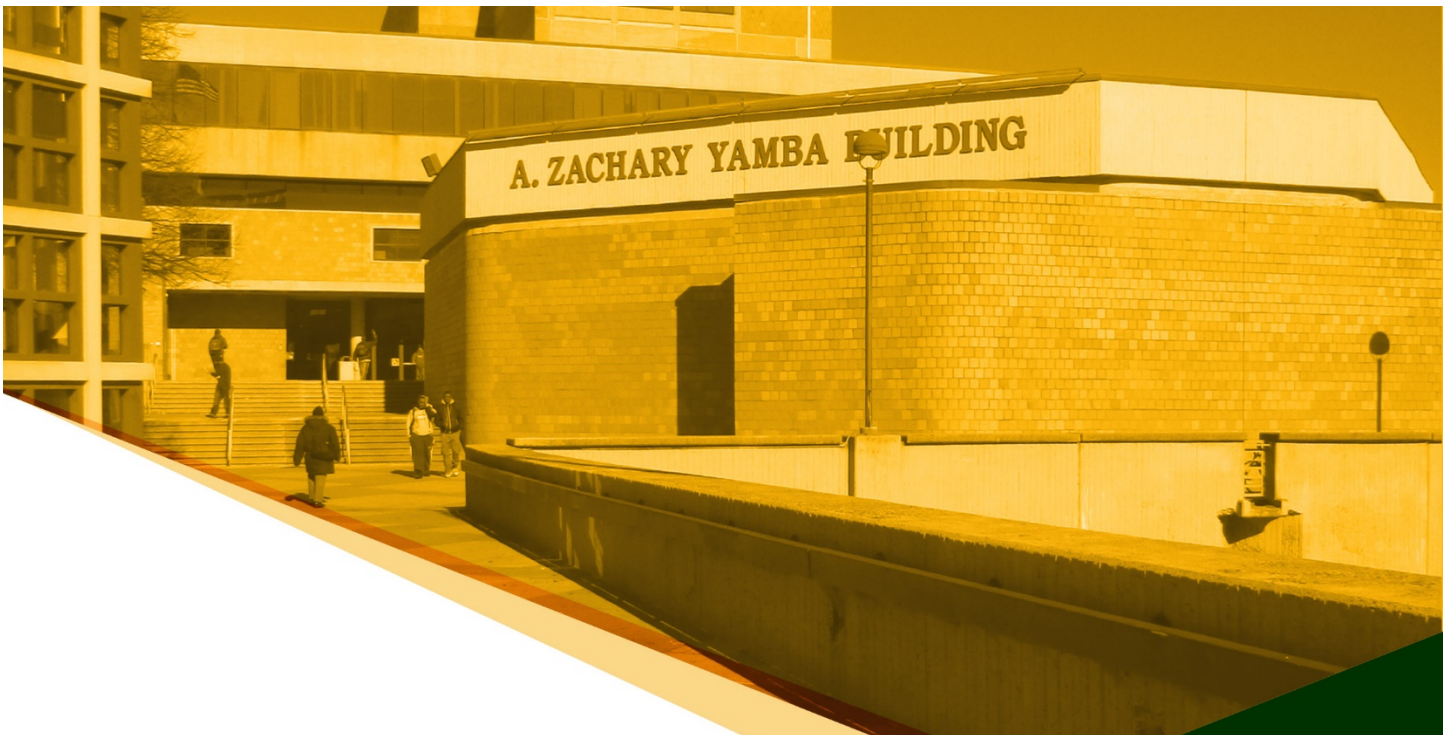

ESSEX
COUNTY COLLEGE
Exceed Expectations

FACT BOOK & OUTCOMES

Fall 2018

Office of Institutional Research

Fall 2018 FACT BOOK and OUTCOMES
Observations and Highlights

The Fall 2018 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/fact-book-fast-facts-profiles 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/.

Institutional Background

Essex County College continues to serve the approximately 808,000 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 2017, to help meet the residents' educational needs, the College employed 462 full-time employees and an additional 504 adjunct faculty (p. 10).

Enrollment and Demographic Information

In **Fall 2018**, the total enrollment at Essex County College was 7,514 unduplicated students, which amounted to a 16.5% decrease from the 8,997 Fall 2017 students. This decrease was consistent with the statewide enrollment trend noticed in Fall 2018. That is, 17 of the 19 N.J. community colleges experienced decreases in the total number of students served, and the sector's overall decrease was 5.2% (pp. 11 – 12). Total credit hours at ECC decreased 16.5% from 93,448.5 in Fall 2017 to 77,989.5 in Fall 2018. During the Fall semester of 2018, 1,693 students were first-time in college, down 24.4% from 2,238 first-timers in Fall 2017. In addition, the number of continuing students decreased 13.2% from 6,419 to 5,572. The West Essex Campus experienced more decrease (a decrease of 23.0% from 1,237 in Fall 2017 to 952 in Fall 2018) than the main campus (a decrease of 16.4% from 7,971 in Fall 2017 to 6,662 in Fall 2018) and extension centers (15.4% decrease at the FOCUS extension center and 1.0% decrease at the Ironbound extension center). With regard to enrollment status, 47.8% 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 84% and 77% 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 2018, the race/ethnicity composition of ECC students was as follows: 47.9% Black/African American, 30.2% Hispanic/Latino, 9.9% White, and 3.5% Asian. It is notable from this data that the Hispanic/Latino population exceeded 30.0% since Fall 2016, while the Black/African American population increased from 47.1% to 47.9% (p. 19). The majority of Essex students come from 7 cities: Newark (40.6%), East Orange (9.8%), Irvington (8.6%), Bloomfield (6.1%), West Orange (5.6%), Orange (5.2%), and Belleville (4.9%). 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 47.0% of the student body (p. 20). Of the entering *freshman*, 60.4% were in the 18 – 22 age category (p. 24).

The degree programs with the highest enrollment in Fall 2018 continue to be as follows: A.S. in General Science (1,605), A.A. in Liberal Arts (717), A.S. in Business Administration (657), A.S. in Social Sciences (475), A.S. in Criminal Justice (411), A.A. in Education (371), A.S. in Biology/Pre-Medicine (349), and A.S. in Engineering (291). In Fall 2018, there were 500 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 2018 enrollment decreased 10.0% from 8,696 in Spring 2017 to 7,830 in Spring 2018. Full-time students were down 13.3% (from 4,161 to 3,608), while part-timers were down 6.9% (from 4,535 to 4,222). The number of total credit hours also decreased 11.1% (from 91,615 to 81,453) (p. 26). Five-year enrollment trends by program of study for Spring 2018 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 (1,572), A.A. in Liberal Arts (715), A.S. in Business Administration (704), A.S. in Social Sciences (528), A.S. in Criminal Justice (395), A.S. in Biology/Pre-Medicine (365), A.A. in Education (360), and A.S. in Engineering (274).

Summer I enrollment decreased 12.7% from 3,003 in 2017 to 2,622 in 2018), and **Summer II enrollment** decreased 13.9% from 1,685 in 2017 to 1,450 in 2018). At the West Essex campus (WEC), while Summer I enrollment increased (10.1% from 169 in Summer I of 2017 to 186 in Summer I of 2018) , Summer II enrollment decreased (14.5% from 117 in Summer II of 2017 to 100 in Summer II of 2018) (p. 31).

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 bounced back in fiscal year 2018 (FY 18). There were 1,285 degrees conferred in FY 18, which represented a 5.8% increase from 1,214 in FY 17 (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 18 graduates are as follows: A.S. in General Science (222), A.S. in Social Sciences (144), A.S. in Business Administration (129), A.A. in Liberal Arts (106), A.S. in Criminal Justice (81), A.A. in Education (76), A.S. in Accounting (71), A.A.S. in Nursing (50), and A.S. in Biology/Pre-Medicine (41).

The Office of Institutional Research collected graduate surveys from recent Essex graduates by administering an online survey in May 2018. Among the 1,283 FY 18 graduates, 615 (47.9%) responded to the survey. More than half (58%) 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 67% of FY 17 graduates who ranked their ECC experience as “excellent” or “good,” as measured by a graduate survey administered in May 2017.

Our office administered another online survey in November 2018 to collect the employment information of FY 18 graduates. Among the 1,283 FY 18 graduates, 211 (16.4%) responded to the survey. This survey revealed that 81 (38%) and 48 (23%) were employed full-time and part-time, respectively, while 66 (31%) reported not employed. Two third of employed respondents indicated that their present job was related to their program of study at ECC directly or somewhat (p.41). A sample of employers and organizations where Essex graduates are employed is listed on page 43.

Outcomes: Cohort Tracking

The Office of Institutional Research continues to track student retention and graduation rates, and reports to the state through SURE files, and to the federal government through the IPEDS surveys. 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 decreased 4.7% from 56.3% to 51.6%. The Fall-to-Spring retention rate is experiencing a decrease four years in a row. It was 77.0% for the Fall 2016 cohort, but dropped to 74.5% for the Fall 2017 cohort (pp. 44 – 45).

The 3-year graduation rate for FTFTDS cohort decreased to 12.3% for the Fall 2017 cohort, after continued growth in recent 8 years. Among the 1,771 FTFTDS students who began at ECC in Fall 2015, 217 (12.3%) completed their degree/certificate requirements within three years (i.e., by 8/31/2018) (p. 47).

The transfer-out rate *without earning a degree from Essex* slightly decreased from 13.6% for the Fall 2014 cohort to 13.2% for the Fall 2015 cohort (p. 50). 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 (219), NJIT (92), Montclair State University (86), New Jersey City University (55), and Kean University (51).

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), Vision Care Technology (VCT), and Licensed Practical Nurse (LPN) program graduates. Only one student failed in the licensure exam among the 38 Registered Nurse (RN) program graduates.

Interactive Fact Book

In early 2018, the Office of Institutional Research launched an Interactive Fact Book. Most data in the paper copy of the Fact Book is available in the Interactive Fact Book. All employees who have a SharePoint account can access the Interactive Fact Book in the link below.

http://eccprojects/praa/ir/SitePages/Interactive_Fact_Book.aspx

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:

Dr. Jinsoo Park
Director of Institutional Research
Essex County College
303 University Avenue, Newark, N.J. 07102
Telephone: 973-877-3588
E-mail: jpark@essex.edu

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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.
January	2018	College Choice designates the College 50th best community college.
June	2018	The Middle States Commission on Higher Education reaffirms accreditation.
July	2018	College begins its year-long 50th Anniversary celebration.

ESSEX COUNTY COLLEGE
BOARD OF TRUSTEES

Thomas C. McDermott, Jr. – Chair
Johanna L. Wright – Vice Chair
Jeweline Grimes - Secretary
Lanel D. Guyton - Treasurer

Marion Bolden
Isabel Cruz
Arnold C. Lewis
Joseph Maceri
Carmen T. Morales
Beth Robinson
Joseph Zarra

Aaliyah Cobbs – Student Representative

ESSEX COUNTY COLLEGE
BOARD OF SCHOOL ESTIMATE

Joseph N. DiVincenzo Jr., County Executive
Leonard M. Luciano, Freeholder
Thomas C. McDermott, Jr., Trustee Chairperson
Lanel D. Guyton, Trustee

ESSEX COUNTY EXECUTIVE

Joseph N. DiVincenzo, Jr.

ESSEX COUNTY BOARD OF CHOSEN FREEHOLDERS

Brendan W. Gill, President
Wayne L. Richardson, Vice President

Tyshammie Cooper
Rufus I. Johnson
Leonard M. Luciano
Robert Mercado
Carlos M. Pomares
Patricia Sebold

Source: Office of Marketing and Communications as of January 2019

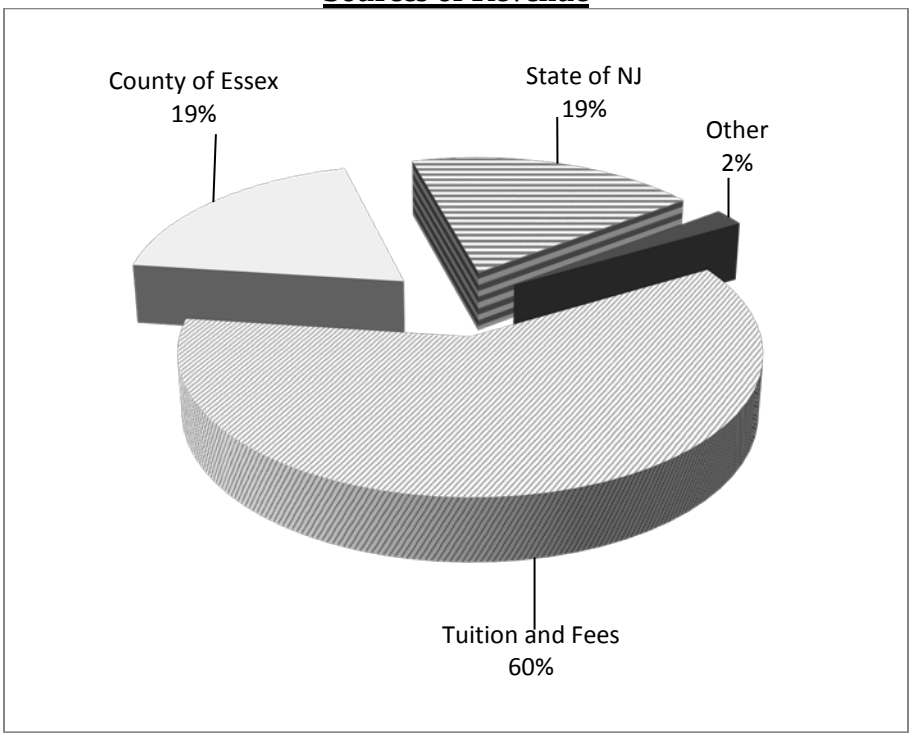
ESSEX COUNTY COLLEGE
EXECUTIVE OFFICERS

President……..	Anthony E. Munroe
Director of Human Resources……	Yvette Henry
Director of College Advancement & Foundation……...	Yvette Jefferies
Dean of Student Affairs……...	Keith Kirkland
VP of Academic Affairs/CAO…….……...	Jeffrey Lee
Chief Compliance Officer……...	Aminah Massenburg
Associate Dean of Program Development & Learning Resources	June Persaud
Executive Director of Enrollment Management…….	Sanjay Ramdath
Executive Dean of Admin. & Learning Technologies/CIO……	Mohamed Seddiki
Dean of STEM & Health Sciences……..	Jill Stein
General Counsel……..	Joy Tolliver
Dean of Community & Continuing Ed. & Workforce Develop.	Elvira Vieira
Executive Director of Institutional Advancement…….	Alfred Bundy

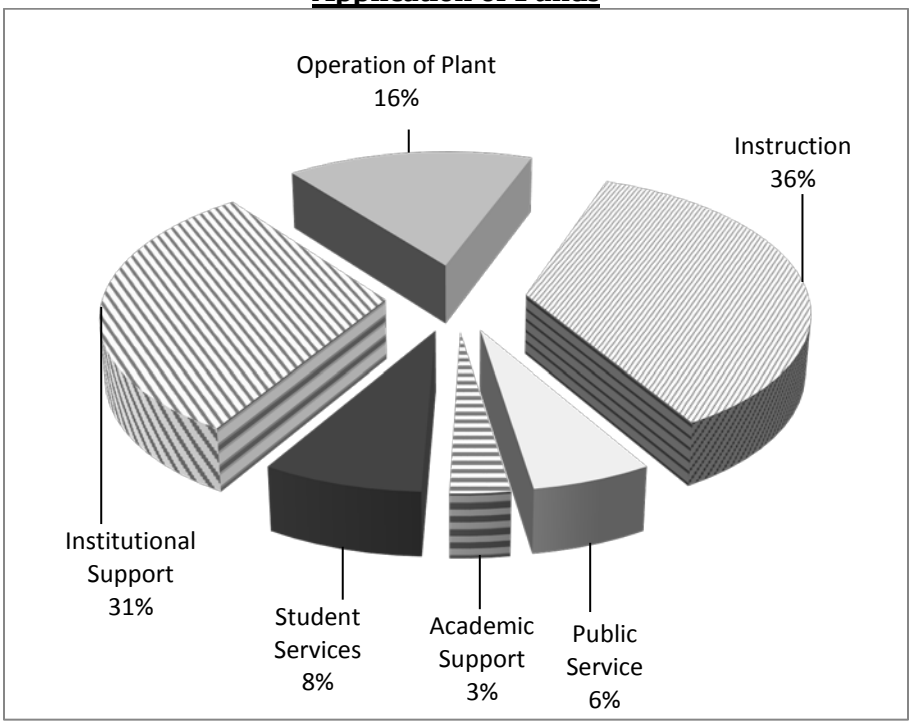
Source: Office of Marketing and Communications as of January 2019

ESSEX COUNTY COLLEGE
Fiscal Year 2016 (FY 16)
Audited

Sources of Revenue



Application of Funds



Source: ECC Controller

Quick Facts about Essex County and New Jersey

Demographic Data	Essex County	New Jersey
Population Numbers		
Population estimate, July 1, 2017	808,285	9,005,644
Population estimate base, April 1, 2010	783,999	8,791,953
Population, percent change – April 1, 2010 to July 1, 2017	3.1%	2.4%
Population, census, April 1, 2010	783,969	8,791,894
Age and Sex		
Persons under 5 years, percent, July 1, 2017	6.5%	5.8%
Persons under 18 years, percent, July 1, 2017	23.6%	22.0%
Persons 65 years and over, percent, July 1, 2017	13.3%	15.8%
Female persons, percent, July 1, 2017	51.9%	51.2%
Race and Hispanic Origin		
White alone, percent, July 1, 2017 (a)	49.1%	72.1%
Black or African American alone, percent, July 1, 2017 (a)	42.0%	15.0%
American Indian and Alaska Native alone, percent, July 1, 2017 (a)	0.7%	0.6%
Asian alone, percent, July 1, 2017 (a)	5.7%	10.1%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2017 (a)	0.1%	0.1%
Two or More Races, percent, July 1, 2017	2.4%	2.2%
Hispanic or Latino, percent, July 1, 2017 (b)	23.2%	20.4%
White alone, not Hispanic or Latino, percent, July 1, 2017	30.8%	55.1%
Population Characteristics		
Veterans, 2012 – 2016	21,582	371,383
Foreign-born persons, percent, 2012 – 2016	25.1%	21.8%
Housing		
Housing units, July 1, 2017	317,549	3,615,817
Owner-occupied housing unit rate, 2012 – 2016	44.1%	64.1%
Median value of owner-occupied housing units, 2012 – 2016	$356,300	$316,400
Median selected monthly owner mortgage cost, 2012 – 2016	$2,736	$2,374
Building permits, 2017	2,317	28,501
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 2017	16.3%	10.0%

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

Business Data	Essex County	New Jersey
Total employer establishments, 2016	18,763	231,974[1]
Total employment, 2016	289,030	3,636,293[1]
Total employment, percent change, 2015 – 2016	1.9%	2.2%[1]
Total non-employer establishments, 2016	66,727	693,239
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 2017
FULL-TIME EMPLOYEES BY GENDER

	Male	Female	Total
Full-time Non-instructional Staff			
Management	27	49	76
Professional*	24	73	97
Office and Administrative Support**	9	85	94
Other Support Services***	58	28	86
Total Full-time Non-instructional Staff	**118**	**235**	**353**
Full-time Instructional Staff			
Professors	16	7	23
Associate Professors	9	19	28
Assistant Professors	16	13	29
Instructors	11	15	26
Lecturers	0	3	3
Total Full-time Instructional Staff	**52**	**57**	**109**
Total Full-time Employees	**170**	**292**	**462**

FULL-TIME FACULTY BY GENDER/RACE

	Black/ African American	Asian/ Pacific Islander	Hispanic	White	Unknown	Total
Full-time Male	16	2	4	29	1	52
Full-time Female	23	7	6	20	1	57
Total Faculty	**39**	**9**	**10**	**49**	**2**	**109**

