Convention & Visitor Bureau's luncheon where they received a check of $3,000 to be used as a scholarship for students pursuing the Business Administration: Hospitality Management Option A.A.S. degree program.

o The Business Division Chairperson served as an educational panelist to the 2017 Financial Services Industry Summit (Talent Network) held at Middlesex County College.

o The Humanities & Bilingual Studies Division Chairperson was selected as member of two NJPAC Advisory Committees, namely the Latino Advisory Committee and the LGBT Advisory Committee.

o The EOF Department has launched a YouTube channel, which at present has had almost 9,000 views and 26 subscribers. Over 300 videos are posted on individual topics.

Strategic Direction F: Organizational Culture

Drawing strength from its diversity, transparency and spirit of collaboration, ECC promotes a pervasive culture of student learning, success and completion in a timely manner, in which faculty, students, and staff thrive in a supportive environment. Data is used to inform all decisions, especially those related to student achievement. ECC is committed to performance management to continually improve institutional efficiency and effectiveness through the setting and attainment of strategic and operational goals.

Strategic Initiative Goal F1: *Foster and sustain a culture of evidence-based decision making at ECC.*

Strategic Initiative Goal F2: *Continue to maintain the WEAVE system for establishing and tracking progress of operational goals.*

Strategic Initiative Goal F3: *Continue to maintain the SLOAT system for measuring student learning.*

Strategic Initiative Goal F4: *Continue to advance and monitor progress in implementing the goals of the institution's ancillary master plans, including enrollment management, facilities, institutional assessment and the information technology plans.*

Strategic Initiative Goal F5: *Incorporate the college brand and key marketing messages into all college communications and activities.*

Strategic Initiative Goal F1

Foster and sustain a culture of evidence-based decision making at ECC.

o   The Assessment Liaison Team (ALT) and the Student Learning Outcomes Assessment Team (SLOAT) were both established in September 2016. Ongoing training sessions were provided throughout FY 2017 to educate ECC administrators, staff, and faculty on how to design appropriate assessment studies, collect relevant data, and determine and implement corrective actions to improve achievement of established Area, Department, Academic Division, Governance Committee, or Academic Program objectives. Participation was reasonably robust and is expected to increase in the near future. Many ALT and SLOAT participants input their assessment study findings and follow-up plans into the WEAVE assessment software, as requested, so that these results are now available to the ECC community.

o   Many surveys were administered throughout FY 2017 to inform decision making. Surveys requested by various ECC staff and administered through the Office of Institutional Planning & Assessment included, but were not limited to, the following: ECC Wi-Fi Network Satisfaction Survey (08/2017); ECC Community & Continuing Education and West Essex Campus Enrollment Survey (06/2017); Student Input on the M/N Grading Policy (05/2017); Effectiveness of the M/N Grading Policy – Faculty Input (05/2017); Students Who Registered but Did Not Attend Summer I Classes at ECC (05/2017); ECC Financial "Solutions" Input Survey (05/2017); MTH 086T & MTH 092T Student Satisfaction Survey (04/2017); Post-College-wide Meeting: ECC Employee Input Survey (03/2017); Personal Assessment of the College Environment (PACE) Employee Survey (03/2017); SEM Webinar Feedback Survey (04/2017); ACAC: The Use of Technology in Advisement Survey (03/2017); Tutoring: Faculty Awareness & Satisfaction Survey (03/2017); Tutoring: Student Need, Utilization & Satisfaction Survey (03/2017); essex.edu Website Usage & Satisfaction Survey (03/2017); STEM Mentoring Program Survey (01/2017); Degree Works Advisement Software: Post-Demo Survey for Staff & Faculty (12/2016); Degree Works Advisement Software: Post-Demo Survey for Students (12/2016); SLOAT Post-Training Session #3 Survey (12/2016) ☐ ALT Post-Training Session #3 Survey (12/2016); and ACBSP Region 1 Post Conference Survey (10/2016).

The results of these surveys were used to improve technology available to students at the College, improve developmental mathematics tutoring courses, better develop an ECC-specific strategic enrollment management plan, improve tutoring services offered to students at the College, improve academic advisement and the tracking of at-risk/off-course students, and more.

o   The Office of Institutional Planning & Assessment wrote many reports requested by various ECC administrators, staff, and faculty in FY 2017 to inform the College community of various matters. These reports included, but were not limited to, an Academic Affairs Key Performance Indicators (KPIs) report – the contents of which are also available on the IPA page of the College's SharePoint site, an Advisement Software Review Ad Hoc Committee summary report, an FY 2016 Chargeback data report, a Cost Impact Study of Tuition and Course Fee-Related Increases in FY 2018 report, an ECC Number of Employees versus Number of Students Trends data report, a Reversals of Financial Aid report, many Enrollment Trends data reports, a High School Initiative Program assessment report, a NAIL IT Programs Financial

