Atlantic Cape Community College

Institutional Profile

October 2009

Submitted to:
New Jersey Commission on Higher Education
ATLANTIC CAPE COMMUNITY COLLEGE

Preface

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 has 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 workforce 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.

Mission Statement

Comprehensive, Student Centered, Accessible

- Provides superior academic, technical, and training programs
- Responds to a variety of community needs
- Encourages the pursuit of lifelong learning
- Promotes responsible citizenship
- Committed to encouraging an environment that is multicultural and diverse
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 as the student population accelerated its growth in the years 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 housing the Casino Career Institute (CCI). CCI was the country’s first gaming school affiliated with an institution of higher education. A second major renovation was completed in 2008. This renovation houses the Health Profession Institute in 9,000 square feet of previously underutilized space. The College’s Atlantic City Campus was renamed in memory of Atlantic County’s first county executive, Charles D. Worthington, in April 2001. A plaque in the building lobby marks the renaming of the College’s Atlantic City facility as the Charles D. Worthington Atlantic City Center. Mr. Worthington was involved with the College, first as chairperson of its Educational Opportunity Fund Advisory Board and then as Atlantic County Executive in supporting the establishment of many College programs and the development of the Atlantic City Campus.

The William J. Spangler Library on the Mays Landing campus was expanded and renovated in 1990, adding 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 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 New Jersey 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 (Atlantic Cape) 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 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, Atlantic Cape provides support services facilities, including counseling, testing, tutoring and financial aid offices as well as administrative offices at the new campus.

Dr. Peter L. Mora
President
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</table>
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INSTITUTIONAL PROFILE 2009
II. DATA BY CATEGORY

A. ACCREDITATION STATUS

Institutional Accreditation

Atlantic Cape Community College (Atlantic Cape) 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. MSCHE visited Atlantic Cape in 2006 and full accreditation was reaffirmed in March 2008. A five-year periodic review will take place in 2013, with the monitoring report due in April 2010.

Professional Accreditation

The Associate in Applied Science degree program in Nursing is accredited by the New Jersey Board of Nursing and the National League for Nursing.

The Respiratory Care Program offered in cooperation with the University of Medicine and Dentistry of New Jersey, School of Health-Related Professions (UMDNJ-SHRP), is accredited by the Committee on Accreditation of Allied Health Education programs and Accreditation of the American Medical Association. Upon successful completion of the program, students receive a joint Associate in Applied Science degree from Atlantic Cape and UMDNJ-SHRP.

The Paralegal Studies Program is approved by the American Bar Association.

The American Association of Collegiate Registrars and Admissions Officers, though not an accrediting agency, has given Atlantic Cape an "A" rating, which indicates that the credits for Atlantic Cape students transferring to other institutions should be given full value.

Atlantic Cape is an approved education provider for Counseling Skills in Addiction Counseling as prescribed by Addiction Professionals Certification Board of New Jersey.

The Foundation of the American Culinary Federation (ACF) granted accreditation to the Academy of Culinary Arts on July 12, 2008, for a three-year period.
The Hospitality Management program is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA), formally known as the Commission on Accreditation for Hospitality Management (CAHM).

The Surgical Technology program is accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation by the Accreditation Review Committee of Surgical Technologists.

The Certified Nurses Aid program is approved by the New Jersey Department of Health and Human Services.

The Certified Home Healthaid Program for Certified Nurses Aid is approved by the New Jersey Board of Nursing.
B. STUDENTS SERVED

**Table II.B.1. Undergraduates by Attendance Status**

<table>
<thead>
<tr>
<th>Attendance Status</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>52.1%</td>
</tr>
<tr>
<td>Part-time</td>
<td>47.9%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

**Table II.B.2. Non-Credit Students Served**

<table>
<thead>
<tr>
<th></th>
<th>FY 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total # of Registrations(^1)</td>
</tr>
<tr>
<td>Open Enrollment</td>
<td>3,447</td>
</tr>
<tr>
<td>Customized Training</td>
<td>3,814</td>
</tr>
</tbody>
</table>

\(^1\)Includes all registrations in any course that started on July 1, 2007 through June 30, 2008

\(^2\)FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

\(^*\)One Clock Hour = 60 minutes

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.
**Table II.B.3. (Unduplicated) Students for Entire Academic Year**

<table>
<thead>
<tr>
<th>FY 2008</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headcount Enrollment</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>11,114</td>
<td>154,380</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment Survey
C. CHARACTERISTICS OF UNDERGRADUATE STUDENTS

1. ENROLLMENT IN REMEDIATION COURSES BY SUBJECT AREA

Atlantic Cape administers the Accuplacer® Placement Test to all entering students. Testing is coordinated by the Director of Testing.