Adjunct Faculty = 504

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Percent Change 5 Year	Percent Change 1 Year
Atlantic Cape	Full	4,003	4,065	3,827	3,663	3,675	3,211	2,915	2,525	2,449	2,207	-39.9%	-9.9%
	Part	3,585	3,590	3,765	3,860	3,579	3,634	3,446	3,380	3,079	2,766	-22.7%	-10.2%
	Total	7,588	7,655	7,592	7,523	7,254	6,845	6,361	5,905	5,528	4,973	-31.4%	-10.0%
Bergen	Full	9,303	9,982	9,974	9,696	8,885	8,976	8,347	8,028	7,704	7,335	-17.1%	-4.8%
	Part	7,166	7,215	7,297	7,319	6,997	6,675	6,238	6,491	6,358	6,017	-14.0%	-5.4%
	Total	16,469	17,197	17,271	17,015	15,882	15,651	14,585	14,519	14,062	13,352	-15.9%	-5.0%
Brookdale	Full	9,201	9,193	8,278	7,753	7,421	6,899	6,554	6,091	5,944	5,535	-25.4%	-6.9%
	Part	6,438	6,590	6,674	6,884	6,939	7,245	7,281	7,074	6,846	6,321	-8.9%	-7.7%
	Total	15,639	15,783	14,952	14,637	14,360	14,144	13,835	13,165	12,790	11,856	-17.4%	-7.3%
Burlington	Full	5,445	5,575	5,483	5,129	4,910	4,827	4,289	4,178	4,458	4,418	-10.0%	-0.9%
	Part	4,248	4,516	4,795	4,942	4,660	4,611	4,473	4,408	4,493	4,472	-4.0%	-0.5%
	Total	9,693	10,091	10,278	10,071	9,570	9,438	8,762	8,586	8,951	8,890	-7.1%	-0.7%
Camden	Full	8,529	8,023	7,498	7,211	7,092	6,173	5,646	5,181	5,041	4,272	-39.8%	-15.3%
	Part	7,141	7,470	7,115	6,596	6,209	5,878	5,617	5,816	5,451	5,376	-13.4%	-1.4%
	Total	15,670	15,493	14,613	13,807	13,301	12,051	11,263	10,997	10,492	9,648	-27.5%	-8.0%
Cumberland	Full	2,365	2,570	2,394	2,238	2,335	2,298	1,983	1,730	1,647	1,431	-38.9%	-13.1%
	Part	1,649	1,721	1,794	1,706	1,584	1,546	1,470	1,418	1,478	1,269	-19.9%	-14.1%
	Total	4,014	4,291	4,188	3,944	3,919	3,844	3,453	3,148	3,125	2,700	-31.1%	-13.6%
Essex	Full	7,915	8,186	7,791	6,569	6,391	5,799	5,628	4,864	4,340	3,589	-43.8%	-17.3%
	Part	5,399	5,238	4,741	5,410	5,784	5,669	5,326	4,732	4,657	3,925	-32.1%	-15.7%
	Total	13,314	13,424	12,532	11,979	12,175	11,468	10,954	9,596	8,997	7,514	-38.3%	-16.5%
Gloucester	Full	3,805	3,990	3,995	3,943	4,030	4,009	3,807	3,995	3,946	3,851	-4.4%	-2.4%
	Part	2,685	2,619	2,834	2,819	2,690	3,121	3,029	3,123	3,212	3,280	21.9%	2.1%
	Total	6,490	6,609	6,829	6,762	6,720	7,130	6,836	7,118	7,158	7,131	6.1%	-0.4%
Hudson	Full	5,527	5,980	6,103	5,901	6,066	5,983	5,876	5,147	5,136	4,754	-21.6%	-7.4%
	Part	3,155	3,351	3,311	3,496	2,970	3,220	3,175	3,302	3,728	3,655	23.1%	-2.0%
	Total	8,682	9,331	9,414	9,397	9,036	9,203	9,051	8,449	8,864	8,409	-6.9%	-5.1%
Mercer	Full	4,372	4,091	3,839	3,506	3,093	2,951	3,187	2,752	2,779	2,608	-15.7%	-6.2%
	Part	5,249	5,606	5,542	5,367	5,408	4,888	4,675	4,808	4,851	5,078	-6.1%	4.7%
	Total	9,621	9,697	9,381	8,873	8,501	7,839	7,862	7,560	7,630	7,686	-9.6%	0.7%
Middlesex	Full	7,648	7,191	6,887	6,837	6,660	6,162	5,753	5,379	5,369	5,044	-24.3%	-6.1%
	Part	5,672	5,696	5,845	6,061	5,942	5,902	5,920	5,992	6,012	5,850	-1.5%	-2.7%
	Total	13,320	12,887	12,732	12,898	12,602	12,064	11,673	11,371	11,381	10,894	-13.6%	-4.3%
Morris	Full	5,136	5,033	4,686	4,633	4,549	4,129	3,946	3,821	3,819	3,505	-23.0%	-8.2%
	Part	3,662	3,672	3,868	4,046	3,898	3,967	4,080	4,246	4,130	4,052	4.0%	-1.9%
	Total	8,798	8,705	8,554	8,679	8,447	8,096	8,026	8,067	7,949	7,557	-10.5%	-4.9%

Sources: Commission on Higher Education, Enrollment in N.J. Colleges & Universities, By Level & Attendance Status, Fall 2009 – 2018.

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

College	Status	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Percent Change 5 Year	Percent Change 1 Year
Ocean	Full	5,907	5,776	5,460	5,232	5,138	4,927	4,611	4,653	4,605	4,427	-13.8%	-3.9%
	Part	4,508	4,591	4,677	4,816	4,339	4,369	4,052	3,999	3,772	3,749	-13.6%	-0.6%
	Total	10,415	10,367	10,137	10,048	9,477	9,296	8,663	8,652	8,377	8,176	-13.7%	-2.4%
Passaic	Full	2,885	3,217	3,172	3,539	3,369	3,412	3,481	3,164	2,832	2,610	-22.5%	-7.8%
	Part	5,998	6,331	6,840	6,243	5,760	5,556	4,908	4,984	4,143	3,870	-32.8%	-6.6%
	Total	8,883	9,548	10,012	9,782	9,129	8,968	8,389	8,148	6,975	6,480	-29.0%	-7.1%
Raritan Valley	Full	4,086	4,325	3,893	3,712	3,600	3,440	3,361	3,363	3,371	3,089	-14.2%	-8.4%
	Part	3,802	4,159	4,477	4,686	4,805	4,774	4,738	4,863	4,708	4,798	-0.1%	1.9%
	Total	7,888	8,484	8,370	8,398	8,405	8,214	8,099	8,226	8,079	7,887	-6.2%	-2.4%
Salem	Full	898	893	802	702	726	601	627	547	528	482	-33.6%	-8.7%
	Part	616	613	519	581	514	499	475	446	385	402	-21.8%	4.4%
	Total	1,514	1,506	1,321	1,283	1,240	1,100	1,102	993	913	884	-28.7%	-3.2%
Sussex	Full	2,461	2,550	2,202	1,906	1,746	1,627	1,505	1,438	1,411	1,318	-24.5%	-6.6%
	Part	1,747	1,572	1,592	1,496	1,489	1,395	1,227	1,151	1,118	982	-34.0%	-12.2%
	Total	4,208	4,122	3,794	3,402	3,235	3,022	2,732	2,589	2,529	2,300	-28.9%	-9.1%
Union	Full	6,338	6,482	5,881	5,886	5,713	5,259	4,876	4,449	4,297	4,223	-26.1%	-1.7%
	Part	6,413	6,396	6,535	6,260	6,256	6,522	6,353	5,736	5,414	5,189	-17.1%	-4.2%
	Total	12,751	12,878	12,416	12,146	11,969	11,781	11,229	10,185	9,711	9,412	-21.4%	-3.1%
Warren	Full	1,000	1,060	990	982	922	784	713	644	565	586	-36.4%	3.7%
	Part	1,180	1,278	1,196	1,162	1,436	1,771	2,138	2,550	2,776	2,910	102.6%	4.8%
	Total	2,180	2,338	2,186	2,144	2,358	2,555	2,851	3,194	3,341	3,463	48.3%	4.6%
TOTAL All Colleges	Full	96,824	98,182	93,155	89,038	86,321	81,467	77,105	71,949	70,241	65,284	-24.4%	-7.1%
	Part	80,313	82,224	83,417	83,750	81,259	81,242	78,621	78,519	76,611	73,961	-9.0%	-3.5%
	Total	177,137	180,406	176,572	172,788	167,580	162,709	155,726	150,468	146,852	139,245	-16.9%	-5.2%

Sources: Commission on Higher Education, Enrollment in N.J. Colleges & Universities, By Level & Attendance Status, Fall 2009 – 2018.

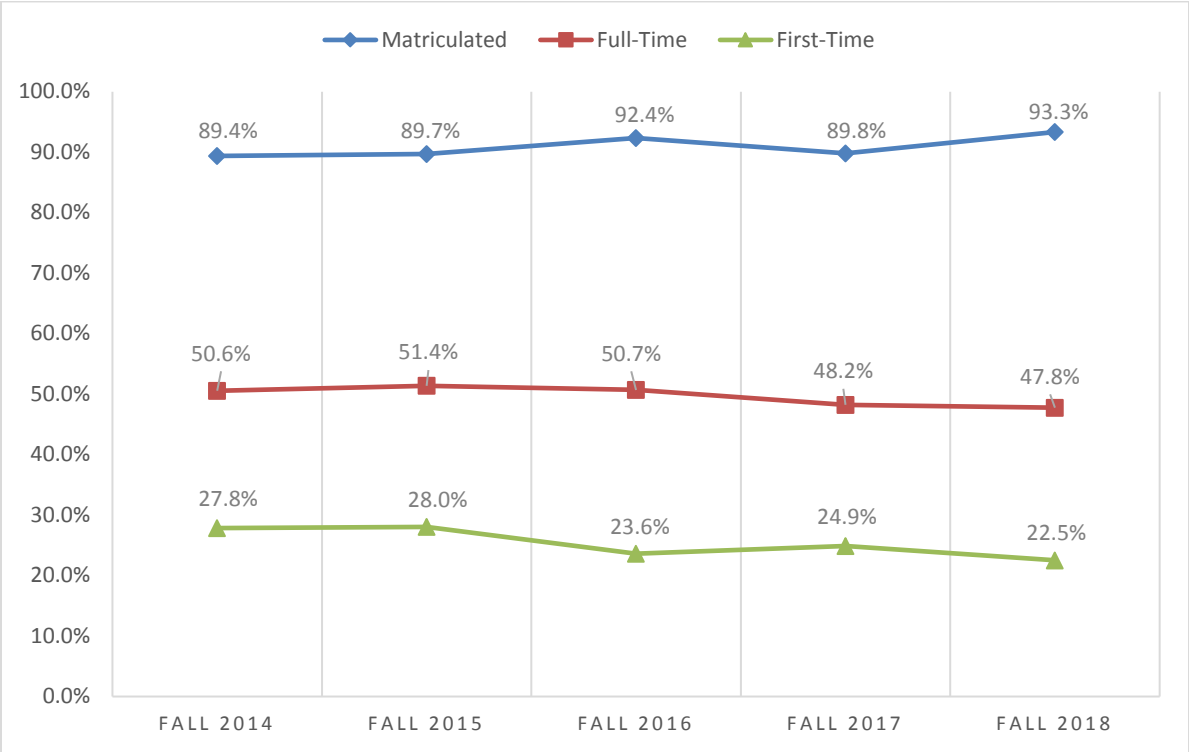
Fall Enrollment 2014 – 2018
All Students

Fall Enrollment		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Census Date		10/15/14	10/16/15	10/17/16	10/16/17	10/18/18
Total Unduplicated Headcount		11,468	10,954	9,596	8,997	7,514
Total Credit Hours		123,746.0	117,978.5	102,675.0	93,448.5	77,989.5
Gender	Male	4,699	4,447	3,917	3,693	3,135
	Female	6,712	6,420	5,626	5,268	4,345
	No Data	57	87	53	36	34
Registration	First-Time	3,192	3,072	2,265	2,238	1,693
	Transfer	278	262	148	116	124
	Readmit	349	298	222	224	125
	Continuing	7,649	7,322	6,961	6,419	5,572
Attendance	Full-Time	5,799	5,628	4,864	4,340	3,589
	Part-Time	5,669	5,326	4,732	4,657	3,925
Matriculation	Matriculated	10,251	9,828	8,864	8,083	7,014
	Non-Matriculated	1,217	1,126	732	914	500

Fall Enrollment		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Gender	Male	41.0%	40.6%	40.8%	41.0%	41.7%
	Female	58.5%	58.6%	58.6%	58.6%	57.8%
	No Data	0.5%	0.8%	0.6%	0.4%	0.5%
Registration	First-Time	27.8%	28.0%	23.6%	24.9%	22.5%
	Transfer	2.4%	2.4%	1.5%	1.3%	1.7%
	Readmit	3.0%	2.7%	2.3%	2.5%	1.7%
	Continuing	66.7%	66.8%	72.5%	71.3%	74.2%
Attendance	Full-Time	50.6%	51.4%	50.7%	48.2%	47.8%
	Part-Time	49.4%	48.6%	49.3%	51.8%	52.2%
Matriculation	Matriculated	89.4%	89.7%	92.4%	89.8%	93.3%
	Non-Matriculated	10.6%	10.3%	7.6%	10.2%	6.7%

Source: SURE Fall Enrollment files

Fall Enrollment 2014 – 2018
All Students
Trends of Matriculation, Attendance, and Registration



Source: SURE Fall Enrollment files

FALL ENROLLMENT BY PROGRAM – ALL STUDENTS Fall 2014 – Fall 2018

Division	Degree Type	Curriculum Code	Program Title	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Biology, Chemistry & Physics	A.S.	0601	Biology/Pre-Medicine	502	494	453	406	349
		0602	Chemistry	49	48	45	36	43
		0603	General Science	2481	2352	1983	1847	1605
		2207	Environmental Science				6	14
Business	A.A.S.	2000	Accounting	93	87	42	35	14
		2006	Business Administration	150	131	83	59	30
		200H	Business Admin: Hospitality Management Option	26	30	20	24	19
		20FN	Business Admin: Financial Services Option	35	41	33	10	13
	A.S.	2001	Accounting	321	294	299	279	245
		2005	Business Administration	717	707	772	755	657
		2016	Finance				49	57
		2017	Supply Chain Management				27	33
	A.C.	3001	Business Career Development	5	10	8	3	2
		3013	Business Professional				2	2
Humanities & Bilingual Studies	A.A.	0199	Liberal Arts	1396	1508	1144	885	717
		019A	Liberal Arts: Africana Studies Option	10	9	15	8	4
		019C	Liberal Arts: Communications Option	117	119	114	102	82
		019J	Liberal Arts: Journalism Option	64	58	45	32	18
		019L	Liberal Arts: Spanish Language Option	8	14	13	19	14
		0401	Art	109	96	104	95	83
	A.A.S.	2071	New Media Technology	67	56	58	63	55
	A.S.	0409	Music	69	63	60	56	45
	A.C.	3315	English as a Second Language (ESL)				3	3
	C.O.A.	3071	Digital Media and Electronic Publishing	6	3	3	5	4
		3072	Art	1	1	0	1	2

Source: ECC Fall Enrollment 15th-day Report

FALL ENROLLMENT BY PROGRAM – ALL STUDENTS Fall 2014 – Fall 2018

Division	Degree Type	Curriculum Code	Program Title	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Mathematics, Engineering Technologies & Computer Sciences	A.A.S.	2124	Health Information Technology				3	8
		2301	Architectural Technology	73	78	72	88	84
		2307	Electronic Engineering Technology	99	89	97	86	71
		2312	Cybersecurity & Network Technology				16	46
		2316	Software Development Technology				1	10
		5304	Technical Studies	4	1	3	1	1
		5305	Technical Studies: UCC Technology Option	10	5	6	4	2
		5308	Mechanical Engineering Technology	55	59	62	63	79
		5309	Civil Engineering Technology	67	60	57	73	57
		5420	Manufacturing Engineering Technology	5	5	1	0	1
	A.S.	0399	Engineering	373	360	362	351	291
		0604	Mathematics	62	64	40	52	41
		2002	Computer Information Systems	144	128	135	110	87
		2302	Computer Science	260	278	281	291	235
		2303	Applied Computer Science	12	17	18	14	14
	A.C.	3316	Mechatronics				1	2
		3321	Computer and Network Support				3	5
		3322	Cybersecurity				2	2
		3323	Software Development and Programming				1	2
		3324	Database System Administration				0	1
	C.O.A.	3050	Fire Code Technology			1	2	1
		3051	Electrical Code Technology	5	3	2	1	2
		3052	Building Code Technology	2	3	3	3	2
		3053	Plumbing Code Technology	4		1	1	1
		3205	Computer-Aided Design Technology	11	10	11	9	8

Source: ECC Fall Enrollment 15th-day Report

FALL ENROLLMENT BY PROGRAM – ALL STUDENTS Fall 2014 – Fall 2018

Division	Degree Type	Curriculum Code	Program Title	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Nursing & Health Sciences	A.A.S.	2104	Nursing	211	96	155	119	112
		2105	Radiography	34	30	31	33	37
		2106	Physical Therapist Assistant	70	53	50	59	54
		2122	Vision Care Technology	36	44	57	53	53
	A.S.	2114	Health Science	33	27	21	24	11
	A.C.	3312	Licensed Practical Nurse (LPN)	35	25	41	17	32
	C.O.A.	3310	Vision Care Technology	10	19	12	10	12
Social Sciences	A.A.	0206	Education	401	372	429	396	371
	A.A.S.	2202	Human and Social Services	252	241	188	120	111
	A.S.	0710	Social Sciences	609	596	587	569	475
		0898	Criminal Justice	663	643	582	508	411
		0899	Physical Education	84	97	86	70	69
		2015	Paralegal Studies	68	53	66	58	52
	A.C.	3209	Legal Secretary	1	0	0	1	2
		6013	Massage Therapy	22	17	22	9	12
	C.O.A.	0204	Childhood Development Associate	18	13	13	12	8
		3057	Human and Social Services	16	14	5	5	5
		3208	Paralegal	6	9	10	10	8
		3210	Nurse Paralegal	8	8	3	1	2

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 Fall Enrollment 15th-day Report

ESSEX COUNTY COLLEGE
CAMPUS/EXTENSION CENTER PROFILES
FALL 2018 (as of October 15, 2018)

	MAIN*		WEC		FOCUS		IRONBOUND		ALL CAMPUS	
STATUS	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
PART-TIME	3409	**51%**	596	**63%**	45	**39%**	39	**40%**	3925	**52%**
FULL-TIME	3253	**49%**	356	**37%**	70	**61%**	59	**60%**	3589	**48%**
TOTAL	**6662**	**100%**	**952**	**100%**	**115**	**100%**	**98**	**100%**	**7514**	**100%**
NEW	1469	**22%**	289	**30%**	40	**35%**	22	**22%**	1808	**24%**
RETURNING	5193	**78%**	663	**70%**	75	**65%**	76	**78%**	5706	**76%**
DAY	5589	**84%**	730	**77%**	0	**0%**	0	**0%**	5850	**78%**
EVENING	1073	**16%**	222	**23%**	115	**100%**	98	**100%**	1664	**22%**
GENDER										
MALE	2740	**41%**	433	**45%**	34	**30%**	15	**15%**	3135	**42%**
FEMALE	3891	**58%**	515	**54%**	81	**70%**	82	**84%**	4345	**58%**
NO DATA	31	**0%**	4	**0%**	0	**0%**	1	**1%**	34	**0%**
AGE										
Less than 18	157	**2%**	68	**7%**	2	**2%**	0	**0%**	225	**3%**
18-22	3103	**47%**	441	**46%**	35	**30%**	32	**33%**	3529	**47%**
23-29	1741	**26%**	208	**22%**	26	**23%**	28	**29%**	1892	**25%**
30-39	951	**14%**	117	**12%**	30	**26%**	23	**23%**	1041	**14%**
40-49	470	**7%**	57	**6%**	16	**14%**	12	**12%**	529	**7%**
50 or older	240	**4%**	61	**6%**	6	**5%**	3	**3%**	298	**4%**
RACE										
Black/African Am.	3323	**50%**	299	**31%**	19	**17%**	10	**10%**	3598	**48%**
Hispanic/Latino	2015	**30%**	262	**28%**	85	**74%**	75	**77%**	2268	**30%**
White	529	**8%**	264	**28%**	4	**3%**	5	**5%**	743	**10%**
Asian	231	**3%**	40	**4%**	0	**0%**	0	**0%**	264	**4%**
Others*	94	**1%**	16	**2%**	0	**0%**	0	**0%**	107	**1%**
No data	470	**7%**	71	**7%**	7	**6%**	8	**8%**	534	**7%**

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

The numbers in All Campus are unduplicated headcount and can be smaller than the sum of each campuses. If a student takes courses in multiple campuses, the student is counted in all campuses where the student takes course(s).

