## Contents

List of Tables ........................................................................................................................................ ii

I. Atlantic Cape Community College: Overview, Mission, and Institutional History ........ 1
   A. Overview ..................................................................................................................................... 1
   B. Abbreviated Mission Statement .............................................................................................. 1
   C. Institutional History ................................................................................................................ 1

II. Accreditations .................................................................................................................................. 4
   A. Regional Accreditation ............................................................................................................. 4
   B. Specialized Accreditation ......................................................................................................... 4

III. Student Profile .............................................................................................................................. 5
   A. Basic Skills Testing and Remediation ..................................................................................... 5
   B. Student Demographics ............................................................................................................ 6
   C. Financial Aid and State Funded Aid Programs ......................................................................... 7

IV. Student Outcomes ........................................................................................................................ 8
   A. Degrees Conferred .................................................................................................................. 8
   B. Graduation and Transfer Rates .............................................................................................. 9
   C. Retention .................................................................................................................................. 10

V. Faculty .............................................................................................................................................. 11
   A. Demographics .......................................................................................................................... 11
   B. Faculty/Student Ratio .............................................................................................................. 12

VI. Board of Trustees .......................................................................................................................... 13

VII. Profile of Degree Programs ......................................................................................................... 14
   A. Associate in Arts (A.A.) ........................................................................................................... 14
   B. Associate in Science Degree Programs (A.S.) ......................................................................... 15
   C. Associate in Applied Science (A.A.S.) .................................................................................... 16
   D. Professional Series Program .................................................................................................. 17
   E. Continuing Education .............................................................................................................. 18

VIII. Major Research and Public Services Activities ............................................................................ 19
   A. Research .................................................................................................................................... 19
   B. Public Service Activities .......................................................................................................... 19
   C. Major Capital Projects ............................................................................................................ 22
List of Tables

Table 1.  Students Enrolled in Remedial Courses, Fall 2004 .................................................... 5
Table 2.  First-Time, Full-Time (FTFT) Students Enrolled in Remedial Courses, Fall 2004 ...5
Table 3.  First-Time, Full-Time (FTFT) Students Enrolled in Remedial Courses by Subject Area, Fall 2004 .......................................................................................................................... 5
Table 4.  Undergraduate Enrollment by Race/Ethnicity, Fall 2004...........................................6
Table 5. Undergraduate Enrollment by Sex, Fall 2004.............................................................6
Table 6. Undergraduate Enrollment by Age, Fall 2004 ............................................................ 6
Table 7.  Students Receiving State Funded Financial Assistance, 2004 .................................7
Table 8.  First-time Full-time Freshman in Fall 2004 Enrollment by State Residency .............7
Table 9.  Subbaccalaureate Degrees Conferred by Race/Ethnicity, FY 2004 ..........................8
Table 10.  Subbaccalaureate Degrees Conferred by Sex, FY 2004 ...........................................8
Table 11.  Subbaccalaureate Degrees Conferred by General Field, FY 2004 ...........................8
Table 12. Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2001 Full-time First-time Freshmen by Race/Ethnicity .................................................................9
Table 13. Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2001 Full-time First-time Freshmen by Income ........................................................................ 9
Table 14. Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2003 to Fall 2004 ..................................................................................................................10
Table 15. Third Semester Retention of Full-time First-time Freshmen by Income, Fall 2003 to Fall 2004 .........................................................................................................................10
Table 16. Three-Year Transfer Rate of Fall 2001 Full-time First-time Freshmen to NJ Senior Public Institutions ..............................................................................................................10
Table 17. Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status, Fall 2004 ..........11
Table 18. Percentage of Course Sections Taught by Full-Time faculty FY 2004 ...............12
Table 19. Ratio of Full- to Part-time Faculty, Fall 2004 ............................................................12
Table 20. Board of Trustees by Gender and Ethnicity, FY2004 ..............................................13
I. Atlantic Cape Community College: Overview, Mission, and Institutional History

A. Overview

Atlantic Cape Community College is a comprehensive, student-centered institution of higher education that prepares students to live and work in the 21st Century – an increasingly culturally-diverse society, where technology is used in all areas of life and where modern communications have made us all citizens of the world. Accordingly, we offer the residents of Atlantic and Cape May counties, and others, associate degrees, liberal arts transfer programs, certificate programs and a wide range of technical training and courses for professional and personal growth. We provide access to these courses and programs by maintaining a moderate tuition rate, pursuing open admissions and affirmative action policies, and offering developmental programs and other support services. We respond to the economic, social, academic, cultural, and work force needs of a diverse constituency by working in partnership with other schools, business and industry, and government. Atlantic Cape Community College and its employees serve the community by providing educational and support services that encourage students to pursue academic excellence, professional growth, and high ethical standards throughout their lives.