Table II.C.1.a. Undergraduates Enrolled – Fall 2008

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Non-Dev</th>
<th>Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment File

Table II.C.1.b. First-Time, Full-Time (FTFT) Students Enrolled in Remediation – Fall 2008

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Continuing Students</th>
<th>FTFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Dev</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Dev</td>
<td>6%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment File
Table II.C.1.c. First-Time, Full-Time (FTFT) Students Enrolled in Remediation by Subject Area – Fall 2008

![Graph showing remediation categories]

Source: SURE Fall Enrollment File

2. Race/Ethnicity, Sex, & Age

Table II.C.2.a. Undergraduate Enrollment by Race/Ethnicity-Fall 2008

![Bar chart showing enrollment by race/ethnicity]

Source: SURE Fall Enrollment Survey
Table II.C.2.b. Undergraduate Enrollment by Sex – Fall 2008

Table II.C.2.c. Undergraduate Enrollment by Age – Fall 2008
3. Number of Students Receiving Financial Assistance

Under each state-funded aid program, including both need-based & merit-based, both grants and loans (TAG, EOF, OSRP, Distinguished Scholars, Urban Scholars, NJSTARS and NJCLASS).

Table II.C.3

<table>
<thead>
<tr>
<th>Financial Aid from State-Funded Programs, FY 2008</th>
<th>Recipients</th>
<th>Awards</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
<th>$/Award</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAG</td>
<td>1,647</td>
<td>2,690</td>
<td>2,033,597</td>
<td>1,234.73</td>
<td>755.98</td>
</tr>
<tr>
<td>EOF</td>
<td>311</td>
<td>518</td>
<td>268,675</td>
<td>863.91</td>
<td>518.68</td>
</tr>
<tr>
<td>Bloustein Scholars</td>
<td>10</td>
<td>16</td>
<td>7,440</td>
<td>744.00</td>
<td>465.00</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>24</td>
<td>39</td>
<td>18,135</td>
<td>755.63</td>
<td>465.00</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>216</td>
<td>55</td>
<td>441,223</td>
<td>2,686.25</td>
<td></td>
</tr>
<tr>
<td>NJ STARS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Federal Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grants</td>
<td>2,936</td>
<td></td>
<td>7,001,000</td>
<td>2,384.54</td>
<td></td>
</tr>
<tr>
<td>College Work Study</td>
<td>144</td>
<td></td>
<td>191,000</td>
<td>1,326.39</td>
<td></td>
</tr>
<tr>
<td>Perkins Loans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEOG</td>
<td>432</td>
<td></td>
<td>149,000</td>
<td>344.91</td>
<td></td>
</tr>
<tr>
<td>Stafford Loans (Sub)</td>
<td>894</td>
<td></td>
<td>2,452,000</td>
<td>2,742.73</td>
<td></td>
</tr>
<tr>
<td>Stafford Loans (Unsub)</td>
<td>618</td>
<td></td>
<td>162,000</td>
<td>262.14</td>
<td></td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>25</td>
<td></td>
<td>150,000</td>
<td>6,000.00</td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>219</td>
<td></td>
<td>321,000</td>
<td>1,465.75</td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: HESAA System Files for state programs; NJ IPEDS Form #41 for federal and institutional programs.
4. PERCENT OF STUDENTS WHO ARE NEW JERSEY RESIDENTS

Table II.C.4

First-Time Full-Time Freshman Enrollment - Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Residents</td>
<td>99.4%</td>
</tr>
<tr>
<td>Out of State</td>
<td>0.06%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment File
D. DEGREES CONFERRED/CHARACTERISTICS OF GRADUATES

1. BY RACE/ETHNICITY & SEX

Table II.D.1.a. By Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Associate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>65%</td>
</tr>
<tr>
<td>Black</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
</tr>
<tr>
<td>Amer Ind.</td>
<td>0%</td>
</tr>
<tr>
<td>Alien</td>
<td>2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>13%</td>
</tr>
</tbody>
</table>

Source: IPEDS Completions Survey

Table II.D.1.b. By Sex

<table>
<thead>
<tr>
<th>Gender</th>
<th>Associate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>34%</td>
</tr>
<tr>
<td>Women</td>
<td>66%</td>
</tr>
</tbody>
</table>