	Fall 2017	Fall 2018	Change	% Change
Main Campus	7971	6662	-1309	-16.4%
West Essex Campus	1237	952	-285	-23.0%
Focus	136	115	-21	-15.4%
Ironbound	99	98	-1	-1.0%

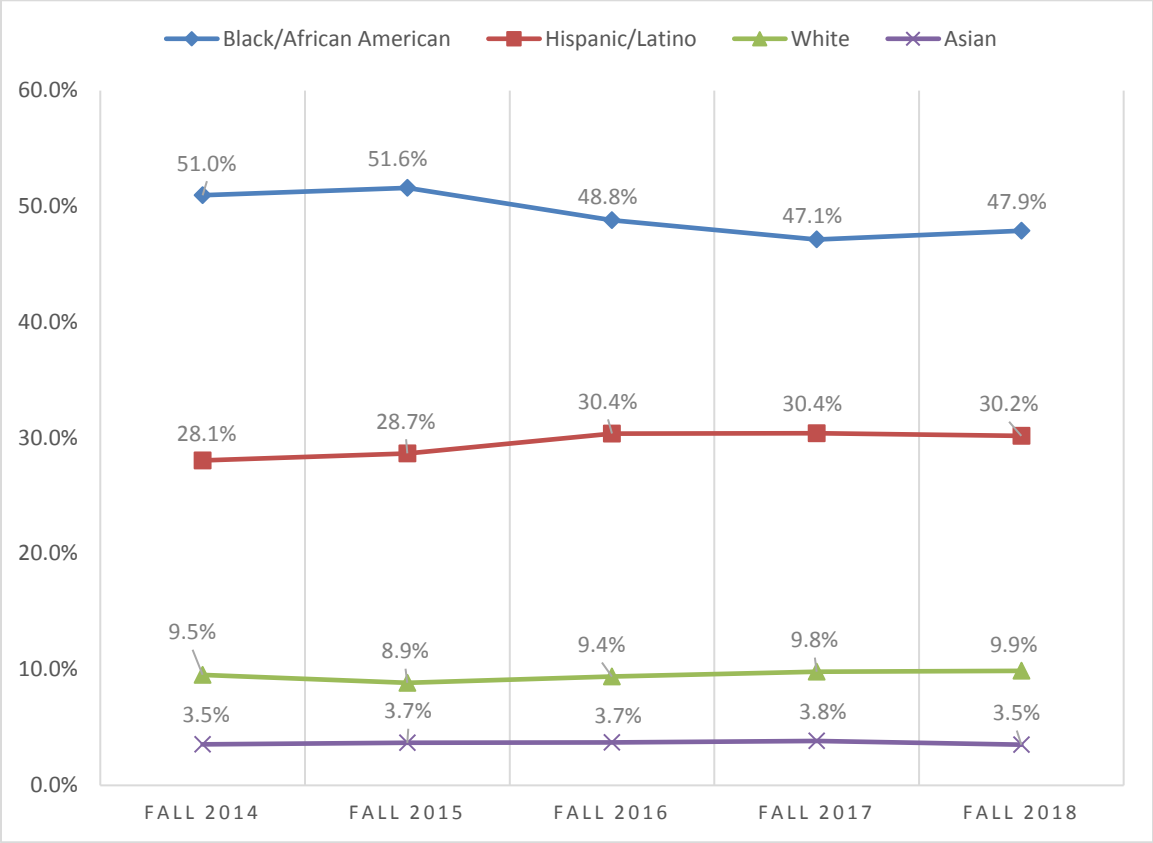
Source: ECC Fall Enrollment 15th-day report

RACE/ETHNICITY PROFILE
All Students
Fall 2014 – Fall 2018

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Black/African American	5,844	5,652	4,683	4,241	3,598
Hispanic/Latino	3,218	3,141	2,916	2,736	2,268
White	1,095	970	901	883	743
Asian	405	402	355	345	264
Others*	124	123	110	135	107
No Data	782	666	631	657	534

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Black/African American	51.0%	51.6%	48.8%	47.1%	47.9%
Hispanic/Latino	28.7%	28.7%	30.4%	30.4%	30.2%
White	9.5%	8.9%	9.4%	9.8%	9.9%
Asian	3.5%	3.7%	3.7%	3.8%	3.5%
Others*	1.1%	1.1%	1.1%	1.5%	1.4%

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



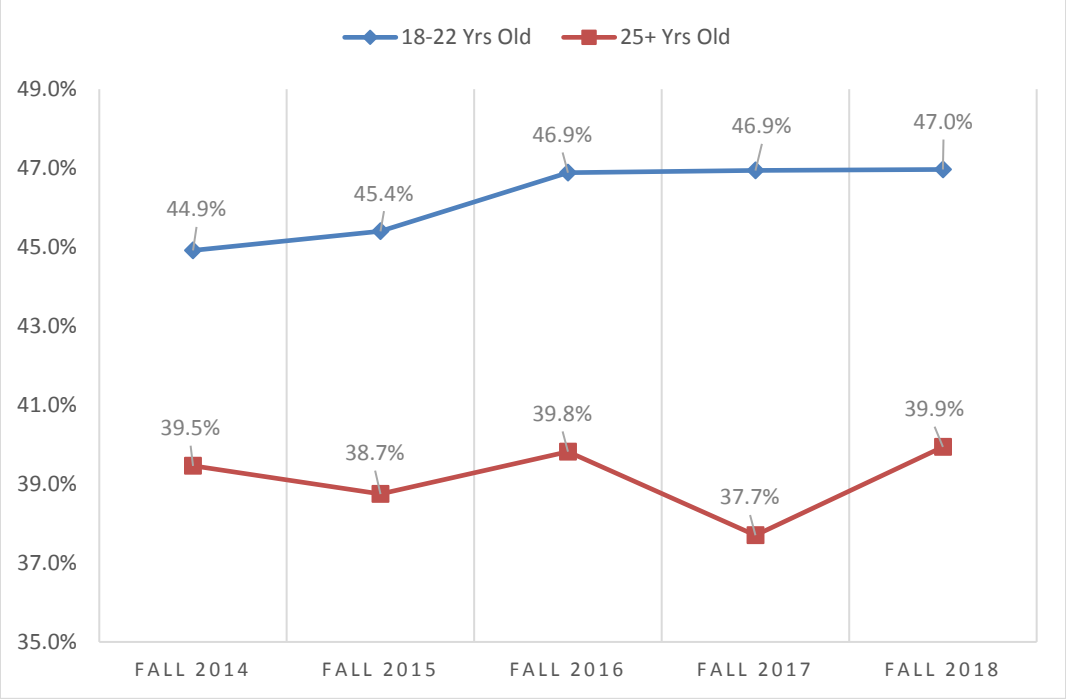
NOTE: Others are not shown.

Source: ECC Fall Enrollment 15th-day report

AGE PROFILE
All Students
Fall 2014 – Fall 2018

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Headcount	11468	10954	9596	8997	7514
Less than 18 Years	659	688	352	561	225
18 – 22 Years Old	5151	4973	4499	4223	3529
23 – 29 Years Old	2785	2609	2321	2074	1892
30 – 39 Years Old	1620	1498	1315	1178	1041
40 – 49 Years Old	804	758	678	598	529
50 Years and Older	449	428	431	363	298
25 Years and Older	4525	4244	3821	3392	3001
Median Age	22	22	22	22	23
Mean Age	26.13	25.99	26.37	25.86	26.29

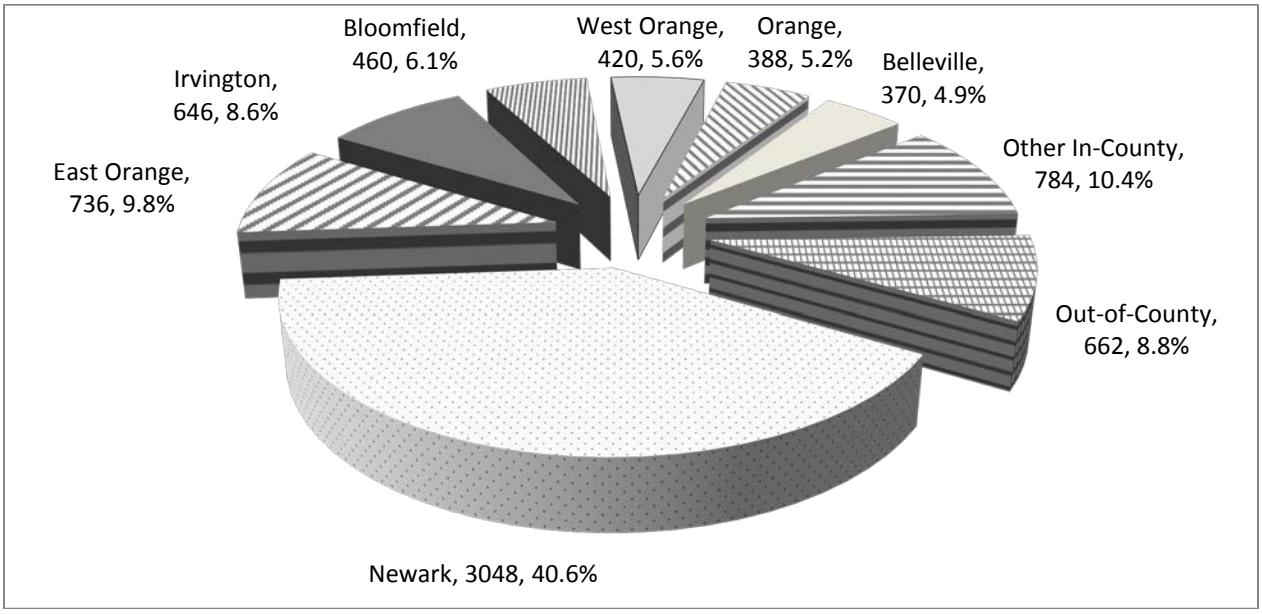
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Less than 18 Years	5.7%	6.3%	6.3%	6.2%	3.0%
18 – 22 Years Old	44.9%	45.4%	45.4%	46.9%	47.0%
23 – 29 Years Old	24.3%	23.8%	23.8%	23.1%	25.2%
30 – 39 Years Old	14.1%	13.7%	13.7%	13.1%	13.9%
40 – 49 Years Old	7.0%	6.9%	6.9%	6.6%	7.0%
50 Years and Older	3.9%	3.9%	4.5%	4.0%	4.0%
25 Years and Older	39.5%	38.7%	39.8%	37.7%	39.9%



Source: ECC Fall Enrollment 15th-day report

ENROLLMENT BY TOWN OF RESIDENCE
FALL 2014 – FALL 2018

MUNICIPALITY	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Belleville	533	587	512	585	370
Bloomfield	633	609	554	481	460
Cedar Grove	46	53	32	41	43
East Orange	1,263	1,185	914	823	736
Essex Fells	5	7	6	7	4
Fairfield	43	46	38	38	31
Glen Ridge	27	20	22	22	17
Irvington	1,021	1,010	854	721	646
Livingston	82	59	59	50	58
Maplewood	236	225	184	184	157
Millburn	18	15	8	15	14
Montclair	253	245	199	187	155
Newark	4,685	4,466	3941	3737	3048
Nutley	150	141	148	126	98
Orange	565	579	518	472	388
Roseland	21	18	20	13	16
South Orange	96	88	90	75	58
Verona	61	64	58	52	37
West Caldwell	150	136	135	144	96
West Orange	583	553	508	481	420
Out-of-County	997	848	796	743	662
County Enrollment	**10,471**	**10,106**	**8,800**	**8,254**	**6,852**
Total Enrollment	**11,468**	**10,954**	**9,596**	**8,997**	**7,514**
County %	91.3%	92.3%	91.7%	91.7%	91.2%



Source: ECC Fall Enrollment 15th-day report

FRESHMAN PROFILE
All First-Time Students
Fall 2014 – Fall 2018

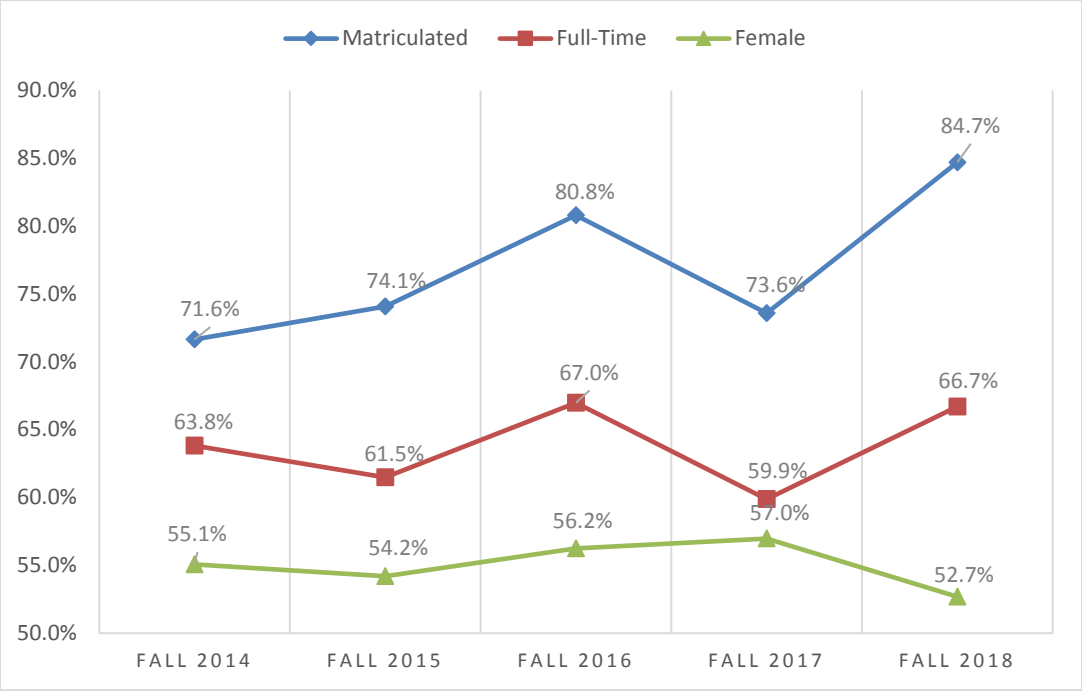
Fall Enrollment		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total First-Time Students		3,192	3,072	2,265	2,238	1,693
Gender	Male	1,410	1,353	972	957	792
	Female	1,758	1,665	1,274	1,275	892
	No Data	24	54	19	6	9
Attendance	Full-Time	2,073	1,889	1,517	1,340	1,129
	Part-Time	1,119	1,183	748	898	564
Matriculation	Matriculated	2,287	2,276	1,830	1,647	1,434
	Non-Matriculated	905	796	435	591	259
Race/Ethnicity	Black/African American	1,588	1,526	1,023	975	800
	Hispanic/Latino	926	938	721	681	475
	White	340	280	254	274	218
	Asian	84	101	65	71	49
	Others*	37	43	22	39	24
	No Data	217	184	180	198	127

Fall Enrollment		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Gender	Male	44.2%	44.0%	42.9%	42.8%	46.8%
	Female	55.1%	54.2%	56.2%	57.0%	52.7%
	No Data	0.8%	1.8%	0.8%	0.3%	0.5%
Attendance	Full-Time	64.9%	61.5%	67.0%	59.9%	66.7%
	Part-Time	35.1%	38.5%	33.0%	40.1%	33.3%
Matriculation	Matriculated	71.6%	74.1%	80.8%	73.6%	84.7%
	Non-Matriculated	28.4%	25.9%	19.2%	26.4%	15.3%
Race/Ethnicity	Black/African American	53.4%	52.8%	49.1%	47.8%	51.1%
	Hispanic/Latino	31.1%	32.5%	34.6%	33.4%	30.3%
	White	11.4%	9.7%	12.2%	13.4%	13.9%
	Asian	2.8%	3.5%	3.1%	3.5%	3.1%
	Others*	1.2%	1.5%	1.1%	1.9%	1.5%

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

Source: SURE Fall Enrollment files

FRESHMAN PROFILE
All First-Time Students
Trends of Matriculation, Attendance, Gender
Fall 2014 – Fall 2018

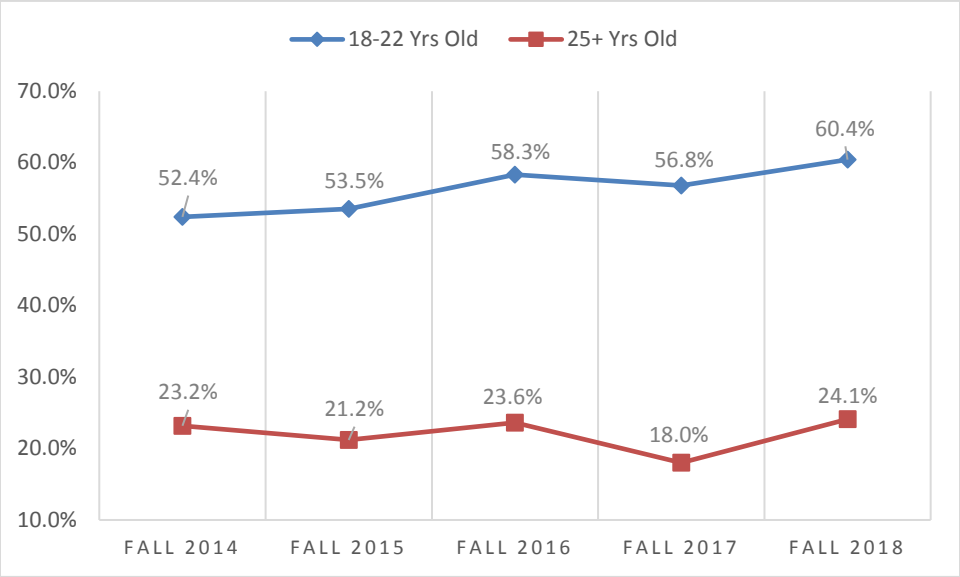


Source: SURE Fall Enrollment files

FRESHMAN PROFILE
Age Distribution
All First-Time Students
Fall 2014 – Fall 2018

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Headcount	3,192	3,072	2,265	2,265	1,693
Less than 18 Years	600	611	279	451	162
18 – 22 Years Old	1,673	1644	1321	1271	1023
23 – 29 Years Old	474	403	310	261	254
30 – 39 Years Old	279	244	214	165	143
40 – 49 Years Old	98	118	87	51	72
50 Years and Older	68	52	54	39	39
25 Years and Older	740	651	535	403	408
Median Age	19	19	19	19	19
Mean Age	22.3	22.1	22.9	21.5	22.9

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Less than 18 Years	18.8%	19.9%	12.3%	20.2%	9.6%
18 – 22 Years Old	52.4%	53.5%	58.3%	56.8%	60.4%
23 – 29 Years Old	14.8%	13.1%	13.7%	11.7%	15.0%
30 – 39 Years Old	8.7%	7.9%	9.4%	7.4%	8.4%
40 – 49 Years Old	3.1%	3.8%	3.8%	2.3%	4.3%
50 Years and Older	2.1%	1.7%	2.4%	1.7%	2.3%
25 Years and Older	23.2%	21.2%	23.6%	18.0%	24.1%



Source: ECC Fall Enrollment 15th day report

International Students by Country and Major
F-1 Visa 156 Students 52 Countries
Fall 2018

Country	N	Country	N	Major	N
Albania	1	Kosovo	1	Accounting	2
Argentina	1	Liberia	1	Architectural Technology	5
Bolivia	1	Malaysia	1	Art	2
Brazil	14	Mauritius	1	Biology/Pre-Medicine	6
Burkina Faso	8	Mexico	2	Business Administration	38
Cameroon	4	Nepal	1	Civil Engineering Technology	2
Canada	3	Nigeria	17	Computer Information Systems	1
Chad	1	Pakistan	1	Computer Science	8
China	3	Peru	1	Criminal Justice	2
Columbia	2	Poland	2	Cybersecurity & Network Technology	1
Congo	2	Portugal	1	Education	4
Dominican Republic	3	Russia	1	Electronic Engineering Technology	5
Ecuador	5	Saint Lucia	6	Engineering	11
France	1	Saudi Arabia	1	Environmental Science	1
Georgia	1	Senegal	1	Finance	1
Ghana	1	Sierra Leone	1	General Science	32
Guyana	3	South Korea	1	Liberal Arts	8
Haiti	6	Spain	1	Mechanical Engineering Technology	4
Honduras	1	Sudan	1	Mathematics	1
India	2	Tanzania	3	Music	1
Italy	4	Thailand	1	Nursing	2
Ivory Coast	4	Trinidad & Tobago	7	Paralegal	2
Jamaica	20	United Kingdom	1	Physical Education	10
Japan	1	Venezuela	2	Social Science	6
Jordan	2	Vietnam	3	Vision Care Technology	1
Kenya	2	Zimbabwe	1		