B. Abbreviated Mission Statement

Comprehensive, Student Centered, Accessible

- Provides superior academic, technical, and training programs
- Responds to a variety of community needs
- Committed to encouraging an environment that is multicultural and diverse
- Encourages the pursuit of lifelong learning
- Promotes responsible citizenship
- Committed to encouraging an environment that is multicultural and diverse

C. Institutional History

In 1947, the President’s Commission of Higher Education brought the concept of the community centered school into reality. The community college movement gained momentum throughout the United States during the 1950s with the burgeoning student population which began following World War II.

In Atlantic County, various groups urged that a college be established in this area with the goals of providing an educational service to the entire community and discovering and developing individual talents at low cost with easy access. The Citizens’ Centennial Committee on Adult Education for Atlantic City was instrumental in stimulating interest
in a local college. The efforts of such groups, combined with those of educators, legislators and individuals, resulted in the passage of the New Jersey County College Act, which established county colleges in 1962.

Following the passage of the New Jersey County College Act, a special committee of County Freeholders and educators prepared a study which showed the need for such an institution in Atlantic County. In December 1963, the New Jersey Department of Education granted approval for the establishment of Atlantic Community College (ACC) which became the second community college to be organized by the state on April 14, 1964.

The site for the college was selected on November 19, 1964 and official ground breaking ceremonies for its nine-building complex in Mays Landing were held in November 1966. ACC opened its doors to students in September 1966 using facilities rented from Atlantic City High School. In February 1968, the college moved to its present campus on the Black Horse Pike (U.S. Route 322) in Mays Landing.

In the spring of 1982, major work was completed on a two-year, $7 million expansion project. This project included two new buildings, expanded student service facilities, the Academy of Culinary Arts and additional classroom and office space. In that same year, the former Atlantic City Electric Company building, located in Atlantic City, was purchased by Atlantic County for ACC. By 1984, a $4 million renovation project transformed the aging building into a beautiful modern facility. The Atlantic City Center was renamed in memory of Atlantic County’s first county executive, Charles D. Worthington, in April 2001.

The William J. Spangler Library was expanded and renovated in 1990, added a mezzanine level, a computer lab with space for more than 90 personal computers, faculty and administrative offices, small study/meeting rooms, a classroom/meeting room and typing, video and audio tape rooms.

The Academy of Culinary Arts facility, which opened in October 1991, features more than 28,250 square feet of space. The entrance opens to an atrium lobby. The building provides teaching kitchens, classrooms, a 70-seat gourmet restaurant, service and storage areas, and administrative and faculty offices. Since 1991, the college has made major strides with technological improvements.

Since 1973, the College has been the main provider of community college education to Cape May County residents. For many years, Cape May County officials studied ways to bring better higher educational opportunities to its residents.

In July 1995, the N.J. Commission on Higher Education declined Cape May County’s request for an independent college and recommended that it enter into a partnership with a neighboring community college, citing such benefits of a joint college as a larger population base, economies of scale, immediate availability and accreditation of curricula, and elimination of duplication of efforts and costs.

Cape May County requested joint proposals in February 1997. As a result, on January 1, 1999, ACC officially became a joint college encompassing Atlantic and Cape May counties. The Board of Trustees approved a new name for the joint college: Atlantic Cape Community College (ACCC) in February, 1999. The Cape May County Campus
(CMCC) opened in August 2005. The new 68,000-square-foot facility features a brick façade and two wings that house an information commons that includes a combination library and computer lab, a 100-seat lecture hall, a full-service cafeteria, and 19 classrooms—including chemistry and biology labs, three academic computer labs, two continuing education computer labs and one distance education classroom. In addition, ACCC provides support services facilities, including counseling, testing, tutoring and financial aid offices as well as administrative offices at the new campus.
II. Accreditations

A. Regional Accreditation

Atlantic Cape Community College (ACCC) is accredited by the Middle States Association of Colleges and Schools, Commission on Higher Education. The Middle States Association of Colleges and Schools is a regional institution accrediting body recognized by the U.S. Department of Education. ACCC received its last ten-year site visit in 1996. A five-year periodic review took place in 2001. The reviewers for the Middle States Association reported that they were “pleased with Atlantic Cape Community College’s progress since 1996.” In March 2006 ACCC had its ten-year site visit with the review still in progress.

B. Specialized Accreditation

Accredited by the New Jersey Board of Nursing and the National League for Nursing for its Associate in Applied Science degree program in Nursing.

Accredited by the Commission on Accreditation in Physical Therapy Education for its Physical Therapist Assistant Associate in Applied Science degree program.