Source: IPEDS Completions Survey
2. By General Field

Table II.D.2

Associate Degrees

Source: IPEDS Completions Survey
E. STUDENT OUTCOMES

1. GRADUATION RATES BY RACE/ETHNICITY & INCOME – FTFT FALL 2005

Table II.E.1.a. Graduation & Transfer By Race/Ethnicity

Success Rates - FTFT Fall 2005

Pending/Unknown 69.5%
After 3 yrs 13.7%
After 2 yrs 16.7%

Source: SURE Cohort File

Table II.E.1.b. Graduation/Transfer Rates by Income

Success Rates - FTFT Fall 2005

Pending/Unknown 69.5%
After 3 Yrs 13.7%
After 2 Yrs 16.8%

*Low Income is defined as student with a NJ Eligibility Index between 1 and 2499. Source: SURE Cohort File
TABLE II.E.1.c. GRADUATION RATES BY RACE/ETHNICITY

Graduation Rates - FTFT Fall 2005

- Pending/Unknown 80%
- After 3 Years 9%
- After 2 Years 11%

Source: SURE Cohort File

TABLE II.E.1.d. GRADUATION RATES BY INCOME

Graduation Rates - FTFT Fall 2005

- Pending/Unknown 79.8%
- After 3 Yrs 8.9%
- After 2 Yrs 11.3%

*Low Income is defined as student with a NJ Eligibility Index between 1 and 2499. Source: SURE Cohort File
2. Third-Semester Retention Rates

Table II.E.2.a. By Race/Ethnicity (FTFT)

Retention Rates - FTFT Fall 2007 to Fall 2008

---

Table II.E.2.b. By Income

Retention Rates - FTFT Fall 2007 to Fall 2008

*Low Income is defined as student with a NJ Eligibility Index between 1 and 2.499. Source: SURE Cohort File
3. Transfer

Table II.E.3.a. Three Year Transfer Rate to New Jersey Senior Public Institutions

Table II.E.3.b. Overall Three Year Transfer Rate
F. FACULTY CHARACTERISTICS

1. FULL-TIME FACULTY BY RACE/ETHNICITY, SEX, AND TENURE STATUS

Table II.F.1.

Tenure

<table>
<thead>
<tr>
<th></th>
<th>White-M</th>
<th>Black-M</th>
<th>Hispanic-M</th>
<th>White-F</th>
<th>Black-F</th>
<th>Hispanic-F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Prof.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Non Tenure

<table>
<thead>
<tr>
<th></th>
<th>White-M</th>
<th>Black-M</th>
<th>Hispanic-M</th>
<th>White-F</th>
<th>Black-F</th>
<th>Hispanic-F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Prof.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey

2. PERCENTAGE OF COURSE SECTIONS TAUGHT BY FULL-TIME FACULTY

Table II.F.2.

<table>
<thead>
<tr>
<th></th>
<th>Full-time Faculty</th>
<th>Part-time Faculty</th>
<th>Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Includes Full-time Administrators and Teaching Assistants

Source: Atlantic Cape CC Institutional Research
3. Ratio of Full-to Part-Time Faculty

Table II.F.3.

<table>
<thead>
<tr>
<th></th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio</td>
<td>21%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey
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 Executive Atlantic County Superintendent of Schools (1) and Executive Cape May County Superintendent of Schools (1) 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 eight Caucasian males, four Caucasian females, one African-American male, and two Hispanic females. They are active in education, healthcare, utilities, public service, law, banking, casino industry, and community businesses.

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.

1. RACE/ETHNICITY & SEX

Table II.G.1.
2. List of Trustees/Governors with Titles and Affiliations

LYNN GUTHRIE BAUMGARDNER, ATLANTIC COUNTY

Board member since: 2001
Committees:
  Chair, Diversity and Equity
  Academic and Student Affairs
Other community involvement:
  Vice President of the Longport Board of Education
  Member of the Longport Scholarship Foundation Board
  Secretary of the Tighe School Parent Teacher Organization
  Co-President of the Longport Mother’s Club
  Member of the Shore Fellowship Church
Employment:
  President, Guthrie Glass and Mirror, Inc.

ROBERT J. BOYER, CAPE MAY COUNTY

Board member since: 2000
Committees:
  Personnel and Board Development
  Long Range Planning and Capital Projects
Other community involvement:
  Trustee Ambassador, NJ Council of County Colleges
  President, Middle After School Kare Program
  Member, Cape May County Special Services School District Board
  Volunteer, Cape Cares Foundation
Employment:
  Executive Vice President & Chief Financial Officer at Cape Bank