Aid Issues report, a New Student from NJ High School Count report, a NJ High School Penetration report, a Number of Changes of Major by ECC Graduates Trend Data report, an Online & Hybrid Course Enrollment & Outcomes Analysis report, various Program Outcomes Trend Data reports, a Tuition & Course Fees Impact Study report, a WritePlacer Cut-Off Scores Study report, and more. Information contained in these reports assisted in making prudent decisions about many College matters.

o English Department Testing and Placement Committees worked with the Accuplacer representatives and Enrollment Services to compare/assess scoring delivered by computer-based WritePlacer with scoring delivered by faculty readers.

o The Physical Therapist Assistant (PTA) program continues to collect and analyze data relative to student performance, student and graduate outcomes, and employer satisfaction. Through ongoing professional development, the program ensures that faculty incorporate contemporary evidence in instructional and course development.

o The Adult Learning Center enters data on a biweekly basis into the LACES database maintained by the NJ Department of Labor & Workforce Development to track progress toward meeting quarterly enrollment targets. The percentage of students who achieve core indicators, are retained, and more can be determined by data entered into the database.

o The High School Initiative Program has used national reports such as data received from National Student Clearinghouse as well as web-based reports developed by ECC's IT Department to track their students' performance and monitor their progress in the program. ECC's IR Department is providing program student performance trend data.

Strategic Initiative Goal F2

Continue to maintain the WEAVE system for establishing and tracking progress of operational goals.

o Members of the Assessment Liaison Team (ALT) and the Student Learning Outcomes Assessment Team (SLOAT) updated WEAVE records by inputting their annual or program objectives, related assessment study findings, and corrective action plans. ALT and SLOAT have both continued into FY 2018 with more ECC individuals being invited to participate on these assessment teams.

Strategic Initiative Goal F3

Continue to maintain the SLOAT system for measuring student learning.

o Faculty who are well-versed in *all* academic programs and certificates offered by ECC, the ECC general education program, the developmental English and mathematics programs, the English as a Second Language ESL program, and the College Success Seminar (CSS 101) course were invited to participate in SLOAT, which reconvened after a long hiatus in September 2016 and continues to be active in FY 2018.

o In FY 2017, all SLOAT members were directed to assess at least two things; namely, at least <u>one</u> of the program goals and also the ASAC program-related *Standard #1: Faculty*, which requires examination of the following: 1) Does your program have the appropriate number of qualified Faculty to accomplish its goals? 2) Do your faculty have the correct expertise? 3) Are they evaluated? 4) Are new faculty given an orientation? and 5) Are faculty utilized effectively?

o SLOAT results are being input into WEAVE on an ongoing basis. Participation by faculty is reasonably robust at present with anticipated growth.

o The Director of Institutional Research launched various Program Outcomes pages on the IR page of the College's SharePoint site. All ECC full-time employees have "view access" to data contained on these pages. This data includes number of program majors, demographics data of students enrolled in the program, graduation and retention rate trend data, links to employment demand & supply websites, faculty utilization to teach program-required courses, program-required course pass/success rates, and more.

o Externally-accredited ECC programs conduct ongoing SLOAT-like assessment studies, which they must present to their accrediting agencies. Of late, these efforts included the following:

  ✓ The ACBSP Quality Assurance Report was submitted & approved by the ACCBSP Accreditation Board. The associated ECC Business Division programs are accredited until 2025.

  ✓ ABET accredited ECC's Civil Engineering Technology, Electrical Engineering Technology & Mechanical Engineering Technology programs. An interim report is due in June 2018.

  ✓ NJBON granted full approval status to both the RN and LPN programs through 01/01/2025. <u>Note</u>: Nursing has 3-year interim report due to ACEN in December 2017.

  ✓ CAPTE reaffirmed accreditation for the PTA program through 10/2027.

  ✓ The Radiography program submitted their self-study to JRCERT in August 2017 and is due for site visit in Spring 2018.

  ✓ The Vision Care Technology program will submit their self-study to COA in December 2017 and is due for site visit in Spring 2018.

  ✓ All Engineering Technology programs were reaccredited by ABET with an interim report due June 2018.

- o Externally-accredited ECC health sciences programs monitor program outcomes including licensing exam pass rates of their graduates. ECC alumni performed very well, as is evidenced by the following:
  - ✓ The Nursing programs reported 100% pass rates for first-time test takers in both the LPN and RN programs for both the 2nd and 3rd quarters of 2017.
  - ✓ The Physical Therapist Assistant (PTA) program reported a 100% pass rate for first-time test takers from the 2017 graduating class.
  - ✓ The Radiography program reported a 100% pass rate for first-time test takers from the 2017 graduating class.
  - ✓ The Vision Care Technology program reported a 74% pass rate for 2016 graduates taking the State Board exam. In addition, two students took the American Board of Opticianry (ABO) exam and both passed (100%), and two students took the National Contact Lens Examiners (NCLE) exam and both passed (100%).

Strategic Initiative Goal F4

Continue to advance and monitor progress in implementing the goals of the institution's ancillary master plans, including enrollment management, facilities, institutional assessment and the information technology plans.