Accredited by the Committee on Accreditation of Allied Health Education programs and Accreditation of the American Medical Association for its Respiratory Care Program, offered in cooperation with the University of Medicine and Dentistry of New Jersey, School of Health-Related Professions (UMDNJ-SHRP). The program is also approved by the American Association for Respiratory Care, the American College of Chest Physicians, the American Society of Anesthesiologists and the American Thoracic Society. Upon successful completion of the program, students receive a joint Associate in Applied Science degree from ACCC and a Certificate of Completion from UMDNJ-SHRP.

Approved by the American Bar Association for the Paralegal Studies Program.

The American Association of Collegiate Registrars and Admissions Officers, though not an accrediting agency, has given ACCC an “A” rating, which indicates that the credits for ACCC students transferring to other institutions should be given full value.
III. Student Profile

A. Basic Skills Testing and Remediation

ACCC administers the Accuplacer® Placement Test for placement into remediation / developmental education courses. Testing is coordinated by Christine Gamboa, Director of Testing.

Table 1. Students Enrolled in Remedial Courses, Fall 2004

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>Students Enrolled in One or More Remedial Courses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6655</td>
<td>1918</td>
<td>28.8%</td>
</tr>
</tbody>
</table>

Note: Total Enrollment includes all students (e.g. full-time, part-time, transfer, etc.)

Table 2. First-Time, Full-Time (FTFT) Students Enrolled in Remedial Courses, Fall 2004

<table>
<thead>
<tr>
<th>Total Number of FTFT Students</th>
<th>FTFT Students Enrolled in One or More Remedial Courses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>747</td>
<td>326</td>
<td>43.6%</td>
</tr>
</tbody>
</table>

Note: First-Time, Full-Time is defined as students that graduated high school during the Spring 2004 and enrolled in college for the fall 2004 semester.

Table 3. First-Time, Full-Time (FTFT) Students Enrolled in Remedial Courses by Subject Area, Fall 2004

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>140</td>
<td>18.7%</td>
</tr>
<tr>
<td>Math</td>
<td>186</td>
<td>24.9%</td>
</tr>
</tbody>
</table>

Note: First-Time, Full-Time is defined as students that graduated high school during the Spring 2004 and enrolled in college for the fall 2004 semester.
B. Student Demographics

Table 4. Undergraduate Enrollment by Race/Ethnicity, Fall 2004

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Ind.</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,731</td>
<td>58.2%</td>
<td>262</td>
<td>8.8%</td>
<td>218</td>
<td>7.3%</td>
<td>389</td>
</tr>
<tr>
<td>Part-time</td>
<td>1,972</td>
<td>55.7%</td>
<td>379</td>
<td>10.7%</td>
<td>266</td>
<td>7.5%</td>
<td>380</td>
</tr>
<tr>
<td>Total</td>
<td>3,703</td>
<td>56.8%</td>
<td>641</td>
<td>9.8%</td>
<td>484</td>
<td>7.4%</td>
<td>769</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Ind.</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,731</td>
<td>58.2%</td>
<td>262</td>
<td>8.8%</td>
<td>218</td>
<td>7.3%</td>
<td>389</td>
</tr>
<tr>
<td>Part-time</td>
<td>1,972</td>
<td>55.7%</td>
<td>379</td>
<td>10.7%</td>
<td>266</td>
<td>7.5%</td>
<td>380</td>
</tr>
<tr>
<td>Total</td>
<td>3,703</td>
<td>56.8%</td>
<td>641</td>
<td>9.8%</td>
<td>484</td>
<td>7.4%</td>
<td>769</td>
</tr>
</tbody>
</table>

Table 5. Undergraduate Enrollment by Sex, Fall 2004

| Sex       | Full-time | | | Part-time | | | Total | | |
|-----------|-----------|---|---|-----------|---|---|-----|---|
|           | Male Pct  | Female Pct | Total | Male Pct  | Female Pct | Total | Male Pct  | Female Pct | Total |
| Male      | 1,196     | 40.2%       | 1,778 | 2,974     | 1,139     | 32.2% | 2,402     | 67.8%      | 3,541 |
| Female    | 1,778     | 59.8%       | 2,974 | 1,139     | 32.2%     | 2,402 | 67.8%     | 3,541      | 6,515 |