TERRENCE J. CROWLEY, EXECUTIVE COUNTY SUPERINTENDENT OF SCHOOLS, CAPE MAY COUNTY

Board member since: 2008, interim since 2007
Committees:
  Academic and Student Affairs
  Personnel and Board Development
Employment:
  Executive Superintendent, Cape May County
  Consultant-Labor Relations/Negotiations
  Adjunct Professor, Georgian Court University
  Former Superintendent of Schools
    Kingsway Regional School District
  Former English Teacher, Asst Principal and Principal
    Holy Spirit High School, Absecon
**TOM DOWD, EXECUTIVE COUNTY SUPERINTENDENT OF SCHOOLS, ATLANTIC COUNTY**
Board member since: 2009  
Committees:  
  Academic and Student Affairs  
  Long Range Planning and Capital Projects  
Employment:  
  Executive Superintendent, Atlantic County  

**DR. ELIZABETH A. DWORSKY, CAPE MAY COUNTY**
Board member since: 2003  
Committees:  
  Chair, Personnel and Board Development  
  Budget, Finance and Audit  
  Presidential Evaluation  
Other community involvement:  
  Trustee Ambassador, NJ Council of County Colleges  
  Volunteer, American Heart Association  
Employment:  
  Retired, Chief School Administrator/Superintendent, Cape May City School District  
  Educational Consultant and Executive Director of the Trinity Learning Center of Egg Harbor Township  

**DAVID A. EVANS, STATE APPOINTEE**
Board member since: 2005  
Committees:  
  Chair, Budget, Finance and Audit  
  Personnel and Board Development  
  Presidential Evaluation  
Other community involvement:  
  Trustee Ambassador, NJ Council of County Colleges  
  Vietnam Veterans Association  
  Veterans of Foreign Wars  
  Galloway FSA  
  The American Legion  
Employment:  
  Former Deputy Mayor of Galloway Township  
  Social Studies Teacher, Galloway Public Schools  
Awards/Recognitions:  
  NJ Middle School Social Studies Teacher of the Year  
  Galloway Township Teacher of the Year  
  Galloway Township Government Advocate for Education
BRIAN G. LEFKE, ATLANTIC COUNTY
Board member since: 1995
Committees:
   Long Range Planning and Capital Projects
   Foundation
Other community involvement:
   Trustee Ambassador, NJ Council of County Colleges
   Executive Committee of the Association of New Jersey Recyclers
   New Jersey Pinelands Commission
   Somers Point Planning Board
Employment:
   Authority Secretary and Human Resource Director, Atlantic County Utilities Authority

MARY B. LONG, Cape May County
Board member since: 1998
Committees:
   Chair, Long Range Planning and Capital Projects
   Academic and Student Affairs
   Budget, Finance and Audit
Other community involvement:
   Trustee Ambassador, NJ Council of County Colleges
   Board Officer of C.A.R.A
   Member, Cape May Mental Health Board
   Member, Cape May Drug and Alcohol Board
   Member, Cape May County Advisory Commission on the Status of Women
   Cape May Human Services Council
   United for Peace
   Stone Harbor Garden Club
   Wetlands Institute
   Cape May University Women
Employment:
   Retired Educator and Human Services Representative

SHEYLA AYALA MANTILLA, ALUMNI REPRESENTATIVE
Board member since: 2009
Committees:
   Academic and Student Affairs
Other community involvement:
   Phi Theta Kappa
Employment:
   Manager, Tuckahoe Inn
**ANDREW W. MELCHIORRE, STATE APPOINTEE**

Board member since: 2004

Committees:
- Academic and Student Affairs
- Personnel and Board Development

Other community involvement:
- Board of Education of the Middle Township School District
- NJ Supreme Court Attorney's Ethics Committee
- Middle Township Board of Health
- Cape Atlantic HIV/AIDS Consortium
- County Alliance on Mental Health
- Alcohol and Drug Abuse
- Community Health Action Partnership
- March of Dimes
- Red Cross
- Governor' Council on Fitness and Sports

Employment:
- Retired Health Educator

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**DON PARKER, ATLANTIC COUNTY**

Board member since: 2007

Committees:
- Budget, Finance and Audit
- Foundation

Other community involvement:
- President of Gilda's Club of South Jersey
- United Way of Atlantic County
- Atlantic/Cape May Workforce Investment Board
- Atlantic City Mainland Regional Chamber of Commerce
- Cape Atlantic Big Brothers and Sisters

Employment:
- President/CEO of AtlantiCare Health Services
- Adjunct Professor, Richard Stockton College