Source: Enrollment Services

Spring Enrollment 2014 – 2018
All Students

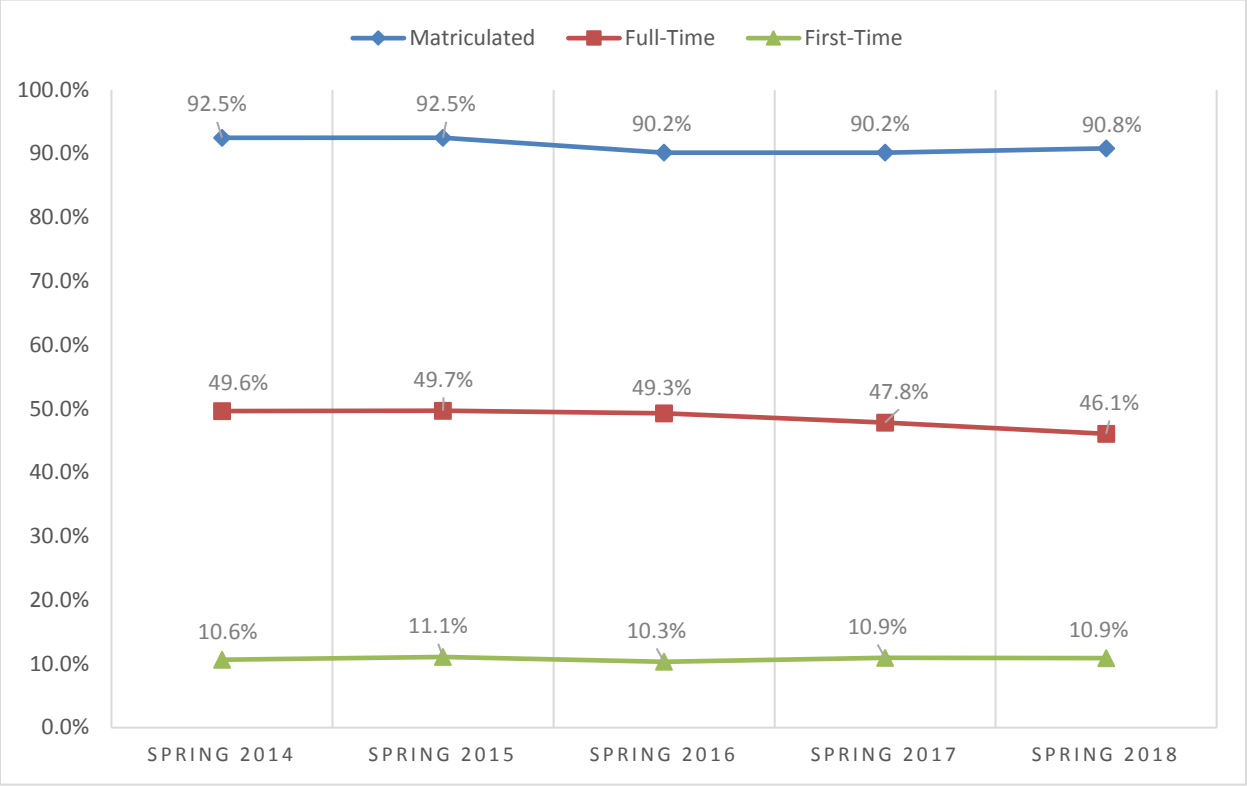
Spring Enrollment		Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
	Census Date	2/18/2014	2/17/2015	2/16/2016	2/15/2017	2/15/2018
	Total headcount	11,302	10,571	9,885	8,696	7,830
	Total Credit Hours	121,682.5	113,539.0	105,920.0	91,614.5	81,453.0
Gender	Male	4,676	4,288	4,025	3,545	3,273
	Female	6,582	6,228	5,782	5,103	4,526
	No Data	44	55	78	48	31
Registration	First-Time	1,203	1,172	1,021	951	852
	Transfer	105	124	152	83	87
	Readmit	216	232	165	177	104
	Continuing	9,778	9,043	8,547	7,485	6,787
Attendance	Full-Time	5,609	5,254	4,871	4,161	3,608
	Part-Time	5,693	5,317	5,014	4,535	4,222
Matriculation	Matriculated	10,455	9,779	8,913	7,842	7,113
	Non-Matriculated	847	792	972	854	717
Race/Ethnicity	Black/African American	5,875	5,478	5,042	4,163	3,770
	Hispanic/Latino	3,004	2,897	2,809	2,598	2,598
	White	1,073	964	906	890	776
	Asian	434	378	380	334	286
	Others*	119	119	122	101	115
	No Data	797	735	626	610	552

Spring Enrollment		Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Gender	Male	41.4%	40.6%	40.7%	40.8%	41.8%
	Female	58.2%	58.9%	58.5%	58.7%	57.8%
	No Data	0.4%	0.5%	0.8%	0.6%	0.4%
Registration	First-Time	10.6%	11.1%	10.3%	10.9%	10.9%
	Transfer	0.9%	1.2%	1.5%	1.0%	1.1%
	Readmit	1.9%	2.2%	1.7%	2.0%	1.3%
	Continuing	86.5%	85.5%	86.5%	86.1%	86.7%
Attendance	Full-Time	49.6%	49.7%	49.3%	47.8%	46.1%
	Part-Time	50.4%	50.3%	50.7%	52.2%	53.9%
Matriculation	Matriculated	92.5%	92.5%	90.2%	90.2%	90.8%
	Non-Matriculated	7.5%	7.5%	9.8%	9.8%	9.2%
Race/Ethnicity	Black/African American	52.0%	51.8%	51.0%	47.9%	48.1%
	Hispanic/Latino	26.6%	27.4%	28.4%	29.9%	29.8%
	White	9.5%	9.1%	9.2%	10.2%	9.9%
	Asian	3.8%	3.6%	3.8%	3.8%	3.7%
	Others*	1.1%	1.1%	1.2%	1.2%	1.5%
	No Data	7.1%	7.0%	6.3%	7.0%	7.0%

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

Source: SURE Spring Enrollment files

Spring Enrollment 2014 – 2018
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 2014 – Spring 2018

Division	Degree Type	Curriculum Code	Program Title	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Biology, Chemistry & Physics	A.S.	0601	Biology/Pre-Medicine	457	464	451	407	365
		0602	Chemistry	49	46	43	32	36
		0603	General Science	2,441	2,378	2,103	1,771	1,572
		2207	Environmental Science	0	0	0	0	6
Business	A.A.S.	2000	Accounting	71	85	66	28	22
		2006	Business Administration	128	139	112	47	32
		200H	Business Admin: Hospitality Management Option	37	26	18	11	20
		20FN	Business Admin: Financial Services Option	29	39	32	19	7
	A.S.	2001	Accounting	303	312	307	267	247
		2005	Business Administration	743	709	709	725	704
		2016	Finance	0	0	0	25	42
		2017	Supply Chain Management	0	0	0	11	29
	A.C.	3001	Business Career Development	10	5	10	2	2
		3013	Business Professional	0	0	0	1	0
Humanities & Bilingual Studies	A.A.	0199	Liberal Arts	1,471	1,313	1,189	916	715
		019A	Liberal Arts: Africana Studies Option	14	12	7	14	8
		019C	Liberal Arts: Communications Option	127	113	102	100	102
		019J	Liberal Arts: Journalism Option	60	57	44	34	27
		019L	Liberal Arts: Spanish Language Option	10	6	13	12	21
		0401	Art	111	83	108	93	98
	A.A.S.	2071	New Media Technology	69	68	56	48	58
	A.S.	0409	Music	69	61	54	52	45
	A.C.	3315	English as a Second Language (ESL)	0	0	0	2	2
	C.O.A.	3071	Digital Media and Electronic Publishing	10	5	2	4	4
		3072	Art	0	0	1	0	1

Source: ECC Spring Enrollment 15th-day Report

SPRING ENROLLMENT BY PROGRAM – ALL STUDENTS Spring 2014 – Spring 2018

Division	Degree Type	Curriculum Code	Program Title	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Mathematics, Engineering Technologies & Computer Sciences	A.A.S.	2124	Health Information Technology	0	0	0	0	2
		2301	Architectural Technology	76	69	65	77	74
		2307	Electronic Engineering Technology	117	90	98	66	80
		2312	Cybersecurity & Network Technology	0	0	0	0	38
		2316	Software Development Technology	0	0	0	0	6
		5304	Technical Studies	4	1	1	1	1
		5305	Technical Studies: UCC Technology Option	12	10	6	8	3
		5308	Mechanical Engineering Technology	58	57	64	58	66
		5309	Civil Engineering Technology	65	70	51	54	68
		5420	Manufacturing Engineering Technology	3	7	4	1	1
	A.S.	0399	Engineering	361	362	346	335	274
		0604	Mathematics	74	63	60	41	49
		2002	Computer Information Systems	123	136	106	113	96
		2302	Computer Science	240	255	247	255	230
		2303	Applied Computer Science	21	15	15	16	16
	A.C.	3316	Mechatronics	0	0	0	0	1
		3321	Computer and Network Support	0	0	0	1	5
		3322	Cybersecurity	0	0	0	2	1
		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	3	1
		3051	Electrical Code Technology	4	7	1	2	1
		3052	Building Code Technology	0	2	2	3	0
		3053	Plumbing Code Technology	3	4	2	1	1
		3205	Computer-Aided Design Technology	7	8	8	8	10

Source: ECC Spring Enrollment 15th-day Report

SPRING ENROLLMENT BY PROGRAM – ALL STUDENTS Spring 2014 – Spring 2018

Division	Degree Type	Curriculum Code	Program Title	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Nursing & Health Sciences	A.A.S.	2104	Nursing	205	163	99	111	124
		2105	Radiography	36	33	27	26	27
		2106	Physical Therapist Assistant	73	65	51	50	52
		2122	Vision Care Technology	39	43	55	67	56
	A.S.	2114	Health Science	40	37	32	13	20
	A.C.	3312	Licensed Practical Nurse (LPN)	47	52	25	35	43
	C.O.A.	3310	Vision Care Technology	11	10	21	9	4
Social Sciences	A.A.	0206	Education	516	394	435	405	360
	A.A.S.	2202	Human and Social Services	254	254	229	155	124
	A.S.	0710	Social Sciences	670	602	578	595	528
		0898	Criminal Justice	703	614	569	485	395
		0899	Physical Education	92	90	94	80	81
		2015	Paralegal Studies	79	69	55	61	60
	A.C.	3209	Legal Secretary	0	0	0	0	0
		6013	Massage Therapy	23	22	15	13	12
	C.O.A.	0204	Childhood Development Associate	20	14	18	12	3
		3057	Human and Social Services	23	12	6	4	5
		3208	Paralegal	8	6	10	10	10
		3210	Nurse Paralegal	9	7	6	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

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 2014 through Summer I 2018 (5th Day)

	All Campuses			WEC		
	New	**Return**	**Total**	**New**	**Return**	**Total**
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 I 2018	239	2,383	2,622	33	153	186

SUMMER II ENROLLMENT
by All Campuses and WEC and by New and Returning Students
Summer II 2014 through Summer II 2018 (5th Day)

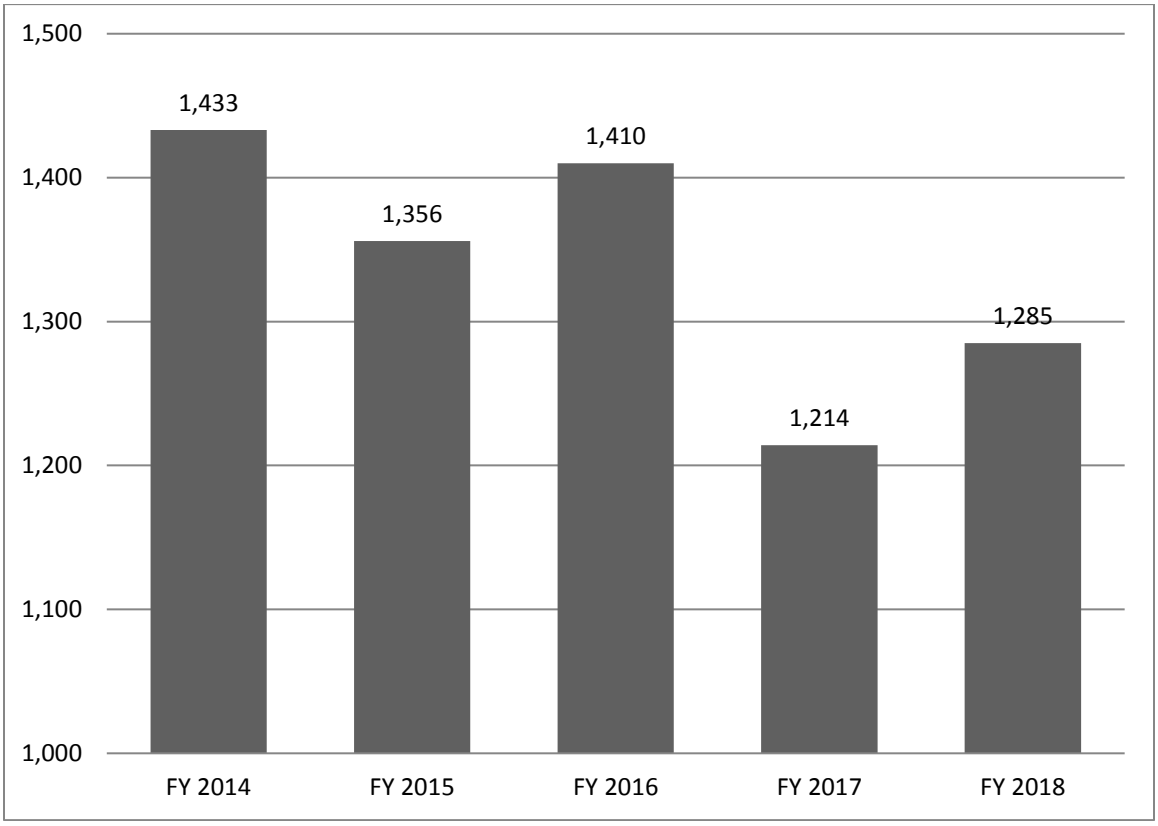
	ALL			WEC		
	New	**Return**	**Total**	**New**	**Return**	**Total**
Summer II 2014	456	1,606	2,062	28	96	124
Summer II 2015	414	1,466	1,880	36	76	112
Summer II 2016	267	1,235	1,502	18	54	72
Summer II 2017	366	1,319	1,685	35	82	117
Summer II 2018	252	1,198	1,450	16	84	100

Source: ECC Summer Enrollment 5th-day Report

CHAPTER 3

OUTCOMES:
GRADUATION STATISTICS

DEGREES AND CERTIFICATES CONFERRED FY 14 – FY 18



Completions				
Fiscal Year	# of Associates Degrees	# of Certificates	Total # of Associates Degrees & Certificates	# of Completers (Unduplicated Headcount)
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
FY 18	1,193	56	1,285	1,283

Source: IPEDS Completions Survey

DEGREES AND CERTIFICATES CONFERRED BY GENDER FY 14 – FY 18

Division	Degree Type	Curriculum Code	Program Title	FY 14	FY 15	FY 16	FY 17	FY 18
Biology, Chemistry & Physics	A.S.	0601	Biology/Pre-Medicine	56	65	54	49	41
		0602	Chemistry	4	3	3	5	1
		0603	General Science	135	202	239	210	222
		2207	Environmental Science	0	0	0	1	0
Business	A.A.S.	2000	Accounting	1	4	3	2	3
		2006	Business Administration	9	2	4	1	3
		200H	Business Admin: Hospitality Management Option	7	1	3	2	2
		20FN	Business Admin: Financial Services Option	0	0	0	1	1
	A.S.	2001	Accounting	83	78	85	64	71
		2005	Business Administration	168	123	170	134	129
		2016	Finance	0	0	0	2	10
		2017	Supply Chain Management	0	0	0	0	1
	A.C.	3001	Business Career Development	1	0	1	0	0
		3013	Business Professional	0	0	0	0	1
Humanities & Bilingual Studies	A.A.	0199	Liberal Arts	120	98	114	111	106
		019A	Liberal Arts: Africana Studies Option	2	0	1	2	2
		019C	Liberal Arts: Communications Option	25	21	17	15	18
		019J	Liberal Arts: Journalism Option	5	1	4	6	4
		019L	Liberal Arts: Spanish Language Option	4	3	2	6	6
		0401	Art	11	13	13	17	8
	A.A.S.	2071	New Media Technology	13	8	11	5	10
	A.S.	0409	Music	2	4	11	3	3
	A.C.	3315	English as a Second Language (ESL)	0	0	0	0	0
	C.O.A.	3071	Digital Media and Electronic Publishing	1	2	0	0	2
		3072	Art	1	0	0	0	0

Source: IPEDS Completions Survey

DEGREES AND CERTIFICATES CONFERRED BY GENDER FY 14 – FY 18

Division	Degree Type	Curriculum Code	Program Title	FY 14	FY 15	FY 16	FY 17	FY 18
Mathematics, Engineering Technologies & Computer Sciences	A.A.S.	2124	Health Information Technology	0	0	0	1	1
		2301	Architectural Technology	9	7	7	3	3
		2307	Electronic Engineering Technology	8	16	8	7	9
		2312	Cybersecurity & Network Technology	0	0	0	2	6
		2316	Software Development Technology	0	0	0	0	1
		5304	Technical Studies	6	2	0	0	0
		5305	Technical Studies: UCC Technology Option	2	3	0	0	0
		5308	Mechanical Engineering Technology	4	4	2	6	7
		5309	Civil Engineering Technology	8	8	11	8	5
		5420	Manufacturing Engineering Technology	0	0	0	0	0
	A.S.	0399	Engineering	40	39	37	39	31
		0604	Mathematics	9	2	5	6	7
		2002	Computer Information Systems	6	25	10	17	15
		2302	Computer Science	18	16	10	17	18
		2303	Applied Computer Science	3	1	0	3	0
	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	6	8	7	0	7

Source: IPEDS Completions Survey

DEGREES AND CERTIFICATES CONFERRED BY GENDER FY 14 – FY 18

Division	Degree Type	Curriculum Code	Program Title	FY 14	FY 15	FY 16	FY 17	FY 18
Nursing & Health Sciences	A.A.S.	2104	Nursing	54	81	73	42	50
		2105	Radiography	21	31	9	13	9
		2106	Physical Therapist Assistant	24	28	24	22	26
		2122	Vision Care Technology	16	12	14	15	24
	A.S.	2114	Health Science	12	19	13	8	11
	A.C.	3312	Licensed Practical Nurse (LPN)	24	15	33	8	33
	C.O.A.	3310	Vision Care Technology	1	0	1	0	1
Social Sciences	A.A.	0206	Education	139	97	114	84	76
	A.A.S.	2202	Human and Social Services	49	42	31	33	28
	A.S.	0710	Social Sciences	167	152	131	125	144
		0898	Criminal Justice	111	94	83	70	81
		0899	Physical Education	15	9	8	18	14
		2015	Paralegal Studies	13	10	19	20	8
	A.C.	3209	Legal Secretary	0	0	0	0	0
		6013	Massage Therapy	7	2	11	4	5
	C.O.A.	0204	Childhood Development Associate	0	0	0	1	0
		3057	Human and Social Services	0	0	1	0	0
		3208	Paralegal	6	3	3	5	7
		3210	Nurse Paralegal	0	0	0	0	0

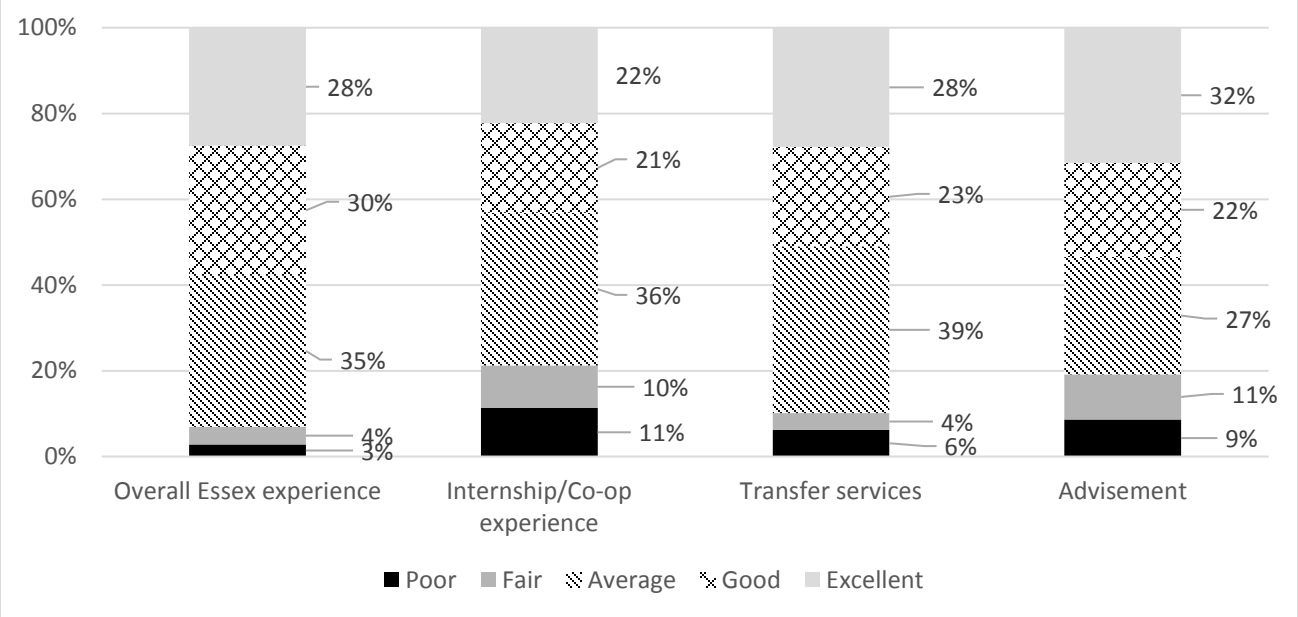
Note: The number of students by gender or full-time/part-time status for each program can be found in the interactive Fact Book at http://eccprojects/praa/ir/SitePages/Interactive_Fact_Book.aspx