Table 6. Undergraduate Enrollment by Age, Fall 2004

<table>
<thead>
<tr>
<th>Age Group</th>
<th>LT 18</th>
<th>18-19</th>
<th>20-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-64</th>
<th>65+</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>1</td>
<td>1228</td>
<td>843</td>
<td>365</td>
<td>204</td>
<td>120</td>
<td>81</td>
<td>74</td>
<td>25</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Pct</td>
<td>0.6%</td>
<td>41.3%</td>
<td>28.3%</td>
<td>12.3%</td>
<td>6.9%</td>
<td>4.0%</td>
<td>2.7%</td>
<td>2.5%</td>
<td>0.8%</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td>36</td>
<td>332</td>
<td>459</td>
<td>570</td>
<td>553</td>
<td>395</td>
<td>356</td>
<td>599</td>
<td>214</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Pct</td>
<td>1.0%</td>
<td>9.4%</td>
<td>13.0%</td>
<td>16.1%</td>
<td>15.6%</td>
<td>11.2%</td>
<td>10.1%</td>
<td>16.9%</td>
<td>6.0%</td>
<td>0.3%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total</td>
<td>Num</td>
<td>54</td>
<td>1,560</td>
<td>1,302</td>
<td>935</td>
<td>757</td>
<td>515</td>
<td>437</td>
<td>673</td>
<td>239</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>Pct</td>
<td>0.8%</td>
<td>23.9%</td>
<td>20.0%</td>
<td>14.4%</td>
<td>11.6%</td>
<td>7.9%</td>
<td>6.7%</td>
<td>10.3%</td>
<td>3.7%</td>
<td>0.1%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
C. Financial Aid and State Funded Aid Programs

Table 7. Students Receiving State Funded Financial Assistance, 2004

<table>
<thead>
<tr>
<th>Program</th>
<th>Recipients</th>
<th>Awards</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
<th>$/Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG</td>
<td>1,736</td>
<td>2,783</td>
<td>1,744,021</td>
<td>1,004.62</td>
<td>626.67</td>
</tr>
<tr>
<td>EOF</td>
<td>263</td>
<td>454</td>
<td>210,220</td>
<td>799.32</td>
<td>463.04</td>
</tr>
<tr>
<td>Bloustein Scholars</td>
<td>1</td>
<td>2</td>
<td>1,000</td>
<td>1,000.00</td>
<td>500.00</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>9</td>
<td>17</td>
<td>8,500</td>
<td>944.44</td>
<td>500.00</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>35</td>
<td>203,263</td>
<td>5807.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJ STARS (Fall 2004)</td>
<td>22</td>
<td>37,641</td>
<td>1,710.95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Includes State Funded Aid Programs, Need-Based and Merit-Based, Grants and Loans

Table 8. First-time Full-time Freshman in Fall 2004
Enrollment by State Residency

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,279</td>
<td>1</td>
<td>1,280</td>
<td>99.9%</td>
</tr>
</tbody>
</table>
IV. Student Outcomes

A. Degrees Conferred

Table 9. Subbaccalaureate Degrees Conferred by Race/Ethnicity, FY 2004

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th></th>
<th>Hispanic</th>
<th></th>
<th>Asian</th>
<th></th>
<th>American</th>
<th></th>
<th>Race</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>400</td>
<td>51.3%</td>
<td>68</td>
<td>8.7%</td>
<td>57</td>
<td>7.3%</td>
<td>236</td>
<td>30.3%</td>
<td>1</td>
<td>0.1%</td>
<td>17</td>
<td>2.2%</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 10. Subbaccalaureate Degrees Conferred by Sex, FY 2004

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Percent</th>
<th>Women</th>
<th>Percent</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>245</td>
<td>31.5%</td>
<td>534</td>
<td>68.5%</td>
<td>779</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 11. Subbaccalaureate Degrees Conferred by General Field, FY 2004

<table>
<thead>
<tr>
<th>Major Category</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>118</td>
</tr>
<tr>
<td>Personal Services</td>
<td>25</td>
</tr>
<tr>
<td>Law</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>130</td>
</tr>
<tr>
<td>Multi/Interdisciplinary</td>
<td>160</td>
</tr>
<tr>
<td>Protective Services</td>
<td>36</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>65</td>
</tr>
<tr>
<td>Business/Management</td>
<td>241</td>
</tr>
<tr>
<td>Total</td>
<td>779</td>
</tr>
</tbody>
</table>

Note: General Fields reflect IPEDS CIPCode
B. Graduation and Transfer Rates

Table 12. Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2001 Full-time First-time Freshmen by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Other *</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Fall 2001 Cohort</td>
<td>623</td>
<td>139</td>
<td>43</td>
<td>50</td>
<td>100</td>
<td>955</td>
</tr>
<tr>
<td>Success after 2 Years</td>
<td>83</td>
<td>13.3%</td>
<td>13</td>
<td>9.4%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Success after 3 Years</td>
<td>189</td>
<td>30.3%</td>
<td>30</td>
<td>21.6%</td>
<td>4</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

Note: Other includes American Indian and Unknown Race.