Awards/Recognitions:
- Congressional Citation for Community Service
- Senatorial Citation for Contributions to Pre-School Education
- Martin Luther King Jr. Award for Community Service
- NJ Council on Compulsive Gambling "Hour Glass Award" for Lifetime Contributions to the Field
ERIC REYNOLDS, ATLANTIC COUNTY
Board member since: 2003
Committees:
   Chair, Foundation
   Presidential Evaluation
   Budget, Finance and Audit
Other community involvement:
   Metropolitan Business and Citizens Assoc. Board
   Advisory Committee, Nontraditional Career Resource Center at Rutgers University
   Vice Chair, American Conference on Diversity Board
   NJ State Education and Training Commission’s Council on Gender Parity in Labor and Education
   Atlantic Cape May Workforce Investment Board
   First Tee of Greater A.C. (formerly-Urban Youth Golf Program)
   Egg Harbor Township Golf Corporation Board
Employment:
   Vice President, Community & Employment Initiatives Borgata Hotel Casino & Spa
Awards/Recognitions:
   NAACP Freedom Fund Award
   A.C. Business and Professional Women’s Club Clarion Award for Economic Development
   County of Atlantic’s Leadership Award
   Boy Scouts of America Ernie Day Good Scout Award
   Omega Psi Phi Fraternity’s Manhood Award
   Hispanic Alliance of Atlantic County “Our Amigo” Award

NICHOLAS F. TALVACCHIA, ATLANTIC COUNTY
Board member since: 2000
Committees:
   Ex Officio, Presidential Evaluation
   Ex Officio, Academic and Student Affairs
   Ex Officio, Budget, Finance and Audit
   Ex Officio, Long Range Planning and Capital Projects
   Ex Officio, Personnel and Board Development
   Ex Officio, Foundation
   Ex Officio, Diversity and Equity
Other community involvement:
   Member, UNICO National Service Organization
   Member, UNICO Scholarship Foundation
   Member, New Jersey State Bar Association
   Member, Atlantic County Bar Association
Employment:
   Attorney, Cooper Levenson Attorneys at Law
   Adjunct Professor, Rutgers University
Maria Ivette Torres, Atlantic County

Board member since: 2003

Committees:
- Chair, Academic and Student Affairs
- Diversity and Equity

Other community involvement:
- Trustee Ambassador, NJ Council of County Colleges
- Chairperson, Higher Education Student Assistance Authority
- First Vice President of the Hispanic Alliance of Atlantic County
- Chairperson, HAAC Education Committee

Employment:
- Retired, Oakcrest High School, Guidance Counselor

Helen W. Walsh, Atlantic County

Board member since: 2005

Committees:
- Long Range Planning and Capital Projects
- Diversity and Equity

Other community involvement:
- Chair, Women's Leadership Initiative, United Way, Atlantic County
- Advocacy and Financial Support for Success by Six- Early Childhood Programs
- Board of Directors, Atlantic Heritage Center and Volunteer Member, Blessed Sacrament Parish
- Co-member, Sisters of Loretto

Employment:
- Retired, County Administration

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3. URLs of WebPages with Information on Trustees/Governors

http://www.atlantic.edu/about/board/TrusteeBiographies.htm
H. A PROFILE OF THE INSTITUTION

1. DEGREE & CERTIFICATE PROGRAMS

ASSOCIATE IN ARTS (A.A)

The associate in arts (A.A.) degree nomenclature is appropriate for programs in the liberal arts, humanities, or fine and performing arts; such programs are transfer-oriented. For A.A. degrees, general education courses should total no fewer than 45 semester credit hours or equivalent.

Associate in Arts Degree Programs (A.A.) (Liberal Arts Options)

  Business Administration
  Child Development/Child Care
  Communication
  Digital Design
  Education
  History
  Humanities
  Liberal Arts
  Literature
  Performing Arts
  Philosophy
  Psychology
  Social Science
  Sociology
  Studio Art
ASSOCIATE IN SCIENCE (A.S.)

The associate in science (A.S.) degree nomenclature is appropriate for programs in mathematics, the sciences, business, or in allied health fields if the program is intended as prebaccalaureate work; such programs are transfer-oriented. General education courses for the A.S. degree should total no fewer than 30 semester credit hours or the equivalent.

Associate in Science Degree Programs (A.S.)

- Biology Option (Science and Mathematics)
- Business Administration
- Chemistry Option (Science and Mathematics)
- Computer Information Systems
- Corrections Option (Criminal Justice)
- Criminal Justice
- Economics Option (Business Administration)
- General Studies
- Human Services
- Mathematics Option (Science and Mathematics)
- Paralegal Studies
ASSOCIATE IN APPLIED SCIENCE (A.A.S.)

The associate in applied science (A.A.S.) degree nomenclature is appropriate for programs that emphasize career preparation in the applied arts and sciences, typically at the technical or semiprofessional level. Such programs are designed to prepare students for job entry at completion of the program, notwithstanding any articulation agreements with four-year programs that may be in effect for a particular A.A.S. program. General education courses shall total no fewer than 20 semester credit hours or the equivalent.