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: IPEDS Completions Survey

GRADUATES SURVEY
Students Who Graduated in FY 18
Reported Satisfaction Levels

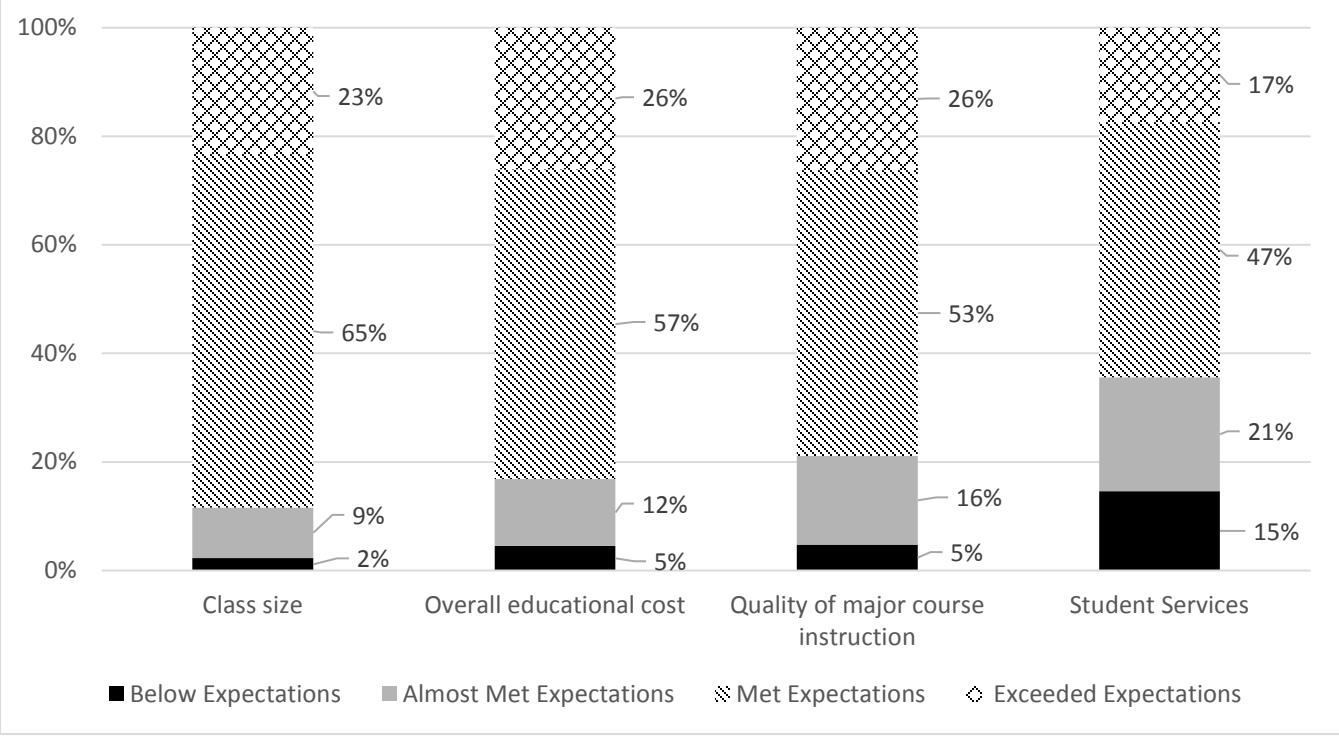
	Poor	Fair	Average	Good	Excellent	Valid Responses	Average Score
Overall Essex Experience	15 (3%)	22 (4%)	189 (35%)	161 (30%)	147 (28%)	534	3.75
Internship/Co-op Experience	33 (11%)	29 (10%)	104 (36%)	61 (21%)	65 (22%)	292	3.33
Transfer Services	27 (6%)	17 (4%)	169 (39%)	101 (23%)	121 (28%)	435	3.63
Advisement	44 (9%)	54 (11%)	140 (27%)	112 (22%)	161 (32%)	511	3.57



Source: Satisfaction Survey of FY 2018 Graduates (May 2018)

GRADUATES SURVEY
Students Who Graduated in FY 18
Reported Satisfaction Levels

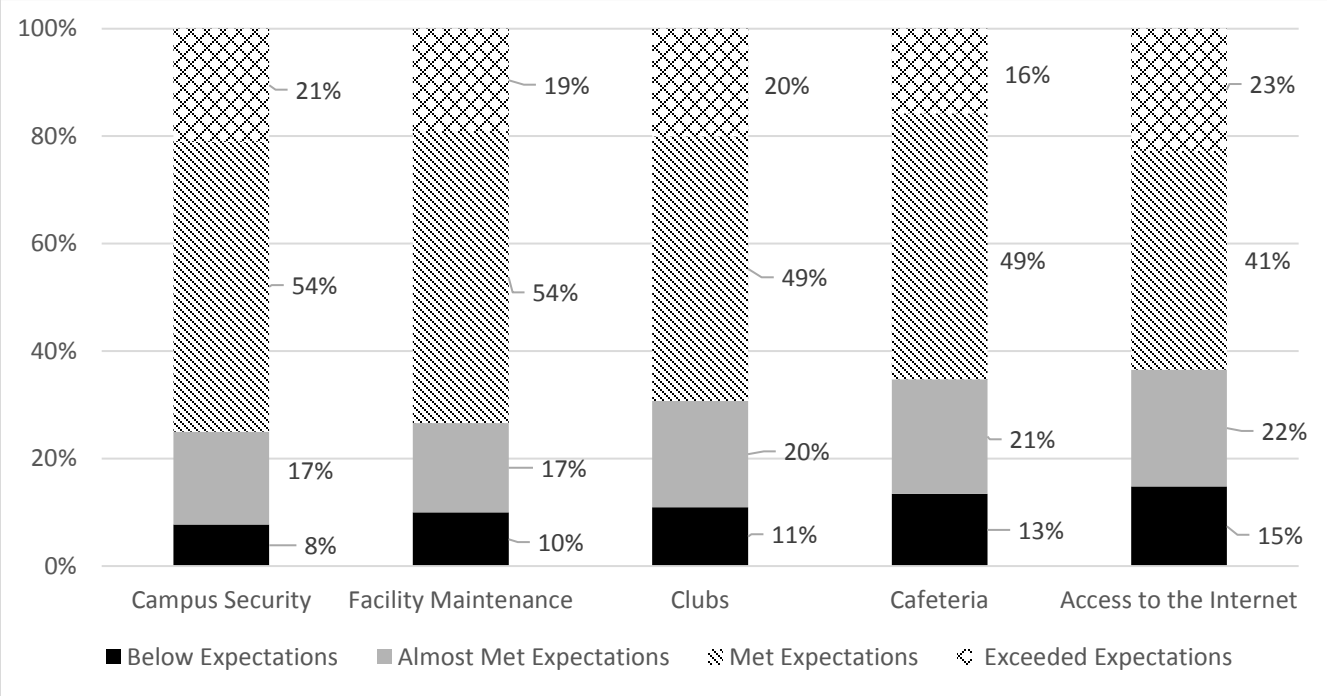
	Below Expectations	Almost Met Expectations	Met Expectations	Exceeded Expectations	Valid Responses	Average Score
Class Size	12 (2%)	49 (9%)	341 (65%)	123 (23%)	525	3.10
Overall Educational Cost	23 (5%)	63 (12%)	291 (57%)	133 (26%)	510	3.05
Quality of Major Course Instruction	25 (5%)	86 (16%)	277 (53%)	138 (26%)	526	3.00
Student Services	73 (15%)	105 (21%)	235 (47%)	87 (17%)	500	2.67



Source: Satisfaction Survey of FY 2018 Graduates (May 2018)

GRADUATES SURVEY
Students Who Graduated in FY 18
Reported Satisfaction Levels

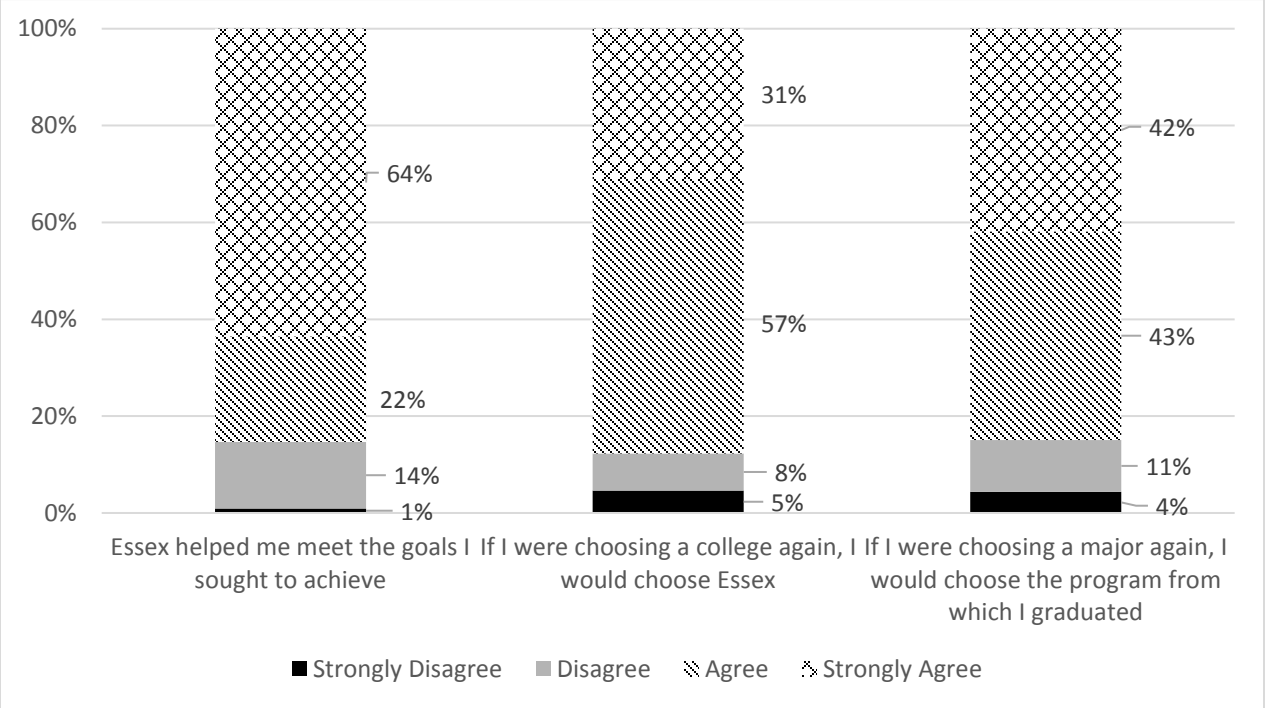
	Below Expectations	Almost Met Expectations	Met Expectations	Exceeded Expectations	Valid Responses	Average Score
Campus Security	39 (8%)	87 (17%)	272 (54%)	106 (21%)	504	2.88
Facility Maintenance	51 (10%)	85 (17%)	277 (54%)	98 (19%)	511	2.83
Clubs	36 (11%)	65 (20%)	162 (49%)	66 (20%)	329	2.78
Cafeteria	65 (13%)	103 (21%)	239 (49%)	76 (16%)	483	2.67
Access to the Internet	77 (15%)	113 (22%)	212 (41%)	118 (23%)	520	2.71



Source: Satisfaction Survey of FY 2018 Graduates (May 2018)

GRADUATES SURVEY
Students Who Graduated in FY 18
Reported Satisfaction Levels

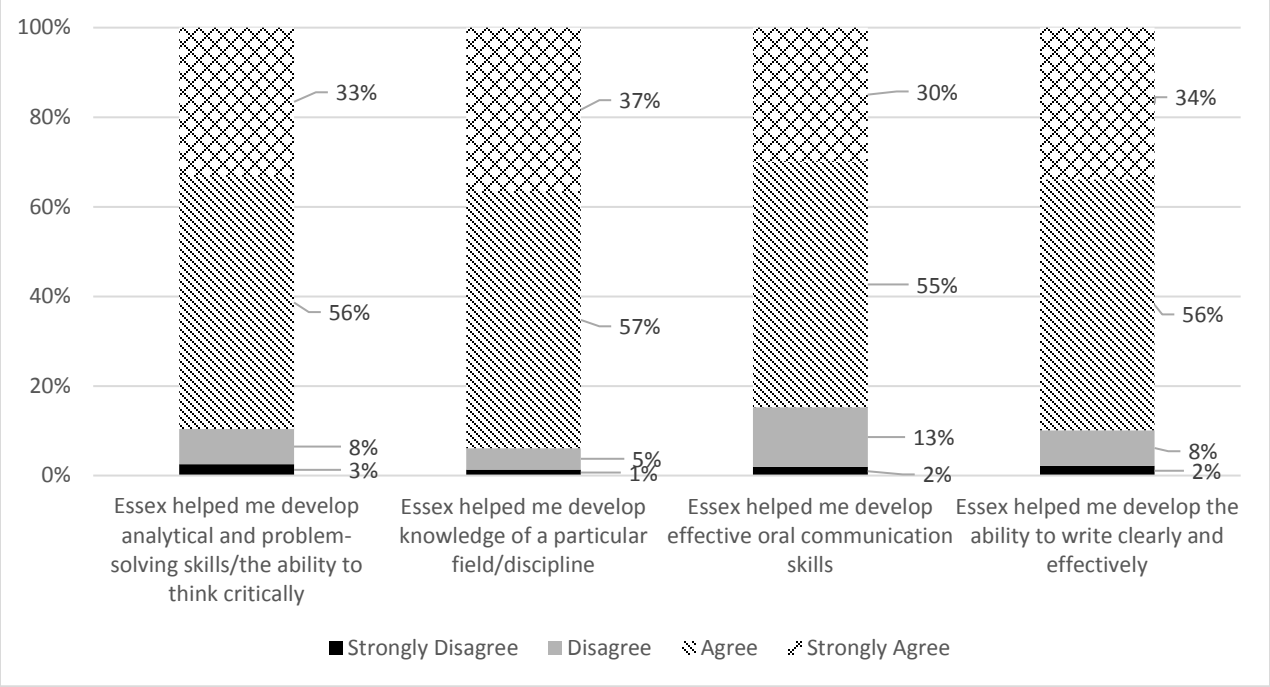
	Strongly Disagree	Disagree	Agree	Strongly Agree	Valid Responses	Average Score
Essex helped me meet the goals I sought to achieve.	5 (1%)	73 (14%)	116 (22%)	338 (64%)	532	3.48
If I were choosing a college again, I would choose Essex.	23 (5%)	38 (8%)	281 (57%)	154 (31%)	496	3.14
If I were choosing a major again, I would choose the program from which I graduated.	22 (4%)	54 (11%)	217 (43%)	211 (42%)	504	3.22



Source: Satisfaction Survey of FY 2018 Graduates (May 2018)

GRADUATES SURVEY
Students Who Graduated in FY 18
Reported Satisfaction Levels

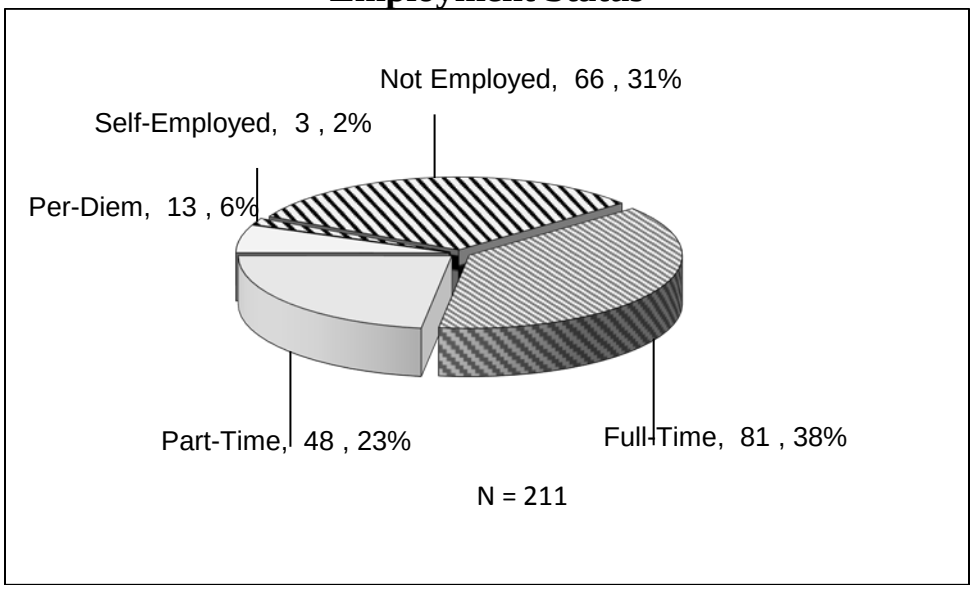
	Strongly Disagree	Disagree	Agree	Strongly Agree	Valid Responses	Average Score
Essex helped me develop analytical and problem-solving skills/the ability to think critically.	13 (3%)	40 (8%)	288 (56%)	169 (33%)	510	3.20
Essex helped me develop knowledge of a particular field/discipline.	7 (1%)	25 (5%)	298 (57%)	191 (37%)	521	3.29
Essex helped me develop effective oral communication skills.	10 (2%)	69 (13%)	284 (55%)	155 (30%)	518	3.13
Essex helped me develop the ability to write clearly and effectively.	11 (2%)	41 (8%)	287 (56%)	174 (34%)	513	3.22



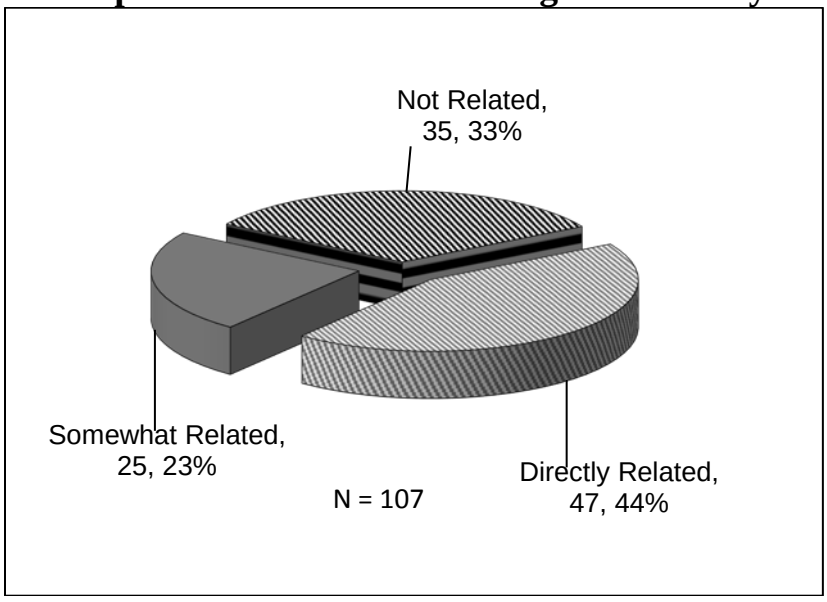
Source: Satisfaction Survey of FY 2018 Graduates (May 2018)

GRADUATES SURVEY
Students Who Graduated in FY 18
Reported Employment Information

Employment Status



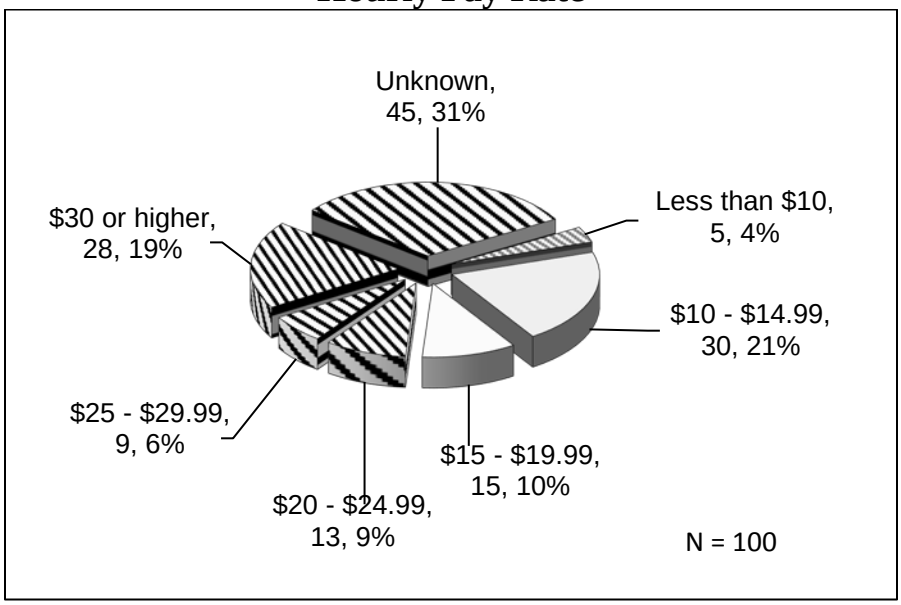
Relationship of Present Job to the Program of Study at ECC