Table 13. Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2001 Full-time First-time Freshmen by Income

<table>
<thead>
<tr>
<th></th>
<th>Low Income *</th>
<th>Non-Low Income</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Fall 2001 Cohort</td>
<td>220</td>
<td>13.9%</td>
<td>382</td>
<td>14.1%</td>
</tr>
<tr>
<td>2 Year Rates</td>
<td>23</td>
<td>10.5%</td>
<td>54</td>
<td>14.1%</td>
</tr>
<tr>
<td>3 Year Rates</td>
<td>49</td>
<td>22.3%</td>
<td>122</td>
<td>31.9%</td>
</tr>
</tbody>
</table>

Note: Low Income is defined as student with a NJ Eligibility Index between 1 and 24,999.
C. Retention

Table 14. Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2003 to Fall 2004

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th></th>
<th>Hispanic</th>
<th></th>
<th>Asian</th>
<th></th>
<th>American Ind.</th>
<th></th>
<th>Race Unknown</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Retained</td>
<td>419</td>
<td>60.7%</td>
<td>96</td>
<td>51.1%</td>
<td>60</td>
<td>56.1%</td>
<td>52</td>
<td>69.3%</td>
<td>1</td>
<td>33.3%</td>
<td>721</td>
<td>59.0%</td>
</tr>
<tr>
<td>Not Retained</td>
<td>271</td>
<td>39.3%</td>
<td>92</td>
<td>48.9%</td>
<td>47</td>
<td>43.9%</td>
<td>23</td>
<td>30.7%</td>
<td>2</td>
<td>66.7%</td>
<td>500</td>
<td>41.0%</td>
</tr>
<tr>
<td>Total</td>
<td>690</td>
<td>100.0%</td>
<td>188</td>
<td>100.0%</td>
<td>107</td>
<td>100.0%</td>
<td>75</td>
<td>100.0%</td>
<td>3</td>
<td>100.0%</td>
<td>1,221</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 15. Third Semester Retention of Full-time First-time Freshmen by Income, Fall 2003 to Fall 2004

<table>
<thead>
<tr>
<th></th>
<th>Low Income *</th>
<th></th>
<th>Non-Low Inc.</th>
<th></th>
<th>Unknown</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Retained</td>
<td>146</td>
<td>60.3%</td>
<td>305</td>
<td>58.9%</td>
<td>270</td>
<td>58.6%</td>
<td>721</td>
<td>59.0%</td>
</tr>
<tr>
<td>Not Retained</td>
<td>96</td>
<td>39.7%</td>
<td>213</td>
<td>41.1%</td>
<td>191</td>
<td>41.4%</td>
<td>500</td>
<td>41.0%</td>
</tr>
<tr>
<td>Total</td>
<td>242</td>
<td>100.0%</td>
<td>518</td>
<td>100.0%</td>
<td>461</td>
<td>100.0%</td>
<td>1,221</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: Low Income is defined as student with a NJ Eligibility Index between 1 and 24,999.

Table 16. Three-Year Transfer Rate of Fall 2001 Full-time First-time Freshmen to NJ Senior Public Institutions

<table>
<thead>
<tr>
<th></th>
<th>Transfers thru Fall 2004</th>
<th>Non-Transfers</th>
<th>Total FTFT Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>Transfers thru Fall 2004</td>
<td>165</td>
<td>17.3%</td>
<td>790</td>
</tr>
</tbody>
</table>
V. Faculty  
A. Demographics  

Table 17. Full-Time Faculty by Race/Ethnicity, Sex, and Tenure Status, Fall 2004

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th></th>
<th>Hispanic</th>
<th></th>
<th>Asian</th>
<th></th>
<th>American Ind.</th>
<th></th>
<th>Alien</th>
<th></th>
<th>Race Unknown</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Tenure</td>
<td>33</td>
<td>82.5%</td>
<td>4</td>
<td>10.0%</td>
<td>2</td>
<td>5.0%</td>
<td>1</td>
<td>2.5%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>82.4%</td>
<td>2</td>
<td>11.8%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>5.9%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>82.6%</td>
<td>2</td>
<td>8.7%</td>
<td>2</td>
<td>8.7%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Without Tenure</td>
<td>32</td>
<td>86.5%</td>
<td>1</td>
<td>2.7%</td>
<td>2</td>
<td>5.4%</td>
<td>2</td>
<td>5.4%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>91.3%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>4.3%</td>
<td>1</td>
<td>4.3%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>78.6%</td>
<td>1</td>
<td>7.1%</td>
<td>1</td>
<td>7.1%</td>
<td>1</td>
<td>7.1%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>84.4%</td>
<td>5</td>
<td>6.5%</td>
<td>4</td>
<td>5.2%</td>
<td>3</td>
<td>3.9%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>87.5%</td>
<td>2</td>
<td>5.0%</td>
<td>1</td>
<td>2.5%</td>
<td>2</td>
<td>5.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Male</td>
<td>30</td>
<td>81.1%</td>
<td>3</td>
<td>8.1%</td>
<td>3</td>
<td>8.1%</td>
<td>1</td>
<td>2.7%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
### B. Faculty/Student Ratio