Associate in Applied Science Degree Programs (A.A.S.)

Accounting

Accounting Information Systems Option (Accounting)

Baking and Pastry Option (Culinary Arts)

Business Administration

Business Management Option (Technical Studies)

Computer Programming

Computer Systems Support

Computing for Small Business Option (Office Systems Technology)

Culinary Arts

Database Design and Development Option (Computer Programming)

Food Service Management

Health Professions Option (Technical Studies)

Hospitality Management

Microsoft Certified Systems Engineer Option (Technical Studies)

Nursing

Office Systems Technology

Paralegal Studies

Respiratory Therapy

Web Technologies Option (Computer Systems Support)
CERTIFICATE PROGRAMS

The certificate programs contain fewer semester credits than degree programs and certify students in a particular employment area. Credits earned through a certificate program may be applied to an associate degree in a related field for general education. The certificate program shall consist of 30-36 semester hours, which includes general education courses of 6 semester credit hours or the equivalent.

Certificate

Business Paraprofessional Management
The Professional Series are groups of selected courses in related subject areas which provide students with entry-level skills for specific jobs. Each series can be taken on a part-time basis, with many courses being offered online. Students can complete many of the series in less than a year; others have certain sequence courses, which may take longer. Students begin and end a series at their own pace. Upon completion of a series, students receive a letter of recognition from the College. All credits earned may be applied towards an associate degree in one of Atlantic Cape’s degree programs.

Professional Series Programs

- 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
- Desktop Publishing Specialist
- Educational Office Specialist
- Electronic Business Professional
- Entrepreneur Business Specialist
- Food Service Management Specialization
- Help Desk Specialist
- Hospitality Marketing Professional
- Hot Food Specialization
- Human Resources Professional
- Legal Office Specialist
- Literary Enrichment
- 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
- Restaurant Supervision Professional
- Small Business Management Specialist
- Visual Communication Professional
- Web Design Professional
CONTINUING EDUCATION

Atlantic Cape Community College provides a wide range of educational and training programs to meet the needs of individuals and businesses in the Atlantic/Cape May region. For those new to the workforce or looking to enhance personal skills, Atlantic Cape provides learning opportunities to students at many sites throughout the two counties. Partnerships with local business and industry ensure that both the companies’ need for skilled workers and the individual’s need to increase skills are met. Continuing education programs and collaborations include:

Career Training Certificate Programs
Career Training Certificate Programs prepare students for entry-level positions in a wide range of subjects and career options. These programs are designed to help you obtain the skills required to begin a new career in a few months. Experienced teachers utilizing modern, state-of-the-art equipment provide you with a well-rounded curriculum designed to make you successful in your new career. Many Career Training programs have externships that provide valuable work experience applying new skills to the workplace. Additionally, upon completion, many of these programs articulate to college credit and are awarded industry or nationally recognized credentials.

Atlantic Cape Community College is a Microsoft IT and Cisco Academy. Affiliation with both academies enables learning institutions to connect the world of education to the world of work by enabling faculty and students to acquire new technology skills in an academic setting. Cutting-edge curriculum and cutting-edge software tools provide students with experience in real-world challenges in the classroom environment.

Casino Career Institute
The Casino Career Institute (CCI), located in the Worthington Atlantic City Campus at 1535 Bacharach Boulevard in Atlantic City, provides services to the people and gaming industry of Atlantic County. It has been approved by the NJ Department of Higher Education and licensed by the NJ Casino Control Commission.

Thirty years ago Atlantic Cape Community College founded CCI in response to the advent of gaming in the state of New Jersey. This resulted in CCI becoming the first gaming school in the nation affiliated with a fully accredited community college. Since that time, CCI prepared more than 50,000 people for positions in slot technology, surveillance, security, and table games and created successful customized training programs for incumbent workers in the industry for more than 30 years.

CCI graduates are recognized and employed around the world at all levels in the industry. Our instructors are recognized experts in the field and provide leading edge training supported by a high quality and effective curriculum. CCI works closely with professionals in the industry to craft customized training and consulting services to meet employer and worker needs. CCI has become a recognized educational leader that
has developed formal partnerships with other educational institutions and government agencies around the world.

**Institute for Service Excellence Opened in March 2007**

The Institute for Service Excellence is an Atlantic Cape partnership with the New Jersey Department of Labor and Workforce Development, the Atlantic Cape May Workforce Investment Board (WIB), the National Retail Federation, the Casino Reinvestment Development Authority, and Kravco-Simon Development Company. The Institute works closely with area employers for job placement services. The Institute is located at 4403 Black Horse Pike on the second floor in the Hamilton Mall and trains workers for the high-growth hospitality and emerging retail industries. The Institute includes two classrooms, a computer lab, conference room, resource room and offices. The Institute provides retail, sales and service training to unemployed and underemployed individuals and workers seeking to advance their skills. The Institute is a licensed testing site for the National Certification in Customer Service.