Strategic Initiative Goal F5

Incorporate the college brand and key marketing messages into all college communications and activities.

o Academic Divisions and various ECC Departments are developing new brochures to help with marketing the College's offerings.

o As a branding mechanism for the institution, the College logo and tagline *Exceed Expectations* was included in internal and external communication including Commencement materials, Convocation materials, letterhead, newsletters, fundraising materials such as the Golf & Tennis scholarship program and brochure, and college-wide flyers.

Strategic Direction G: Resource Development

In addition to traditional sources of financial support, the College is proactive in seeking creative, non-traditional sources of unrestricted funds and scholarship dollars, which contribute to ECC's culture of philanthropy and student-centered mission. The marketing of the College supports and reinforces resource developmental by telling ECC's stories of institutional and student success.

Strategic Initiative Goal G1: *Raise the profile of ECC within the community to increase the college's external funding support from foundations and other philanthropic organizations.*

Strategic Initiative Goal G2: *Increasingly share the college's "good news" stories with the greater community through various marketing and communications channels.*

Strategic Initiative Goal G1

Raise the profile of ECC within the community to increase the college's external funding support from foundations and other philanthropic organizations.

o ECC entered into a cross-mentoring initiative with Rutgers University – Newark through the Garden State – Louis Stokes Alliance for Minority Participation that involved and benefits more than 60 ECC STEM majors.

o The College, along with RU-N, HCCC, and PCCC is the recipient of an S-STEM grant from NSF. The grant will provide $4000 scholarships for fifteen high achieving, low income students each year for five years.

o Business Division staff held a meeting with the Greater Newark Convention & Visitors Bureau to discuss collaborating on the Business Administration: Hospitality Management Option degree program, including offering scholarships and internship opportunities.

o A Humanities professor continues to work with the Newark International Film Festival and to obtain internships for Communications and New Media Technology students.

o In October 2017, the Essex County College Foundation in partnership with the College hosted its 19th-annual Golf & Tennis Scholarship Tournament.

o In April 2017, the ECC Alumni Association sponsored an Alumni Employee Luncheon to express their gratitude for their continued scholarship support provided voluntarily through payroll deductions.

o EOF held its annual Graduation Gala, which raises funds that support students and EOF programming.

o The Director of EOF presented at the Tri-State Conference on College Support Programs Prison-to-College Pipeline workshop, and EOF administrators attended three statewide meetings with the central EOF funding office.

o The Public Safety Academy applied for and received over $50,000 worth of funding (the third-highest award out of 15 state academies), $105,000 worth of funding for the Community Traffic Safety Program, and $145,000 worth of funding to purchase a New Driver Simulator.

o The Adult Learning Center, the lead agency, dispersed funds to nine Essex County consortium partners. The total amount awarded to the consortium from the NJ Department of Labor & Workforce Training was $423,000 for the 2016 – 2017 program year.

o ECC's Adult Learning Center, the lead agency for the Essex County College Literacy & Jewish Vocational Consortia, obtained WIA Title II funding for the consortia in the amount of over $1.5 million, which is earmarked to serve over 1,500 Essex County residents. ECC will use their portion of the total award to serve 423 local clients.

o ECC's Adult Learning Center also received $2,050 in the form of New Readers press materials in response to a proposal they submitted to ProLiteracy.

o The Gateway-to-College program conducted 5 information sessions/meetings with various potential K-12 partners. Attendees at these sessions included district superintendents, high school principals and vice principals, and other administrative staff from Newark Public Schools, Orange High School, and East Orange High School.

Strategic Initiative Goal G2

Increasingly share the college's "good news" stories with the greater community through various marketing and communications channels.

o "Good news" stories that included profiles on current ECC students, alumni, and members of the faculty were shared through press released, local media, and newsletters provided to internal and external constituents.

o In February 2017, the Physical Therapist Assistant (PTA) program was mentioned in an online and print article (nj.com and Star-Ledger) highlighting the profession and increased need for Physical Therapist Assistants in the community and State of NJ. The article featured several students as well as faculty members.

o An ECC Nursing professor was named named Educator of the Year by the Concerned Black Nurses of Newark, a local chapter of the National Black Nurses Association.

o An ECC Business professor served as a visiting professor of international economics at the Adventist University of Colombia, UNAC, in Medellin, South America.

o The ECC Business Division Chairperson was presented with an award for excellent leadership acknowledging his exceptional service as the Chair of ACBSP Region 1, 2016 – 2017.

o The Public Safety Academy's Facebook page, which is used to post phots of graduation ceremonies and students' accomplishments as well as announcements of upcoming events and other news stories, has over 2,750 followers.

o One of ECC's Adult Learning Center students received the NJ Association for Lifelong Learning scholarship, which provides up to a maximum of $1,500 per year or a total of $6,000 toward the recipient's pursuit of higher education.

o ECC's students published a book entitled *Journey Near & Far: A Collection of Memoirs, Poetry and Intrigue*.