**Table 18. Percentage of Course Sections Taught by Full-Time faculty FY 2004**

<table>
<thead>
<tr>
<th>Sections</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>43.4%</td>
<td>56.6%</td>
</tr>
</tbody>
</table>

**Table 19. Ratio of Full- to Part-time Faculty, Fall 2004**

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td>20.2%</td>
<td>304</td>
<td>79.8%</td>
<td>381</td>
</tr>
</tbody>
</table>
VI. Board of Trustees

The Atlantic Cape Community College Board of Trustees is made up of fifteen (15) members. By statute, seven (7) members are appointed by the County Executive of Atlantic County, with the approval of the Freeholders and three (3) members are appointed by the Cape May County Board of Chosen Freeholders. The Atlantic County Superintendent of Schools and Cape May County Superintendent of Schools are members of the Board by statute. The Governor appoints two (2) members, one from each county. One (1) non-voting student member from Atlantic or Cape May County is elected for a one-year term by each year's graduating class. The current Board membership includes two Black males, one male of Asian ethnicity, one female of Hispanic ethnicity, seven White males and four White females. They are active in education, utilities, public service, law, banking, casino industry, and community businesses.

| Table 20. Board of Trustees by Gender and Ethnicity, FY2004 |
|---------------------------------|------|------|------|------|------|
| Female                         | Black| Hispanic| White| Asian| Total|
| 0                              | 1    | 5     | 1    | 7    |
| Male                           | 2    | 0     | 5    | 1    | 8    |
| Total                          | 2    | 1     | 10   | 2    | 15   |

The Board sets policy and has final authority over budgets and expenditures, and the President is responsible for internal administrative operations. The most important function of the Board is the selection, evaluation and retention of the college president. The current president is under contract, with retention and contract renewal contingent on performance/evaluation guidelines established by the Board. The board sets the policies and procedures for the College.

Board members participate in national, state and local civic professional organizations as well as political and charitable organizations. Members understand the community college mission and the legal and fiscal duties stipulated in state statutes and state board of education regulations. They are active outside regular board meetings, participating in legislative action relevant to community colleges.

Board members:

Lynn P. Kramer
Brian G. Lefke, Chairperson
Robert J. Boyer, Vice Chairperson
Lynn G. Baumgardner
Janya Laxman, Student Rep. (non-voting)
Dr. Elizabeth A. Dworsky
Dr. Daniel G. Loggi
Mary B. Long

Andrew Melchiorre
Dr. Albert A. Monillas
Eric Reynolds
Nicholas F. Talvacchia,
Marie Ivette Torres
Helen W. Walsh
VII. Profile of Degree Programs

A. Associate in Arts (A.A.)
The Associate in Arts degree programs are designed for students who wish to continue their education at a four-year college or university, and pursue studies in the humanities or social sciences. This degree is often used as a first step toward an advanced professional degree in areas such as law, social work, public administration, medicine and education. The A.A. degree requires a minimum of 45 credits in general education and a minimum of 18 credits in program courses and electives. Students select an option in consultation with an advisor to insure maximum transfer of credits.

Associate in Arts Degree Programs (A.A.)
  Liberal Arts Options:
  Business Administration
  Child Development/Child Care
  Education
  History
  Humanities
  Literature
  Performing Arts
  Philosophy
  Psychology
  Social Science
  Sociology
  Studio Art
B. Associate in Science Degree Programs (A.S.)

The Associate in Science degree (A.S.) is awarded to students who successfully complete programs that emphasize mathematics, the biological or physical sciences, and business programs, intended as pre-baccalaureate work. The A.S. degree requires a minimum of 32 credits in general education and a minimum of 33 credits in program courses and electives. Some programs feature options to ease transfer into specific majors at four-year colleges or to meet more specific career preparation needs.

Associate in Science Degree Programs (A.S.)
Biology Option (Science and Mathematics)
Business Administration
Chemistry Option (Science and Mathematics)
Computer Information Systems
Corrections in Criminal Justice
Criminal Justice
Economics Option (Business Administration)
General Studies
Health Sciences
Mathematics Option (Science and Mathematics)
Paralegal Studies
Social Work
C. Associate in Applied Science (A.A.S.)

The Associate in Applied Science degree (A.A.S.) is awarded to students who successfully complete programs that emphasize preparation in the applied arts and sciences for careers, typically at the technical or semi-professional level. These programs are designed to prepare students for job entry at the completion of the two-year program. Some A.A.S. Programs do have transfer agreements with four-year colleges. While the A.A.S. is designed as a non-transferable degree, the A.A.S. Degree requires a minimum of 20 credits in general education and a minimum of 43 credits in program courses and electives.