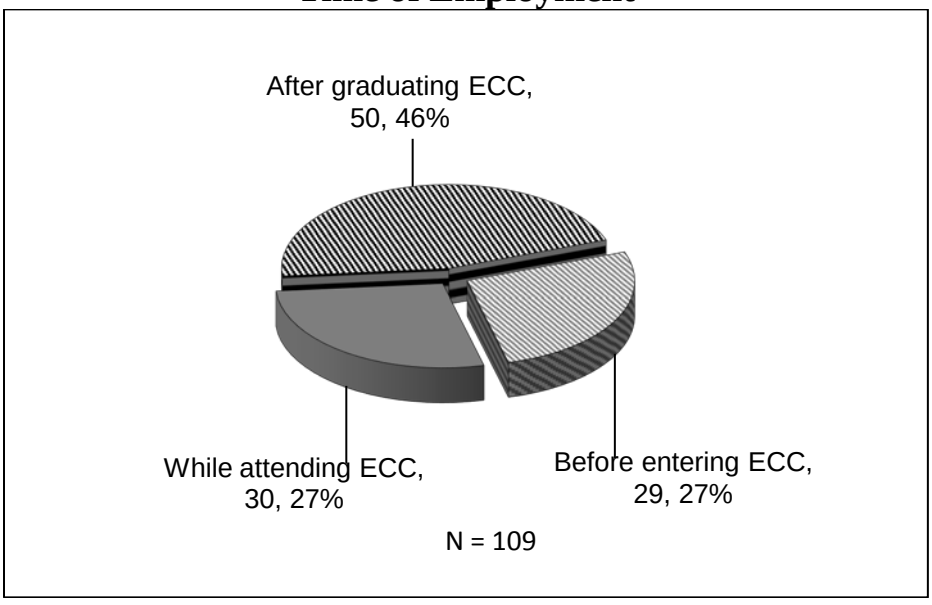
Source: Employment Survey of FY 2017 Graduates (November 2018)

GRADUATES SURVEY
Students Who Graduated in FY 18
Reported Employment Information

Hourly Pay Rate



Time of Employment



Source: Employment Survey of FY 2017 Graduates (November 2018)

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 Center
Allied Universal
Allstate Insurance Company
ALM
Amazon
Atlantic Health
Atlas Shippers East
ADP
Bethel Counseling Services
Citibank
City Hall
Clara Maass Medical Center
Community Access Unlimited
Compass Group USA
CVS
Daughters Of Israel Plasky
Department of Corrections
Department of Veterans Affairs
East Orange School District
EmpireCLS Worldwide Chauffeur Services
GAP
Garden of Wonders
Greyston Psychiatric Hospital
Health Fitness Corp.
Ipsen Biopharmaceuticals
Kessler Institute Of Rehabilitation
Kids Place
La Casa De Don Pedro
Life Management Inc
Marshalls
Medix
Modell's Sporting Goods
Mount Sinai Hospital
New Jersey Precision Technology
New Vista Nursing Home
Newark Beth Israel Hospital
Newark Beth Israel Medical Center
Nyc Health And Hospitals Corp
Park Crescent Health Care And Rehabilitation Center
Prodigal Sons & Daughters Behavioral Healthcare Svcs.
Professional Physical Therapy
Re/Max Lifetime Realtors
Roselle Board Of Education
Runnells Center For Rehab
Rutgers University
Saint Michaels Hospital
Samaritan Daytop Village
Shields Health Solutions
Sinai Post Acute Nursing And Rehabilitation
South Orange Ob/Gyn
Swissport Cargo Services
TD Bank
The Arc Morris
THG Realty Management
U.S. Vision
UFS Security
United Parcel Service
University Hospital
VA Hospital
XPO Logistics

Source: Employment Survey of FY 2017 Graduates (November 2018)

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 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%
Fall 2017	1,249	645	51.6%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Fall	% Who Returned Next Fall
Fall 2013	523	210	40.2%
Fall 2014	449	183	40.8%
Fall 2015	505	203	40.2%
Fall 2016	373	125	33.5%
Fall 2017	398	129	32.4%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Fall	% Who Returned Next Fall
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%
Fall 2017	1,647	774	47.0%

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 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%
Fall 2017	1,249	928	74.3%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Spring	% Who Returned Next Spring
Fall 2013	523	314	60.0%
Fall 2014	449	277	61.7%
Fall 2015	505	286	56.6%
Fall 2016	373	204	54.7%
Fall 2017	398	165	41.5%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Returned Next Spring	% Who Returned Next Spring
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%
Fall 2017	1,647	1,093	66.4%

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 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%
Fall 2016	1,457	33	2.3%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2012	425	3	0.7%
Fall 2013	523	8	1.5%
Fall 2014	449	4	0.9%
Fall 2015	505	9	1.8%
Fall 2016	373	4	1.1%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
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%
Fall 2016	1,830	37	2.0%

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 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%
Fall 2015	1,771	217	12.3%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2011	275	11	4.0%
Fall 2012	425	17	4.0%
Fall 2013	523	38	7.3%
Fall 2014	449	28	6.2%
Fall 2015	505	42	8.3%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
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%
Fall 2015	2,276	259	11.4%

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 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%
Fall 2014	1,838	348	18.9%

First-Time, Part-Time, Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2010	363	29	8.0%
Fall 2011	275	18	6.5%
Fall 2012	425	30	7.1%
Fall 2013	523	57	10.9%
Fall 2014	449	49	10.9%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
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%
Fall 2014	2,287	397	17.4%

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 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%
Fall 2012	2,143	449	21.0%

First-Time, Part-Time Degree-Seeking (FTPTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
Fall 2008	522	54	10.3%
Fall 2009	451	61	13.5%
Fall 2010	363	43	11.8%
Fall 2011	275	36	13.1%
Fall 2011	425	51	12.0%

First-Time, Degree-Seeking (FTDS) Cohort			
Cohort	# Who Started	# Who Graduated	% Who Graduated
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%
Fall 2011	2,568	500	19.5%

Source: SURE Fall Enrollment file and SHRDGMR file

ESSEX COUNTY COLLEGE
Cohort Tracking for Transfer-Out Rate of FTFTDS Students
Fall 2011 to Fall 2015 Cohorts

	FTFTDS Cohort	Completed within 3 Years	Transferred out before Completion	Still Enrolled at ECC in 3 Years	No Longer Enrolled
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
Fall 2015	1,771	217	234	326	994

Source: IPEDS Fall Enrollment Survey

Top 17 Colleges to which Fall 2015 FTFTDS Students Transferred to *before Completion*

	College Name	N	2-year / 4-year College
1	Montclair State University	22	4
2	New Jersey Institute of Technology	16	4
3	Union County College	14	2
4	Hudson County Community College	13	2
5	William Paterson University of New Jersey	12	4
6	Berkeley College	11	4
7	Bergen Community College	10	2
8	Bloomfield College	10	4
9	Rutgers University – Newark	10	4
10	Passaic County Community College	8	2
11	Kean University	7	4
12	Middlesex County College	5	2
13	Seton Hall University	4	4
14	CUNY Borough of Manhattan Community College	3	2
15	Fairleigh Dickinson University-Teaneck	3	4
16	Rowan University	3	4
17	University of Phoenix	3	4

Note: There were 69 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 13 to FY 17

Cohort	Unduplicated Headcount	Transferred to a 4-College within One Year	% Who Transferred
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%
FY 17 Graduates	1,212	683	56.4%

Top 23 Colleges to which FY 17 ECC *Graduates* Transferred

	College Name	N
1	Rutgers University – Newark	219
2	New Jersey Institute of Technology	92
3	Montclair State University	86
4	New Jersey City University	55
5	Kean University	51
6	Rutgers University – New Brunswick	31
7	Felician College	19
8	William Paterson University of New Jersey	19
9	Bloomfield College	16
10	Caldwell University	9
11	Seton Hall University	7
12	Rutgers University – Biomedical	5
13	New York University	4
14	Chamberlain University	4
15	Ashford University	3
16	Thomas Edison State University	3
17	Berkeley College	2
18	CUNY City College	2
19	Cedar Crest College	2
20	Fairleigh Dickinson University	2
21	Grand Canyon University	2
22	Rutgers University – Camden	2
23	Saint Peter's University	2

Note: There were 46 more colleges to which one ECC graduate transferred.

Source: National Student Clearinghouse (NSC) Student Tracker

ESSEX COUNTY COLLEGE
First Generation Students
2006, 2011, 2014, and 2018

Cohort	Total # of Students Who Responded to this Question	# of Students either of his/her parent never attended college	% of First-Generation Students
CCSSE 2006	552	248	44.9%
CCSSE 2011	613	250	40.8%
CCSSE 2014	675	331	49.0%
CCSSE 2018	1,005	540	53.7%

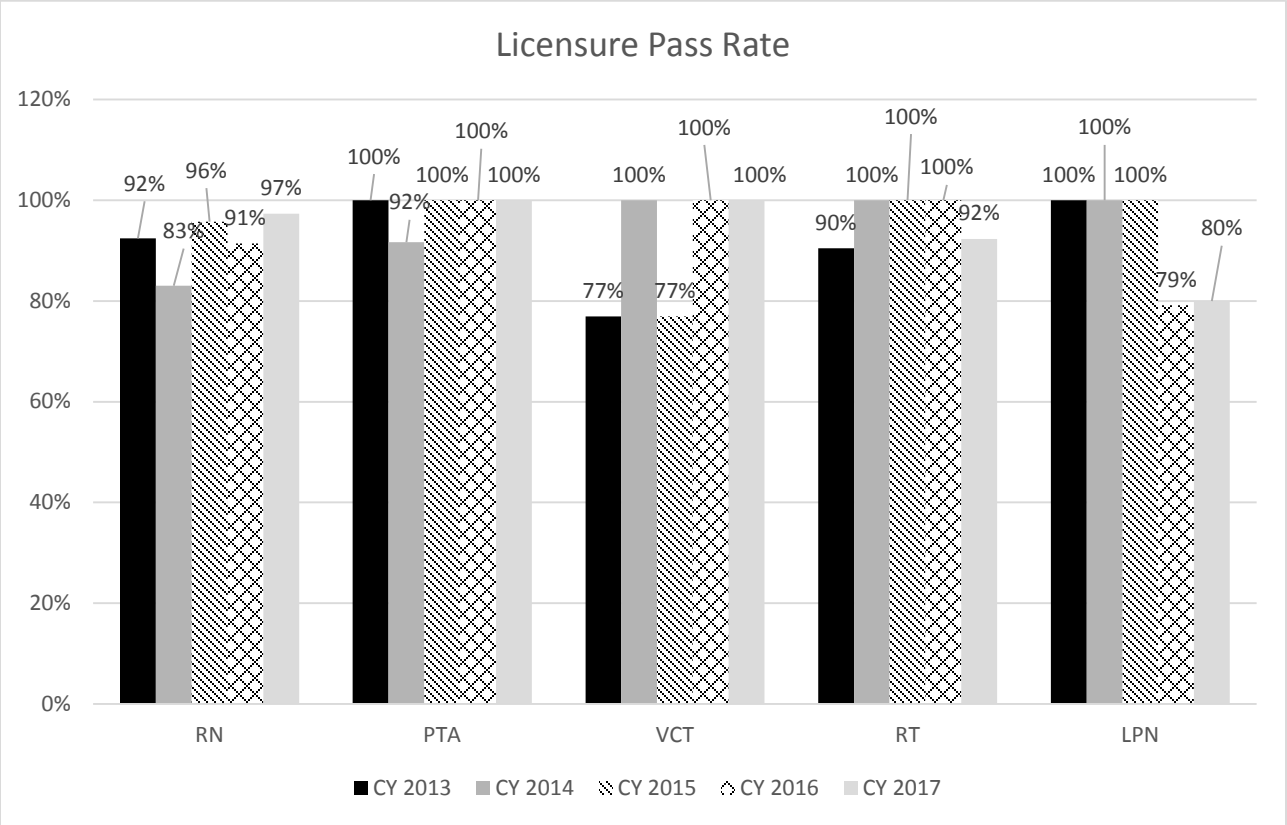
Source: Community College Survey of Student Engagement (CCSSE) Survey

ESSEX COUNTY COLLEGE
Student Financial Aid Information
All Undergraduate Students
FY 14 – FY 18

	FY 14		FY 15		FY 16		FY 17		FY 18	
	Recip.	Dollars ($)	Recip.	Dollars ($)	Recip.	Dollars ($)	Recip.	Dollars ($)	Recip.	Dollars ($)
FEDERAL PROGRAMS										
Pell Grants	9,021	$32,641,000	8,332	$30,183,000	7,334	$27,342,000	6,391	$23,532,000	5,912	$22,393,000
College Work Study	227	$598,000	186	$501,000	189	$558,000	181	$483,000	181	$585,000
Perkins Loans										
SEOG	323	$249,000	1,345	$238,000	1,273	$243,000	1,508	$283,000	1,381	$250,000
PLUS Loans										
Stafford Loans (Subsidized)										
Stafford Loans (Unsubsidized)										
SMART & ACG or Other										
STATE PROGRAMS										
Tuition Aid Grants (TAG)	3,904	$6,224,000	3,575	$5,828,000	2,907	$4,936,000	2,543	$4,298,000	2,707	$4,474.000
Educational Opportunity Fund (EOF)	1,204	$967,000	1,303	$1,051,000	1,261	$1,050,000	1,308	$1,062,000	1,269	$998,000
Outstanding Scholars (OSRP)										
Distinguished Scholars										
Urban Scholars	10	$9,500	15	$12,500	15	$11,500	6	$5,500	7	$6,000
NJ STARS	40	$72,000	35	$79,000	32	$77,000	24	$67,000	18	$52,000
NJCLASS Loans	39	$180,000	27	$157,000	23	$117,000	19	$103,000	15	$109,000
INSTITUTIONAL PROGRAMS										
Grants/Scholarships	251	$540,000	315	$710,000	312	$613,000	269	$749,000	231	$642,000
Loans										
TOTAL	9,250	$41,471,000	8,589	$38,747,000	7,671	$34,360,000	6,616	$30,583,000	6,105	$28,929,000

ESSEX COUNTY COLLEGE
Nursing & Allied Health Programs
Licensure Pass Rates (Calendar Years 2013 – 2017)

	Calendar Year	2013	2014	2015	2016	2017
Registered Nurse (RN)	# Took Exam	66	53	71	70	38
	# Passed Exam	61	44	68	64	37
	% Passed Exam	92%	83%	96%	91%	97%
Physical Therapy Asst. (PTA)	# Took Exam	21	24	27	24	22
	# Passed Exam	21	22	27	24	22
	% Passed Exam	100%	92%	100%	100%	100%
Vision Care Technology (VCT)	# Took Exam	13	2	13	10	6
	# Passed Exam	10	2	10	10	6
	% Passed Exam	77%	100%	77%	100%	100%
Radiological Technology (RT)	# Took Exam	21	15	9	9	12
	# Passed Exam	19	15	9	9	12
	% Passed Exam	90%	100%	100%	100%	100%
Licensed Practical Nurse (LPN)	# Took Exam	5	8	5	24	4
	# Passed Exam	5	8	5	19	4
	% Passed Exam	100%	100%	100%	79%	100%



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.

Academic Affairs

Health Sciences Division

- ✓ 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).
- ✓ PTA faculty implemented the clinical performance instrument (CPIweb) and the clinical site information form (CSIF) required by CAPTE for assessment of student learning.
- ✓ Second year PTA students attended an on-site board review course on March 10. The course is provided by Therapy Ed and funded through Perkins.
- ✓ The Radiography faculty and staff hosted the Joint Review Committee on Education in Radiologic Technology (JRCERT) Site Visit Team on May 10-11, 2018. **Accreditation was renewed for a period of five years**. A progress report documenting compliance with Objective 3.5 is required by February 1, 2019. Based on evaluation of the progress report, the Board of Directors will maintain or extend accreditation to eight years.
- ✓ Vision Care Technology program submitted a self-study document in February and hosted a site visit from COA representatives in March. The program was subsequently re-accredited for 6 years.
- ✓ The Vision Care Technology faculty hosted the Commission on Opticianry Accreditation Site Visit Team in March. **The Program was awarded full accreditation for a period of six years**, retroactive to February 1, 2018 and expiring January 31, 2024.
- ✓ The College signed a partnership agreement with St. Georges University in Grenada allowing students who successfully complete the prescribed ECC curriculum to enter a five-year MD program at SGU.

Nursing Department

- ✓ Nursing professors, in cooperation with Learning Center staff, held their annual workshop for readmitted RN program students in August 2018. The workshop is designed to bring these students up to speed, so they can succeed once re-entering the RN program.
- ✓ In conjunction with the Learning Center, the Department offered tutoring sessions by appointment with an ECC RN graduate.
- ✓ Perkins Grant provided funding for NLN RN and PN Live Review Courses.

- ✓ The Nursing Department held the first professional Development and Job Forum on April 23, 2018. Students from both RN and LPN programs heard representatives from NJCU, MSU, Essex County Corrections and Preferred Health Services speak about BSN programs and employment opportunities.
- ✓ Over 50 students participated in Essex County College Day at Rutgers NJ Medical and Dental Schools on November 9, 2017. Students were accompanied by 6 ECC professors and also learned about Nursing and Pharmacy programs.

Mathematics, Engineering Technologies & Computer Sciences Division

- ✓ Math Club volunteers tutored all levels of math, Monday thru Saturday during the fall and spring semesters.
- ✓ Fourteen (14) students attend the Institute of Electrical and Electronics Engineers (IEEE) Region 1 conference at NYIT on March 24. ECC placed 2nd in the Ethics Competition (behind Stevens IT).
- ✓ Seven (7) students were guests of NJTransit for Career Day on March 16.
- ✓ The ECC Women in STEM Club became an official student affiliate of the Society of Women Engineers (SWE).
- ✓ A LSAMP-funded tutoring program was established for Summer I and II to support students in MTH 092, MTH 100, MTH 113, MTH 114, MTH 119, MTH 120, MTH 121 and MTH 122. Using a well-established model, tutors attended one or more classes and then were available outside of class for tutoring. The model works very well and significant improvements were seen in students' grades and understanding of concepts.
- ✓ Over 30 STEM students participated in both LSAMP and non-LSAMP funded summer research. Twenty students presented posters highlighting the experiences at the GS-LSAMP Conference on October 12.
- ✓ LSAMP presented a two-part series, "Which STEM major is right for you?". Part I provided info about career opportunities in biology, chemistry, and physics. Part II provided info about career opportunities in mathematics, computer sciences and engineering.
- ✓ Prof. Assadipour facilitated several Advanced Computer Programing/Coding Training Workshops using Python.
- ✓ Twelve alumni representing Biology/Pre-Med, Computer Science, Engineering and Mathematics participated in a STEM alumni information session on January 12, 2018.

Business Division

- ✓ The Business Division held the 4th Annual Financial Literacy Conference on April 4th.
- ✓ The Business Division received a $1,000.00 scholarship award for the Division's Hospitality Management students from the Greater Newark Convention and Visitors Bureau.
- ✓ The Business Division held the 3rd annual Business Plan Competition. Over 140 faculty, staff, administrators and students participated.
- ✓ Prof. J. Alexandre led two distinguished Business students to the United Nations for a youth seminar in February.

Community and Continuing Education and Workforce Development (CCEWD) area

The entire area contributes to the College's overall graduation and completion numbers. The chart below was received from the Office of Institutional Research, and the information was generated from BANNER:

	Number	Percent
Total number of graduates in AY 2017-18	1,280	100.0%
EOF	298	23.3%
Ironbound Cultural Center	92	7.2%
Focus	77	6.0%
Gateway to College	3	0.2%
Pre-College Readiness	88	6.9%
Public Safety Academy	4	0.3%

- ✓ Summer Youth Program operates for six weeks each summer for ages five through twelve, which include a weekly field trip along with academic and/or recreational activities. Summer programs included: App Attack/Code Breakers, Basketball (new), Bricks 4Kidz®, Camp Discovery, Computer Blaster, Educational Programs, Express Yourself, Fashion Design (new), Game Animation/3D Video Gaming, Making Math Matter, Minecraft Designers/Modders, Reading Enrichment, Soccer, STEM for Kids (new), and The Young Artist.
- ✓ Continued collaborations with ***Programs for Parents*** who provided subsidy payments for thirty (30).
- ✓ Provided thirteen (13) Youth Workers from the Summer Youth Work Experience Program (supported by the City of Newark) with work experience as either a Teacher's Aide or Office Aide for six weeks.
- ✓ 3 new non-credit courses were offered for youth and 6 new for Adults.
- ✓ Through ED2GO, 15 students were registered and 20 courses were offered.
- ✓ Thirty seven (37) youth who attended the summer program.
- ✓ OCCE- 44% increase in AY'18 compared to AY'17 of students satisfactorily completing Certificate Programs. Students successfully completing received instant professional certification/licensure in the following courses: 43-CPR; 10 Food Mgmt.; 16 Medical Billing; 14 Phlebotomy; 8-Real Estate; 10-Telemetry; 5-Med. Office Admin.
- ✓ OCCE Students successfully completing received credentials/certificates of completion to move forward to state licensure: 8-Principles of Real Estate Sales 6-Project Mgmt; 10-Pharm Tech; 7-Hemodialysis
- ✓ OCCE Senior Education Program offered 21 non-credit courses during the Fall and Spring semesters. Fifteen (15) computer courses (Computer, Internet, Typing, Word, and Windows Basics) were offered at the main campus.
- ✓ Shorter Term programs ran during the evening hours for underserved and underemployed individuals. The evening programs consisted of *CNA, CCMA*, and *PCT* training. Enrollment in the Shorter Term programs was 176, of which 145 completed the program. The individuals were funded by the US DOL TAACCCT grant for Healthcare.