**Adult Basic Skills/Literacy**

The program delivers educational services for adults who lack the basic skills necessary for literate functioning, productive employment, effective parenting and citizenship in Atlantic and Cape May counties. Courses include Adult Basic Education, GED Preparation and English as a Second Language integrated with Civics Education.

**New Health Professions Institute Facility Opened in 2008**

In Spring 2008, a grand opening celebrated the newly constructed Health Professions Institute (HPI). HPI occupies approximately 5,600 square feet of the more than 9,000 square feet of renovations on the first floor of the Worthington Atlantic City Campus. The Institute includes a science lab, lecture classrooms and a computer center. Students receive comprehensive allied and auxiliary health training for a number of health care careers, such as Surgical Technician, Certified Nurse Aide, Medical Terminology, Phlebotomy, Clinical Medical Assistant and Medical Administrative Office Specialist.

The Institute was funded by a $1.2 million capital grant from the U.S. Department of Commerce and $1.8 million in state and Atlantic County funds, plus approximately $350,000 from the Casino Reinvestment Development Authority for the A & E expenses. The project also was backed by the Atlantic Cape May WIB Healthcare Partnerships and executives in the healthcare industry.

The creation of the Health Professions Institute came in response to the growing demand for skilled healthcare workers in the region. By 2010, there will be 98,700 new healthcare jobs created in New Jersey, according to the NJ Department of Labor and Workforce Development. Nearly 10 percent of all workers in Atlantic and Cape May
counties will be employed in the healthcare sector. The Health Professions Institute will improve opportunities for individuals to acquire skills for these demand occupations with high wage potential, benefits and career mobility. The programs prepare students for the necessary certification exams and/or entry-level positions in their selected field as well as articulated credit in Atlantic Cape health programs.

Customized Training Services for Business

Atlantic Cape’s Office of Corporate Training delivers training programs and targeted consulting to businesses and organizations in Atlantic and Cape May counties, and help employers meet the demands of an increasingly challenging and competitive market. Any professional development course or computer workshop offered by Atlantic Cape can be customized to an organization’s specifications. The Office of Corporate Training also provides comprehensive needs assessments and assistance with customized training applications to the NJ Department of Labor and Workforce Development.

Professional Development and Personal Enrichment

Atlantic Cape provides courses to meet the educational training and personal and professional development needs of Atlantic and Cape May county residents. Community education programs offer a wide range of workshops and seminars to help professionals enhance their skills or learn new ones. Personal enrichment classes are offered; from learning the latest dance moves to buying a computer or mastering the newest software applications. Classes are offered evenings and weekends at all three college sites and at various locations throughout Atlantic and Cape May counties.

Tech Prep Program

The Tech Prep program is designed to provide students continuity of learning and educational opportunities. It combines secondary and post-secondary education programs, through a formal articulation agreement, providing a program of studies leading to an associate degree. In addition, it focuses on the design of a strong academic and technical secondary program preparing high school students to continue their education at a two-year college. The procedure to be followed and the criteria for eligibility have been established and agreed upon by the participating schools.

The Atlantic Cape policy requires that high school students complete assigned course work at a designated mastery level. The courses will be applied to the specific degree program in which they were articulated. The credits are applied to the student’s transcript immediately upon matriculation to the degree program. Programs in which courses have been articulated are: Accounting, Allied Health, Child Development/Child Care, Computer Information Systems, Criminal Justice, Culinary Arts, Hospitality Management and Office Systems Technology.
Club 60 Plus was added in 2008 which offers workshops and seminars designed to enhance the personal, professional and social lives of participants. Club 60 Plus offers workshops and seminars in a wide range of topics and subjects during the year. Participants will enjoy quality instruction, state of the art facilities and convenient locations in Atlantic and Cape May counties.

Atlantic Cape academically supports the Green Campus Initiative by offering courses in environmentally friendly building and construction programs. The Green Education Institute was initiated in the Spring 2009.

**REGIONAL ATLANTIC CAPE COLLABORATIONS**

- 2002-2007 The Borgata Resort and Spa Casino – Atlantic City Jobs and Opportunities Program, job readiness and literacy instruction.


- 2003-2006 Robert Wood Johnson New Jersey Health Initiative 3-year planning grant to enhance workforce supply of registered nurses.