Associate in Applied Science Degree (A.A.S.) Degree
Accounting
Accounting Information Systems Option (Accounting)
Baking and Pastry Option (Culinary Arts)
Business Administration
Computer Programming
Computer Systems Support
Culinary Arts
Food Service Management
Hospitality Management
Microcomputer Technologies Option (Computer Systems Support)
Nursing
Office Systems Technology
Paralegal Studies
Respiratory Therapy
Travel and Tourism Option (Hospitality)
Web Technologies Option (Computer Systems Support)
D. Professional Series Program

ACCC’s Professional Series is a sequence of courses in a related subject area that provides students with entry-level skills for specific jobs. Upon completion of the series, students receive a letter of recognition from ACCC. We realize student time is valuable, so most of these courses can be taken on a part-time basis in the day or evening. By taking two courses each semester, students can complete many of the programs we offer in less than a year, others have certain sequence courses which may take a little longer. Students may, however, begin and end the program at their own pace. Those enrolled in one or more of the courses in these series, are eligible to complete the remaining sequence and apply for a letter of recognition. All credits earned through these programs are applicable toward an associate degree in the related subject area.

Professional Series Programs
A+ Specialist
Accounting Specialist
Addiction Counseling Specialist
Aesthetics Series
Baking and Pastry Specialization
Bilingual Office Assistant Specialist
Catering Specialization
Child Development Associate (CDA)
Civics Series
Computerized Accounting Specialist
Educational Office Specialist
Electronic Business
Food Service Management Specialization
Help Desk Specialist
Hospitality Marketing Specialist
Hot Food Specialization
Human Resources Professional
Legal Office Specialist
Literary Enrichment Series
Medical Office Specialist
Microsoft Office Specialist
Multimedia Specialist
Office Assistant Specialist
Office Automation Specialist
Office Professional Specialist
Office Receptionist Specialist
PC Specialist
Records and Information Management Specialist
Small Business Management Specialist
Travel and Tourism Specialist
Web Specialist
E. Continuing Education

ACCC offers workshops, seminars, and other enriching educational experiences to meet the needs and interests of the community. Students may become more proficient in their field or develop new career skills in one of many six-month training courses. Several programs include training in a mock casino to gain the skills necessary to enter the exciting world of gaming. ACCC’s Center for Corporate and Workforce Development offers a variety of short-term non-credit courses in subjects such as Code Enforcement, Insurance Professional Development, Health Related training and many more. Enrichment courses include languages, painting, public speaking, and gourmet cooking.

Continuing Education Programs
- Computer Institute for Personal Computers
- Online Workshops and Seminars
- Kids College
- Casino Dealer Training
- Slot Management and Repair Training
- Police Officer Gaming Seminars
- Personal Development and Special Interest
- Career and Professional Development
- English as a Second Language
- Multimedia Technology Institute for Macintosh Computers
- Career Training
- Casino Career Institute
- Customized Computer Training
- Construction Management and Design
- Computers Online
- Corporate Training
VIII. Major Research and Public Services Activities

A. Research

The Atlantic Cape Community College Office of Research and Planning produced several research projects during the last year:

- For the fifth year, the college participated in the nation-wide Faces of the Future Survey in which over 540 ACCC credit and non-credit students took part. The college respondents were compared to over 50,000 respondents throughout the country on various measures of student satisfaction and their experiences at ACCC.
- The college performed phone surveys of ACCC graduates from the Classes of 2003, finding out their satisfaction with ACCC and outside experiences since they graduated.

B. Public Service Activities

Atlantic Cape Community College is committed to public service and community participation. During fiscal year 2004, the college was involved in the following projects:

**ACCC Cultural Events July 1, 2004 through June 30, 2005**

**Martin L. Blatt Speaker Series:**
- Tues., Nov., 30, 2004  Joyce Carol Oates
- Tues., May 3, 2005  Christine Todd Whitman

**ACCC Foundation Charitable Events:**
- Fri., Oct. 15, 2004  CMC Golf Tournament
  Proceeds: $12,000 scholarship funds
- Fri., Nov. 19, 2004  8th Annual Beaujolais Nouveau Tasting
- Wed., April 20, 2005  Annual Press of Atlantic City Restaurant Gala
  Proceeds: $160,000 scholarship funds
Careme’s Café Series:
Thurs., Nov. 11, 2004  Dulcie Taylor
Thurs., Dec. 9, 2004  Liz Queler
Thurs., Feb. 24, 2005  Kate Gaffney
Thurs., April 7, 2005  Richard Julian
Thurs., May 5, 2005  Sloan Wainwright

Theater Productions:
Thurs.-Sat., Dec. 2-4, 2004  “Proof” by David Auburn
Thurs.-Sat, April 28-30, 2005  “School House Rock Live”
Sun., May 1, 2005