Dr. Martin Luther King, Jr. Library, including the Information Commons

The College maintains a library at the main campus in Newark and the branch campus in West Essex. The Martin Luther King, Jr. Library, on the main Campus provides a variety of services to enrich the College's academic programs, and to reinforce its teaching and learning activities. The combined collections contain more than 90,000 volumes and over 400 periodical titles. There is also a large variety of resources and non-print items, including films, videocassettes, DVDs, and slides. The stacks are open; there are photocopier machines and microfilm reader/printers; and there is audiovisual hardware for internal use. Both libraries are fully automated, and intercampus borrowing is encouraged. The online catalog can be accessed remotely through the College web site.

- ✓ The Librarians schedule and provide bibliographic instruction to classes at the request of instructors across the disciplines. Over a period of twelve months, a total of 135 classes were taught by the three Librarians at the Main Campus. The highest number of classes – forty (40) - were taught in October 2017, followed by November 2017 with twenty-seven (27) classes, and February 2018 with twenty-six (26). No classes were taught in December 2017. Thirty-seven (37) bibliographic instruction sessions were taught by the Librarian at the West Essex Campus in 2017-2018.
- ✓ The second floor of the Library houses the Information Commons, a 21,000 square-foot student-centered technology-rich learning space which was officially launched in November 2017. The $6.7 million renovation project was made possible by the 2012 New Jersey "Building Our Future" Bond. In the Commons, students, faculty and staff have access to a multi-use, state-of-the-art facility which includes: 141 computer stations providing integrated access to multimedia and electronic information; two heavy-duty printers with printer paper; seven collaborative classrooms with SMART technology, each with a capacity of 25-30; one teaching lab equipped with 35 computer stations for bibliographic instruction; two breakout rooms for small group studies; and wireless network connection throughout.

Learning Center

During the period 2017-2018, The Learning Center continued to provide learning support services in multiple disciplines through tutoring by peer and professional Learning Associates. The Center fulfilled its mission of increasing student engagement in the learning process, promoting greater understanding in the tutored subjects, and supporting overall student retention and academic success.

- ✓ For the period under review, the Center recorded 4,385 overall student uses, totaling more than 22,667 hours. The semester of highest usage was the fall semester with 2,581 uses and 14,000 (rounded) hours. Student usage is measured by a card swipe machine.
- ✓ In fulfillment of their service learning requirement, Honors Program students continued to provide tutoring services to students in The Learning center. In the Fall semester of 2017, 29 honors students completed a total of 684.75 hours of service learning. In the Spring semester of 2018, 19 honors students completed a total of 658.95 hours of service learning. All told, honors students provided a grand total of 1,313.70 hours of tutoring in The Learning Center.

Student Development and Career Services

The Office of Student Development and Career Service collaborated with the Newark Department of Health and Community Wellness Mary Eliza Mahoney Health Center to host a resource table at ECC (October 17, 2018).

- ✓ Student sign-up at the resource table for medical appointments at the Newark Department of Health and Community Wellness Mary Eliza Mahoney Health Center.
- ✓ 38 students stopped by the resource table on October 17, 2018, and 32 students of them signed up for appointments at the health center.
- ✓ Additionally the health center also came to ECC on November 8, 2018 (30 students stopped by the table) and on December 12, 2018 (18 students went to the Dasher Center to get health screenings by 2 professionals and many students spoke with the Outreach Coordinator in the cafeteria).
- ✓ The office will also bring the medical mobile health screening unit to ECC (Spring 2019).

Student Development and Career Services

- ✓ The Office of Student Development and Career Service provided ECC students with the opportunity to reinforce their own STEM skills by volunteering to assist with teaching science lessons in a professional lab to students in Newark Public Schools at the middle and/or high school levels either in person at the Students 2 Science lab, or in person at the Newark Public Schools, or virtually from the Students 2 Science studio.
  - o In Fall 2018, three ECC students volunteered (1 in person, 2 virtually) after publicity from the Office of Student Development and Counseling was sent via an email blast by the office of Communications (November 29, 2018).
- ✓ The Office also presents the Substance Abuse Education, Prevention, and Management program to students at the Mandatory Student-Athlete Orientation.
  - o The office presented substance abuse information in 2 workshops and informational tabling for students on 11/12/18 & 11/14/18 (Health & Wellness Community Connection).
  - o In September, 2018, 75 student athletes completed consent forms acknowledging receipt of the regulation.
  - o The office produced 5 publications related to substance abuse and/or other disabilities.
    - "Secondhand and thirdhand tobacco smoke." (2018). In *Environmental Health in the 21st Century: From Air Pollution to Zoonotic Diseases*. Richard Crume, (Ed.). Pp. 582-583. Santa Barbara, CA: Greenwood/ ABC-CLIO, LLC.
    - "Temperance movement." (In Press- 2019). In *Encyclopedia of Sex and Sexuality: Understanding Biology, Psychology, and Culture*." Heather Armstrong, (Ed.). Santa Barbara, CA: Greenwood/ ABC-CLIO, LLC.
    - "Eating disorders and gender dysmorphia." (In Press- 2019). In *Encyclopedia of Sex and Sexuality: Understanding Biology, Psychology, and Culture*." Heather Armstrong, (Ed.). Santa Barbara, CA: Greenwood/ ABC-CLIO, LLC.
    - "Urban issues in substance use." (In Press- 2019). In *Urban Health* by Richard Crume. Santa Barbara, CA: Greenwood/ ABC-CLIO, LLC.
    - "What You Need to Know About" *ADHD*. (In Press- 2019). Santa Barbara, CA: Greenwood/ ABC-CLIO, LLC.

Strategic Initiative Goal A1

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

Learning Center

- ✓ In Summer 2017, The Learning Center offered MoveUp Workshops for students with "M" grades who were referred by their instructors. Workshops were conducted for ENG 085, ENG 096, MTH 086, and MTH 092. A total of 286 students passed and were able to move on to the next level in their subjects.
- ✓ In 2017-2018, The Learning Center also served the 1199J Union, its YTTW program, and the People's Prep Charter School through Summer Bridge. For 1199J, 21 students registered for Math and English, with a 71% pass rate in Math and a 68% pass rate in English. For People's Prep, 16 students registered for Math and English, with an 88% pass rate in Math, and an 87% pass rate in English.
- ✓ In Summer 2018, The Learning Center offered Move-Up workshops for Math 086 and 092. A total of 39 students registered for the workshops (18/MTH 086; 21/MTH 092), of which 35 students passed.

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 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%
Fall 2016	948	378	39.9%

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 2012	797	458	57.5%
Fall 2013	850	503	59.2%
Fall 2014	747	410	54.9%
Fall 2015	663	374	56.4%
Fall 2016	329	198	60.2%

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 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%
Fall 2016	680	134	19.7%

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 2012	214	76	35.5%
Fall 2013	224	105	46.9%
Fall 2014	166	81	48.8%
Fall 2015	158	62	39.2%
Fall 2016	90	43	47.8%

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 2014	1,371	354	25.8%
Fall 2015	1,391	565	40.6%
Fall 2016	1,143	517	45.2%
Fall 2017	967	357	36.9%
Fall 2018	832	355	42.7%

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 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%
Fall 2016	1,249	45	51.6%

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 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%
Fall 2015	1,771	217	12.3%

Strategic Initiative Goal A2

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

Learning Center

The Learning Center offered mid-term and final review workshops in Fall 2017 (10-16 to 10-28 and 12-11 to 12-20). Math workshops served 654 students; English workshops served 220 students. Final review workshops were also offered in Spring 2018 (04-16 to 04-23). A total of 835 students were served in Math Review Workshops and 317 students were served in English Review Workshops. Overall, 1,400 students were served in the review workshops in 2017-2018.

A2.1 Success rates in ENG 101

Cohort	# Enrolled	# Who Passed	Success Rate
Fall 2014	1,341	1,026	76.5%
Fall 2015	1,445	1,045	72.3%
Fall 2016	1,226	923	75.3%
Fall 2017	1,215	863	71.0%
Fall 2018	1,006	710	70.6%

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

Cohort	# Enrolled	# Who Passed	Success Rate
Fall 2014	1,567	824	52.6%
Fall 2015	1,641	889	54.2%
Fall 2016	1,514	849	56.1%
Fall 2016	1,362	703	51.6%
Fall 2016	1,308	580	44.3%

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.

Academic Affairs

During the week of August 6-9, the college scheduled a College-wide Early Advisement & Registration Week for returning students, registered during the Spring 2017, Fall 2017 and Spring 2018 semesters who have not registered for the Fall 2018 semester. The overall goal is to increase Fall 2018 enrollment.

- ✓ To encourage student participation in Advisement Week, an invitation was sent in July 2018 by email, text and postcards to this population. Faculty members have supported this initiative by making telephone calls to students in their respective academic departments. Many faculty and staff provided the maximum assistance to our students during this time and made every effort to welcome and assist them.
- ✓ To increase winter/spring enrollment, the College ran an In-Person Advisement Week during the week of Dec. 3rd of 2018. Faculty worked with the academic chairs during the Advisement Week.

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 2014	3,355	213	6.3%
Fall 2015	2,912	228	7.8%
Fall 2016	2,230	140	6.3%
Fall 2017	2,044	153	7.5%
Fall 2018	1,614	115	7.1%

Cohort	# Enrolled	# of Withdrawals	Withdrawal Rate
Spring 2014	3,348	301	9.0%
Spring 2015	2,879	250	8.7%
Spring 2016	2,260	212	9.4%
Spring 2017	1,930	129	6.7%
Spring 2018	1,572	97	6.2%

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

Cohort	# Enrolled	# of Withdrawals	Withdrawal Rate
Fall 2014	2,541	132	5.2%
Fall 2015	2,315	113	4.9%
Fall 2016	1,981	103	5.2%
Fall 2017	1,751	93	5.3%
Fall 2018	1,298	78	6.0%

Cohort	# Enrolled	# of Withdrawals	Withdrawal Rate
Spring 2014	2,024	149	7.4%
Spring 2015	1,964	145	7.4%
Spring 2016	1,330	62	4.7%
Spring 2017	1,461	77	5.3%
Spring 2018	1,066	50	4.7%

Strategic Initiative Goal A5

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

Academic Affairs

- ✓ The Physical Therapist Assistant (PTA) program reported a 100% pass rate for first-time test takers from the 2018 graduating class.
- ✓ The Radiography (RTC) program reported a 100% pass rate for first-time test takers from the 2018 graduating class.
- ✓ The Nursing Department reported a 96% pass rate for first-time test takers from the 2018 RN graduating class. This translates to 46 licensed RNs out of 48 graduates, 1 student pending testing, and 1 student no status on application to test.
- ✓ The Nursing Department reported a 92% pass rate for first-time test takers through the third quarter of 2018. This includes students from multiple cohorts.

Student Development and Career Services

The Office of Student Development and Career Service hold workshops twice a year to assist students who would like to attend a 4-year college through early application process with step – by-step instructions on filling out the online applications, and navigate through the 4-year school's website.

- ✓ In Spring 2018, there were 600 students that met the requirement for completion and were contacted for the workshop. 84 students (14%) attended the workshops.
- ✓ Based on feedback from the 4-year college representatives at Rutgers-Newark, stated that although there were 84 students on the list, there were at least three students who were told to fill out a different application since they were considered re-admitted students to that particular college. Some students could not stay to complete the online application. Although students met requirements based on completion pending from Enrollment Services, students with low GPA (below 2.5) did not meet the requirement to be accepted. This was determined on a later date. Students with a 2.5 GPA would need to fill out the essay in order to increase their chances of being accepted into Rutgers-Newark.
- ✓ The Transfer Advisor makes an appointment with graduating students to discuss degree program/GPA requirements in early acceptance to the college of their choice. In Spring 2018 there were at least 290 scheduled appointments and 174 admits. The target is to increase appointments to 25% or about 360. This will also increase admits.

Strategic Initiative Goal A6

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

Enrollment Management

The Office of Enrollment Management responded to Middle States AIU concerning the decline of enrollment. The college has witnessed an enrollment decline of 20% over the last 4 years, with an average of a 5% decline on a yearly basis. This has been attributed to some of the factors below;

- ✓ Two-year colleges have been coping with declining enrollments since around 2010, when the Great Recession ended and the national unemployment rate began falling from about 10 percent to around 5 percent today.
- ✓ Analysis of these projections shows that the population of high school students has been declining in some regions since 2013.
- ✓ Students who will be entering college in coming years are expected to be less academically prepared and at risk of dropping out or not earning degrees. For Newark residents specifically, there is an average of 12%-15% of students having the ability to pass their High School level math to be able to graduate.
- ✓ Essex County College had not done any marketing or public relations to the Newark community for the last three years.
- ✓ There has been a trend from the 4 year regional institutions to change their recruitment model to "go after" the lower income students that would have traditionally registered at a county college, by providing large scholarship and/or discounted tuition rates to students to enroll.
- ✓ There are antiquated internal systems to the college that is not responsive to the needs of the incoming student in terms of providing a rapid response to recruitment or enrollment questions or issues.

A6.1 Number of Applications

Cohort	# of Applications	Change from Previous Year
Fall 2014	7,851	5.1%
Fall 2015	7,410	-5.6%
Fall 2016	5,961	-19.6%
Fall 2017	5,843	-2.0%
Fall 2018	5,321	-8.9%

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

Cohort	# Who Applied (Accepted)	# Who Enrolled	Yield Rate
Fall 2014	7,851	4,073	51.9%
Fall 2015	7,410	3,250	43.9%
Fall 2016	5,961	2,251	37.8%
Fall 2017	5,843	2,770	47.4%
Fall 2018	5,321	2,080	39.1%

A6.3 First-Time Students

Cohort	# Who Applied (Accepted)	# Who Enrolled	Yield Rate
Fall 2014	6,329	3,216	50.8%
Fall 2015	6,017	2,509	41.7%
Fall 2016	4,910	1,765	35.9%
Fall 2017	4,870	2,278	46.8%
Fall 2018	4,394	1,636	37.2%

A6.4 Transfer-In Students

Cohort	# Who Applied (Accepted)	# Who Enrolled	Yield Rate
Fall 2014	764	417	54.6%
Fall 2015	647	344	53.2%
Fall 2016	594	282	47.5%
Fall 2017	428	216	50.5%
Fall 2018	445	194	43.6%

A6.5 Readmitted Students

Cohort	# Who Applied (Accepted)	# Who Enrolled	Yield Rate
Fall 2014	758	440	58.0%
Fall 2015	746	397	53.2%
Fall 2016	457	204	44.6%
Fall 2017	545	276	50.6%
Fall 2017	482	250	51.9%

A6.6 Annual Billable Credit Hours

Fiscal Year	# of Billable Credit Hours	Change from Previous Year
FY 14	286,763	2.7%
FY 15	264,793	-7.7%
FY 16	246,721	-6.8%
FY 17	219,930	-10.9%
FY 18	205,764	-6.4%

A6.7 Annual Audited Credit Hours

Fiscal Year	# of Audited Credit Hours	Change from Previous Year
FY 13	312,685	0.2%
FY 14	312,674	0.0%
FY 15	288,637	-7.7%
FY 16	269,789	-6.5%
FY 17	234,045	-13.2%

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.

Dr. Martin Luther King, Jr. Library, including the Information Commons

In order to promote faculty adoption of the interactive white board technology, the Information Commons offered a number of Epson training sessions: September 28, 2017; January 30, 2018; and October 4, 2018. The response has been minimal. This effort will continue.

Academic Affairs

- ✓ Prof. Brooke Orosz' proposal to StatPREP was accepted, allowing ECC to serve as a hub for the teaching and learning of statistics at two year colleges beginning in 2019.
- ✓ Professor Lynn Wilson received the Distinguished Advisor Award at the Regional PTK Convention in March 2018.
- ✓ Dr. Gale Gage was honored with the Rutgers University Alumni Association (RUAA) Philanthropy Award as Chairperson of the School of Nursing Alumni Association (RSONAA) Gala on October 20, 2017.
- ✓ Dr. Kamunge presented her scholarly work at the 36th annual meeting of the European Society for Pediatric Infectious Diseases in Malmo, Sweden from May 28 – June 2, 2018.
- ✓ J. Stein, D. Kalantarov, G. Gage, Y. Kabakibi and K. Battle attended the Chair Academy in June to learn more about educational leadership.
- ✓ Dr. A. Boakye presented "Students' Retention – Strategies that Work in the College Setting" at the 30th anniversary ACBSP Conference in Kansas City in June.
- ✓ Prof. J. Alexandre was recognized by the Adventist University of Columbia and awarded "Professor of the Year for 2017". He also served as a visiting professor there during summer 2018.
- ✓ Dr. Kamunge and Marashi visited the Ames Research Center in San Jose, CA in October to learn how to incorporate NASA activities in their classrooms.
- ✓ Dr. William Tooma was elected to the Board of Directors of the Biographers International Organization.
- ✓ Professor Margaret Stevens delivered the keynote lecture at the Centre for Regional Studies at the University of Leipzig, Germany. The focus was Dr. Steven's book, Red International and Black Caribbean, published in 2017.

Community and Continuing Education and Workforce Development (CCEWD) area

Despite the limited funds available for travel, the area strived to continue providing team building, training, and other professional development opportunities through participation in a variety of community, grant, or other types of staff development to all the employees in the area.

- ✓ Convocation Area Wide Meeting
- ✓ Area Wide Harvest Celebration Team Building Meeting

- ✓ Monthly meeting with Dean and Area Directors
- ✓ Curriculum Approval Committee Meeting
- ✓ Training, Inc. Weekly Staff Meetings
- ✓ Training, Inc. Director participated in WIOA, Workforce Investment Board meetings for Essex County and City of Newark
- ✓ WIB meetings for the County and City
- ✓ Department of Education – grant review and outcomes meeting – December 2017
- ✓ Senior Continuing Education Officers (SCEO) quarterly meetings
- ✓ Monthly telephone calls for grants such as TAACCT, Dept. of Ed. BROWNS, Gateway to College
- ✓ Guided Pathways, College Readiness grant meetings

EOF

Throughout the year, a concerted effort was made to assure that the EOF staff are kept up to date on skills necessary to fulfill overall goals. To that end, the following trainings were provided for EOF staff:

- ✓ NJ3C events:
- ✓ Students in Action Recovery: Counseling & Mentoring for College Success
- ✓ Career Conference: Engaging Students in Career Exploration
- ✓ Suicide Awareness and Prevention: The Madison Halleran Suicide Law
- ✓ Secretary of the State of NJ Higher Education, EOF
- ✓ EOFPA – Fall Conference – Workshop Presented by Ms. Romano, Mr. Newlin (Tully House) and Mr. Halleran (Alum) – *The Prison to College Pipeline Program*
- ✓ Rutgers University Behavioral Health Care Center - Behavioral Health Center
- ✓ Internal Training --- Financial aid officers
- ✓ Retention Symposium – "Achieve The Dream"
- ✓ Tri-State Conference on Student Support Programs – March, 2018
- ✓ Directors Meeting with State EOF Officials – 2
- ✓ Financial Aid statewide conference
- ✓ Middlesex County College - College Readiness Institute
- ✓ NJASFFA Spring Conference
- ✓ PESI – online **Mindfulness Training for Teens and Young Adults**

Adult Learning Center

Professional Development Trainings sponsored by the **Adult Learning Center** or the State were offered to consortium staff, instructors and/or students on the following:

- ✓ NJ LACES Closeout
- ✓ NJALL Conference (15 people attended) The conference feature plenary speakers and breakout sessions on the following topics: Building Coalitions for Adult Education; Making Inferences for Reading Comprehension; Increasing Learner Motivation; Designing Workplace Literacy Programs; Numeracy; "Know Your Rights" Trainings in ESOL; Getting Googly; How Technology Can Help You With Professional Development; Learning to Achieve: Written Expression Disabilities; Let's Get Real About Fake News; Oral Vocabulary Instruction with Non-Academic Learners;

Reading Between the Lines; Uncovering Student Needs; and Vocabulary Instruction for ELLs.

- ✓ Nontraditional Recruitment and Retention: IET Training and High Growth Industries (17 people attended)
- ✓ Correlation Employability Skills to Language Skills for Accelerated Learning Paths (18 people attended)
- ✓ Utilizing the Teacher Resources with the Future Series (27 people attended)
- ✓ Is Your Lesson Plan college and Career Ready? Key Elements of a College and Career Readiness Lesson Plan (40 attended)
- ✓ ESL Instruction: Computers and More (11 people attended)
- ✓ TABE 11/12 Overview (approx. 40 people/State sponsored) TABE 11& 12 NJ Webinar
- ✓ Google Apps (20 instructors attended) this course will give participants an overview of various Google Apps including Google Docs, Google Slides, Google Sheets, Google Forms and Google Calendar.
- ✓ Google Apps (20 students attended) PowerPoint (25 students attended)
- ✓ Helping Our Students to Tell Their Stories: A Writing Workshop with Tim Sheard Part I (24 attended) Part II (20 attended) Focusing on characters, dialogue and voice, this workshop is designed to allow students to explore the writing process and create short stories, prose and poetry. Students will also learn how to improve their editing skills.
- ✓ LACES Training LWD provided an individualized comprehensive one-day targeted training specific to your consortium and to your partner agencies (13 people attended /state sponsored). TABE 11& 12 NJ Webinar (13 people attended /state sponsored).
- ✓ Training, Inc. remains a participant in the Jobs Initiative committee launched by the Institute of Social Justice in partnership with the City of Newark, Rutgers University, Newark and the Newark Alliance.

Strategic Initiative Goal B1

Create a Teaching and Learning Center for faculty professional development.

Information Technology

As part of both the Foundation for Instructional Technologies project and the Chapter 12 Capital projects, Information Technology has been working to upgrade the classrooms and computer labs on the Main Campus with an interactive projector and touch-enabled, All-in-One PC.

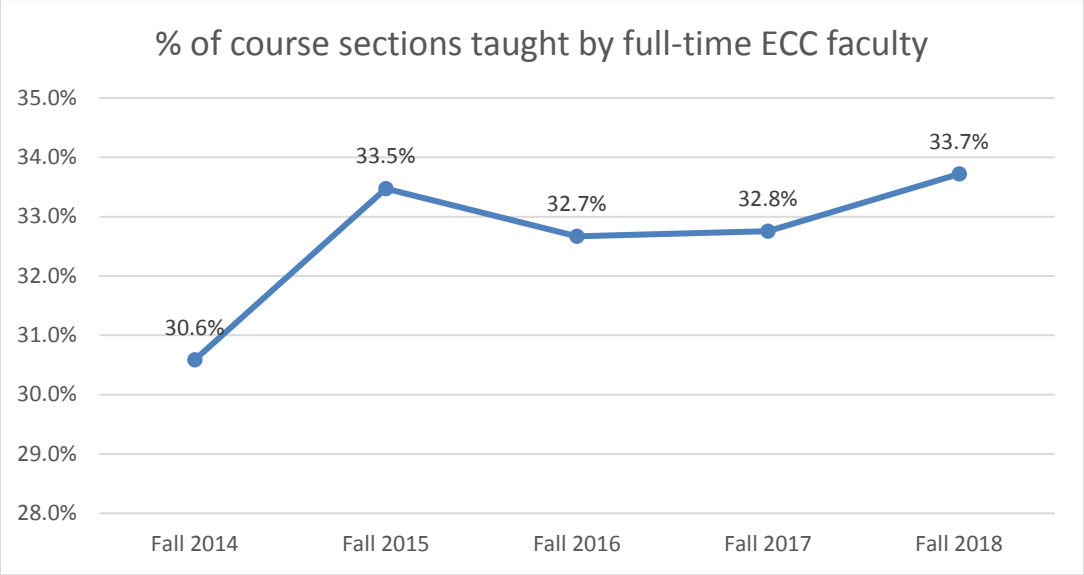
- ✓ An Epson representative gave a quick tutorial on how to use the new projector on Tuesday 12/4 and Thursday 12/6.

Strategic Initiative Goal B2

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

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 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%
Fall 2018	1,121	378	33.7%



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.

Community and Continuing Education and Workforce Development (CCEWD) area

CCEWD area strives to offer programs and classrooms that provide state of the art equipment. Supplies and equipment was often purchased with grant funds to insure that materials were available to prepare students for the workforce.

- ✓ Uniforms, books, and other needed items were purchased for the allied health non-credit offerings.
- ✓ EdReady Software for tutoring in Math and English was available to Training, Inc. students to reinforce learning.
- ✓ SmartThinking was purchased with EOF funds to assist the credit students.
- ✓ The Public Safety Academy also acquired a driving simulator with grant funds and the machine was used to improve driving skills of teens as well as the police officer cadets.
- ✓ Two new computer labs with twenty-four (24) computers replaced outdated computers in Training, Inc. and were used to prepare students for the MOS (Microsoft Office Suite) exam

Strategic Initiative Goal C3

Expand the use of technology for classroom instruction.

Information Technology

As part of both the Foundation for Instructional Technologies project and the Chapter 12 Capital projects, Information Technology has been working to upgrade the classrooms and computer labs on the Main Campus with an interactive projector and touch-enabled, All-in-One PC.

- ✓ This touch-enabled computing (TEC) system extends instructional capabilities beyond the confines of the classroom. With the whiteboard alone, instructors have the ability to share video content, audio clips, internet resources, and lecture captures. With the addition of the PC, instructors and students can utilize the Microsoft suite and course-specific software.

Media Production and Technology (MPT)

The primary function of the Media Production and Technology (MPT) Center is to provide high quality audio-visual support services for classroom presentations, lectures, conferences, and special events. The Center is also the home of the College's educational channel, Essex County College TV Cablevision 77/Fios 37.

- ✓ In 2017-2018, MPT continued to provide portable media (PC and TV) carts to support classroom instruction pending the completion of the Classroom Technology Upgrades project. Additionally, other equipment requests were filled. Overall, a total of 9,459 requests were filled, with the highest demand recorded in October 2017 at 1,399 requests.
- ✓ MPT continued to provide set-up services for both internal and external events. A total of 285 requests were filled (237 internal and 48 external). February, March and April were the high demand months for internal requests, with July and December being the months of lowest demand. External event set-up requests ranged from 1 (July) to 7 (May).

Strategic Initiative Goal C4

Develop online courses and degree programs.

Academic Affairs

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 2014	20	24	44
Fall 2015	15	49	64
Fall 2016	6	48	54
Fall 2017	5	46	51
Fall 2018	7	43	50

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 2014	8	19	24
Fall 2015	9	36	40
Fall 2016	5	35	38
Fall 2017	5	33	37
Fall 2018	7	32	39

C4.3 Online degree programs

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.

Community and Continuing Education and Workforce Development (CCEWD) area

The CCEWD area is primarily located in the Yellow and Green Areas as well as on the 4th floor where Training, Inc. and Corporate and Customized Training are housed.

- ✓ Moves were made with several programs to provide better space to welcome students, provide tutoring, and support services.
- ✓ Several of the departments purged and shredded old student files.
- ✓ Offices were painted, carpeting shampooed, and old furniture was discarded.
- ✓ New telephones were received as part of the Institution's implementation and a few computers were replaced when they malfunctioned.
- ✓ This assistance was provided through the Institutional Technology department.
- ✓ The need for minor capital is still recognized as crucial to update printers, copiers, and other equipment needed to improve the delivery of services to students.

Dr. Martin Luther King, Jr. Library, including the Information Commons

The second floor of the Library houses the Information Commons, a 21,000 square-foot student-centered technology-rich learning space which was officially launched in November 2017. The $6.7 million renovation project was made possible by the 2012 New Jersey "Building Our Future" Bond.

- ✓ For the period January to June 2018, the Information Commons recorded 4,423 student uses. Student use doubled after January 2018 and hit an average of 1,128 student uses February through April of the Spring 2018 semester.

Strategic Initiative Goal D2:

Improve the campus to enhance its warmth and college-welcoming environment.

Dr. Martin Luther King, Jr. Library, including the Information Commons

In the Commons, students, faculty and staff have access to a multi-use, state-of-the-art facility which includes: 141 computer stations providing integrated access to multimedia and electronic information; two heavy-duty printers with printer paper; seven collaborative classrooms with SMART technology, each with a capacity of 25-30; one teaching lab equipped with 35 computer stations for bibliographic instruction; two breakout rooms for small group studies; and wireless network connection throughout.

Strategic Initiative Goal D3:

Improve ECC's classrooms to enhance the learning environment.

Dr. Martin Luther King, Jr. Library, including the Information Commons

Beginning January 2018, six classrooms in the Information Commons were scheduled for classes, and have been in continuous use since then.

- ✓ The Technical Assistants in the Information Commons provide direct support to instructors in the classroom in the use of the equipment and in troubleshooting technical issues.
- ✓ The technology-rich learning environment in the classrooms and in the common area in the Information Commons directly supports student success and completion, in accordance with Strategic Direction One.

Information Technology

As part of both the Foundation for Instructional Technologies project and the Chapter 12 Capital projects, Information Technology has been working to upgrade the classrooms and computer labs on the Main Campus with an interactive projector and touch-enabled, All-in-One PC. This touch-enabled computing (TEC) system extends instructional capabilities beyond the confines of the classroom. With the whiteboard alone, instructors have the ability to share video content, audio clips, internet resources, and lecture captures. With the addition of the PC, instructors and students can utilize the Microsoft suite and course-specific software.

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.

Community and Continuing Education and Workforce Development (CCEWD) area

CCE & WD area strives to establish partnerships with local employers, foundations, community organizations and other groups in Essex County. Corporate & Business Training provides training to small businesses to assist them with the staff development of their employees. Grants were available through the New Jersey County Colleges Consortium.

- ✓ The Alternate Route to Teaching Program – Partnership with New Jersey City University
  The NPTNJ program has entered into a partnership with the Marion P. Thomas Charter Schools of Newark where our students are allowed to complete their field experiences in observations and clinical studies. This was made possible by Dr. Melinda B. Johnson, Director of Teacher and Scholar Effectiveness. Moving forward with our partnership, the Human Resources Director, Mr. Michael Fletcher, is willing to host an employment/recruitment day here at ECC for our NPTNJ students.
- ✓ The senior centers were located in **Irvington** (Irvington Senior Apts.); **Newark** (Grace West Manor, Villa Victoria Apts. & Pavilion Apts.); **East Orange** (Coopergate, and Arlington House); **Orange** (Orange Park Apts.).
- ✓ The College was awarded a three year Improved Reentry Education (IRE) Grant through the U.S. Department of Education from 9/25/15 to 9/26/18. Through the ***Bridging Reentry Opportunities for Workforce Navigation to Success (BROWNS)*** project, the College has provided educational, vocational, employment, workforce training, counseling and mentoring services to incarcerated and formerly incarcerated individuals. The College, as the lead agency, has worked with the following partners to recruit and facilitate the career pathways trainings to returning citizens: Eastwick College, Garden State Urban Farm, Cobblestone Multimedia Corporation, The Kintock Group, Urban Renewal Corp., The Harbor, Tully House, Integrity House, Essex County WIB, NJ State Parole, U.S. Probation Office and the NJ Department of Corrections.
- ✓ For the past three years, Community and Continuing Education and Workforce Development (CCEWD) area has also housed the Pre-college Readiness Programs and High School Initiatives as well as the alternate high school offering through Gateway to College.
- ✓ Although the interest from the local school systems has increased in high school initiatives and dual enrollment, the Gateway to College was phased out by the end of August 2018.
- ✓ Dual enrollment has gained strength nationwide and we aim to continue offering the program through high school academies and guided pathways for high school students to gain credits prior to graduating from local high schools. Encouraging graduates to attend Essex County College and to attain degrees as well as eligible industry credentials are the main objectives. The following represents the major accomplishments for 2017-18:
  - Piloted nationally recognized Accelerated Learning Program (Saturday Writing Academy).

- Presented at national CADE (Conference on Acceleration in Developmental Education)
- Piloted high school to college pathways for liberal arts
- Piloted liberal arts: Spanish Language Option for English Language Learners

✓ Training, Inc. established a new funding source with PSEG Foundation and received $225,514 to provide training in an Energy Career Program to 15 West Side High School Students. Of these 15 students, 9 completed the program. 4 of the individuals are working, 4 have joined ECC and 1 in enrolled in an Electrician Certificate program.

✓ The availability of classroom space on Saturdays in the 1980s created an opportunity to offer a limited number of courses for children at the elementary school level. The concept was well received by the general public and has resulted in the Saturday Youth and the Summer Youth Enrichment Programs, including Educational Day Camp, Making Math Matter, Reading Enrichment, Science in a Nutshell and The Young Artist.

✓ On-campus Continued Education department worked in conjunction with the Adult Learning Center to offer open enrollment courses for the High School Equivalency (HSE), formerly named GED. Pre-assessment testing, ALC advisement in enrolling into the correct Test Prep courses offered in the evening. Thirty-two (32) students were tested for the Fall 2017 and Spring 2018 semesters.

Adult Learning Center

Jewish Vocational Services Metro West, East Orange School District/Fresh Start Academy, Essex County Vocational-Technical Schools, Focus Hispanic Center, La Casa De Don Pedro, Literacy Volunteers of America, New Community Corporation, and 1199 SEIU Education Fund, NJ Division share information on available position, resources and space availability to accommodate program participants.

Training, Inc.

Training, Inc. offered job fairs in addition to participating in events held by the City of Newark, the County of Essex.

✓ Partnerships with Victoria Foundation and PSE&G Foundation were also reinforced and continued to be a huge financial support to the College and the CCE&WD program offerings.

✓ Training, Inc. forged new relationships with employers. Some of the employers are: Horizon Blue Cross & Blue Shield, Revolution Foods, Whole Foods, VNA Health Group and Uniqlo.

Corporate & Business Training

Corporate & Business Training built a partnership with the following employers.

Amazon	Lord & Taylor
Barnabas Health	Manufacture's Reserve Supply
Beth Israel Hospital	Mill Street Development Urban Renewal LLC
BHMG United Medical Group	Montclair Child Development Center
Broadway House Continuing Care	New Community Corporation
Buckingham at Norwood	Newark Museum
CCN Pharmacy	NJ Symphony Orchestra
Cerebral Palsy of North Jersey	Panera Bread LLC
Circle of Care	Primeflight Aviation

Conduent	Prudential Center
Cooperative Counseling Service	Real House INC.
Cosmopolitan	Rite Aide
Dish Network	Sierra House
Division of Family Assistance and Benefits	Staffmark
Eastwick College	The Cliffs At Eagle Rock
Education Law Center	United Physician's Associates
FedEX	University Hospital
Freeholders	Urban League of Essex County
Holiday Image LLC	Wilshire Hotel
Home Depot	Youth Consultation Services
La Casa de Don Pedro	

Student Development and Career Services

The Office of Student Development and Career Service collaborated with Phi Theta Kappa Honor Society on their college project to provide students with guidance about how to interview on November 15, 2018.

- ✓ 5 panelists participated
- ✓ 5 faculty sent classes
- ✓ 4 faculty attended
- ✓ 89 students signed in

Honors Program

Two 2018 graduates (John Nwankwo and Leonardo Ruales) who received the Jack Kent Cooke Foundation Transfer Scholarship were on campus on Tuesday, October 9 as part of the Honors Program's *Success Series*.

Student Development and Career Services

The Office of Student Development and Career Service collaborated with the Council for Airport Opportunity—Newark to identify the job opportunities and job application process for ECC students in the related academic programs.

- ✓ As a result of the collaboration and coordination that began in November 2018, 2 ECC Criminal Justice students who had their SORA license were supported by their Professor and went through the CAO process and were hired in December 2018 to work as Security Officers at the Newark Airport.
- ✓ Also 4 other students in the Criminal Justice program, who were interested in the security jobs, learned about the job requirements, CAO application process and SORA license.

Strategic Initiative Goal E1

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

Pre-College Readiness and High School Initiatives

Whereas the High School Initiative was designed to award students various college credits, the overall mission of the new program is to increase college readiness of high school students. College ready is defined as being able to take or transfer in college level English and college level Math in your first semester in college. The change in mission lead to the restructuring of the program, creating three tracts: High School Initiative (for developmental education), Dual Enrollment (ENG 101, MTH 100 and additional college credits) and the Academies (designed for certificate or degree attainment while still in high school). The list below illustrates the partner high schools for the past year:

2017 – 18 Partner High Schools	
1. American History	9. Irvington
2. Belleville	10. James Caldwell
3. Central	11. Malcolm X Shabazz
4. East Orange	12. Science Park
5. East Side	13. Technology
6. ECTVS - Bloomfield Tech	14. University
7. ECVTS - Newark Tech	15. Weequahic
8. ECVTS – North 13	16. West Orange

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 2013	7,631	971	12.7%
Fall 2014	7,495	814	10.9%
Fall 2015	7,605	865	11.4%
Fall 2016	7,574	727	9.6%
Fall 2017	7,491	566	7.6%

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 2013	971	93	9.6%
Fall 2014	814	92	11.3%
Fall 2015	865	163	18.8%
Fall 2016	727	68	9.4%
Fall 2017	566	71	12.5%

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 2013	971	182	18.7%
Fall 2014	814	146	17.9%
Fall 2015	865	166	19.2%
Fall 2016	727	158	21.7%
Fall 2017	566	99	17.5%

Strategic Initiative Goal E2

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

Academic Affairs

- ✓ A National Science Foundation (NSF) grant will provide $4,000 awards to Essex County College students enrolled in STEM Associate degree programs. The S-STEM program will provide the scholarships for five years, and will support approximately 15 students a year at Essex. S-STEM is geared toward financially needy, under-represented students in the STEM fields, (7/12/2018)
- ✓ Generous Phi Theta Kappa scholarships have been awarded to two members of the Class of 2018, making their transfers this fall to four-year schools a little easier. Dwayne Henderson received a $19,000 Kappa scholarship from Fairleigh Dickinson University, and Milly Birhanu earned a $17,500 scholarship from Felician University (4/23/2018)

Strategic Initiative Goal E5

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

Media Production and Technology (MPT)

- ✓ MPT continued to provide set-up services for both internal and external events. A total of 285 requests were filled (237 internal and 48 external). February, March and April were the high demand months for internal requests, with July and December being the months of lowest demand. External event set-up requests ranged from 1 (July) to 7 (May).
- ✓ MPT continued to provide recording services for events at the College. Table 7 below presents the events recorded in 2017-2018:
- ✓ In 2017-2018, MPT completed a series of student testimonial videos which are currently on air on 77/37, on YouTube and on the College Website. The Center recorded SGA introductions for SGA Forums, as well a recruitment promotion for the College which airs on 77/37 and on YouTube, and is used for recruitment events.
- ✓ Other studio tapings included one professor's fall and spring class readings, and senator Menendez's recorded acceptance speech for the NJ primary, which was distributed to media outlets.
- ✓ In 2017-2018, MPT provided continuous monitoring and servicing of projectors in eighteen classrooms. This included maintenance and servicing of Biology classrooms and labs, as well as the Promethean Board for the Physical Therapy Assistant Program.

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 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.

Student Affairs

- ✓ The annual Fashion Entertainment Board's Talent Showcase was held on December 7, 2018 in the Mary Burch Theater.
- ✓ The Student Government Association's Cultural Gala and Miss ECC Pageant was held on December 8, 2018 in the Gym.

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.

ECC Foundation

- ✓ The Essex County College Board of Trustees and the Essex County College Foundation presented *A. Zachary Yamba Scholarship Fundraiser Dinner* on Wednesday, November 28, at Mayfair Farms in West Orange. This was a very special event as part of our 50th anniversary celebration, one that not only celebrates our half century of service to the community, but also benefit our students as well.
- ✓ The ECC Foundation, in conjunction with the College, sponsored the 20th Annual Golf & Tennis Scholarship Tournament on Monday, October 1, 2018 at the Maplewood Country Club in Maplewood to benefit our students.

Strategic Initiative Goal G2

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

Marketing & Communications

"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.

- ✓ Essex County College is on the ground floor of one of NASA's newest education initiatives – the National Community College Aerospace Scholars (NCAS) program. The program is geared toward community college students interested in the STEM (Science, Technology, Engineering, Math) majors, and Essex is the only two-year college in New Jersey and one of only seven nationwide to participate in the initial phase. (12/9/2018)
- ✓ Both the Essex County college women's and men's soccer team captured Region XIX soccer titles. Both teams are now heading to the Northeast Division semi-finals in Division I of the National Junior College Athletic Association. (10/29/2018)
- ✓ ECC was recognized as one of College Choice's Best Community Colleges for 2017.
- ✓ ECC was the only two-year LSAMP school at the conference, officially GS-LSAMP/Northern New Jersey Bridges to Baccalaureate STEM Research Conference. (10/17/2018)
- ✓ Essex County College has signed a new articulation agreement with NJIT. The agreement will allow even more seamless transitions for our graduates wishing to transfer to NJIT. (9/18/2018)
- ✓ Essex County College's (ECC) full accreditation has been reaffirmed by the Middle States Commission on Higher Education (MSCHE). The Commission voted on June 21, 2018 to continue ECC's full accreditation. (7/2/2018)
- ✓ Two members of the Lady Wolverines track team were named National Junior College Athletic Association (NJCAA) All-Americans following their victories at the recent 2018 NJCAA Outdoor Track & Field Championships held in Kansas. (5/31/2018)
- ✓ Two ECC Students Receive Cooke Transfer Scholarships. (4/9/2018)
- ✓ Essex Alumna Now Works at the World Bank. (2/6/2018)
- ✓ A member of the Class of 2016, Tavia Williams earned her Associate in Science degree in Accounting at Essex and transferred to Cornell University where she is on track to graduate later this year. After interning last summer with The Boeing Company, she has been offered a fulltime job with the company following her completing the bachelor's program at Cornell. (1/24/2018)