Studio Arts Workshops
Sat., Sept. 11, 2004  Painting Watercolor on Site
Sat., Oct. 9, 2004  Autumn Reflections
Sat., Nov. 13, 2004  Figure Drawing with Homer Johnson
Sat., Dec. 11, 2004  Acrylic Techniques with Charlotte Carney
Sat., March 12, 2005  The Three “R’s” of Color
Sat., April 16, 2005  An Impressionist Paints Watercolor
Sat., May 14, 2005  Drawing Nature with Color Pencils

Art Gallery:
Month of July-Aug., 2004  “The Wife” painting, glass & mixed media by
                          & Stephanie Grills
Month of September, 2004  12th Annual Faculty and Staff Exhibit
Month of October, 2004  “Bottled Memories” paintings by Maryann Cannon
                          & poetry by Sharon Guerrier
Month of Nov.-Dec, 2004  20th Annual Studio Art Workshops Exhibit and Sale
Month of December, 2004  faculty Selects: Annual Student Show
Month of January, 2005  6th Annual High School Exhibit: Ocean City High
School
Month of February, 2005  Paintings by Robert Threadgill and Sculpture by
                          Marilyn Winn Threadgill
Month of March, 2005  Paintings by Rosalind Bloom
Month of April, 2005  Landscape Paintings of South Jersey by Bobbie
                          Berg
Month of May-June, 2005  Photographs, 1980-2005 by Thomas Chelius

Cultural Diversity Awareness:
Tues., Nov. 23, 2004  3rd Annual International Festival
Tues., Jan. 25, 2005  Martin Luther King Re-Enactment “I Have A
                          Dream”
Black History Month Events:

- **Tues., Feb. 1, 2005**
  - “From Slavery to Freedom” features ACCC PEACE Choir, AC Dance Theater & Barbara Yates & Company

- **Thurs., Feb. 3, 2005**
  - Washington Productions: The Legend of Sojourner Truth

- **Tues., Feb. 8, 2005**
  - Slave and Jim Crow Display titled, “Lest We Forget”

- **Thurs., Feb. 10, 2005**
  - African American Historical & Cultural Artifacts

- **Tues., Feb. 15, 2005**
  - Vickie Smith, jazz singer “Ella! The Song in You.”

- **Thurs., Feb. 17, 2005**
  - Nick Chiles & Denene Millner, co-authors of “What Brothers Think, What Sistahs Know.”

- **Thurs., Feb. 22, 2005**
  - “Bak 2 Roots” African drumming with Maxwell Kofi Donkor

- **Thurs., Feb. 22, 2005**
  - Educational Opportunity Fund Melvin L. Newton Scholarship Benefit Dinner

Student Government Association:

- **Thurs. Dec. 9, 2004**

- **Wed. Dec. 15, 2004**
  - Multicultural World Holiday program & Holiday Music

- **Thurs., Dec. 16, 2004**
  - Coffee House Poetry

- **Tues., April 19, 2005**
  - Earth Day Celebration

Taste of the Gala

- **Thurs., Sept. 30, 2004**
  - Cooking Demonstration & Wine Tasting

- **Wed., Nov. 4, 2004**
  - Cooking Demonstration & Wine Tasting

- **Thurs., Jan. 27, 2005**
  - Cooking Demonstration & Wine Tasting

- **Thurs., Feb. 12, 2005**
  - Cooking Demonstration & Wine Tasting

- **Wed., March 9, 2005**
  - Cooking Demonstration & Wine Tasting

Other activities:

- **Wed., Oct. 20, 2004**
  - Veterans Day Ceremony

- **Tues., Nov. 9, 2004**
  - The National Players presented “Hamlet, The Prince of Denmark”

- **Wed., Dec. 1, 2004**
  - Worlds AIDS Day

- **Wed., March 9, 2005**
  - “Evening with the Stars” Information session for Atlantic and Cape May County students eligible for NJ STARS

- **Sat., March 12, 2005**
  - Minority Affairs Scholarship Fund presents Marion Anderson

- **Tues., April 5, 2005**
  - ACCC Idol Talent Show to benefit Mary Tower scholarship

- **Sat., May 21, 2005**
  - 13th Annual American Heart Walk
C. Major Capital Projects

Worthington Atlantic City Center (WACC)

Atlantic Cape Community College will begin expansion of its Atlantic City extension center in 2006. Funded by a $1.2 million grant from the U.S. Economic Development Administration and matching Chapter 12 county funds, the project cost will total $4.0 million.

The expansion will house the Health Professions Institute which, in conjunction with local hospitals and the Atlantic Cape Workforce Investment Board, will train workers for high demand jobs in healthcare. The 9,000 square foot expansion will include science and computer labs, classrooms, and a large lecture room.

In addition, renovations will be made to the WACC to qualify it for branch campus status. The addition of a cafeteria, information center and new parking area will allow the College to deliver all of the courses required for almost all degree programs. These changes will increase access to higher education and training opportunities for the residents of Atlantic City.