- 2003-2004 US DOL Bilingual Culinary training program collaboration with Nevada Partners, Las Vegas. Training incumbent workers to move up the career ladder.

- 2001-2003 SJ HOPE – Trained and placed over 900 new workers in the hospitality industry, trained more than 1,300 incumbent workers in career ladder programs, established an employer-based technology center at Caesars Atlantic City.

- 2001 Atlantic City Partners – US DOL grant to build regional industry-wide collaboration for recruitment and placement in the hospitality industry.

- 1998-2001 Atlantic City First – 1,000 potential workers trained and placed in the area’s hospitality industry.

Global Collaborations (Casino Career Institute)

- Jamaica Gaming, Betting & Lotteries Commission – Train the Trainer
- St. Claire College, Ontario – Train the Trainer, curriculum purchase
- Blackpool & The Fylde College, UK – Advisory and consulting services
- Macao Tourism & Casino Career Centre, China – Train the Trainer, Curriculum Lease, Joint Certificates, Online courses
1. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. Research and Development Expenditures

Table II.I.1  R & D Expenditures: Year 2009

<table>
<thead>
<tr>
<th></th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
<td>0</td>
</tr>
<tr>
<td>Institutionally Financed Academic R&amp;D Expenditures</td>
<td>0</td>
</tr>
<tr>
<td>Total Academic R&amp;D Expenditures</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities).

2. Research

The Office of Institutional Research, Planning and Assessment completed the following projects:

- Developed Institutional Research, Planning and Assessment website
- Published Fact Book
- Launched electronic e-Data Request tracking system
- Retention Studies to support new enrollment initiatives
- High School Enrollment Report
- Satisfaction e-Survey to graduating students
- Graduation Alumni e-Survey
- Facilities e-Survey (Students and Staff)
Atlantic Cape Community College is committed to public service and community participation. During fiscal year 2009, the College was involved in the following projects:

**ATLANTIC CAPE CULTURAL EVENTS JULY 1, 2008 THROUGH JUNE 30, 2009**

**Atlantic Cape Foundation Charitable Events:**

Scramble 'Fore' Scholarships Golf Tournament  
Proceeds: $31,600

Health Professions Institute Pearls and the City  
Proceeds: $2,000

26th Annual Restaurant Gala  
Proceeds: $204,000

**Careme’s Café Series:**

Take the intimate feel of a coffee-house, add top-notch live contemporary folk/rock, mix in a light gourmet dinner and you are enjoying an evening at Careme’s Café. Since the café series first emerged in 1996, demand for tickets has grown along with the program’s reputation for really good entertainment. Only about 60 guests are admitted to each performance, so it is a good idea to buy tickets well in advance. The Café Series is held in Careme’s Café, the gourmet restaurant operated by the Academy of Culinary Arts on Atlantic Cape’s Mays Landing Campus.

**Theater Productions:**

Each fall and spring semester, the college’s On the Edge Players produce a play. Tickets are about $7 for adults, $4 for students and seniors. Call (609) 625-1111, ext. 5250, for more information.
Art Gallery:
The Atlantic Cape Community College Art Gallery features exhibition opportunities for selected regional and nationally known artists in all media. The mission of the gallery is to recognize all forms of visual art, with shows that change monthly. Call Buddy Jacobs, art gallery coordinator, (609) 625-1111, ext. 5346, for more information.

Black History Month Events:
Black History Kickoff Event Feb 3, 2009 WACC
Dr. Martin Luther King, Jr. Tribute Feb 17, 2009 CMCC
Art Exhibit: The Artworks of Tyrone L. Hart Feb 19, 2009 WACC

Student Development Workshops:
How to Maintain Your “A” Game Sept. 9, 2008
Sept. 10, 2008 WACC
Sept. 18, 2008 CMCC
Maximizing College Resources for Academic Success Sept. 9, 2008
Sept. 10, 2008 WACC
Sept. 18, 2008 CMCC
How to Choose a Major Sept. 23, 2008
Sept. 24, 2008 WACC
Sept. 25, 2008 CMCC
Understanding the Transfer Process Oct. 21, 2008
Oct. 22, 2008 WACC
Oct. 23, 2008 CMCC
How to Write an Effective Scholarship Essay Nov. 4, 2008
Nov. 5, 2008 WACC
Nov. 6, 2008 CMCC
Understanding WebCT Nov. 18, 2008
Dec. 3, 2008 WACC
Dec. 4, 2008 CMCC
Improving Time Management Skills  Jan. 27, 2009
Jan. 28, 2009 WACC
Jan. 28, 2009 CMCC
Jan. 29, 2009 CMCC

How to Choose a Career  Feb 3, 2009
Feb 4, 2009 WACC
Feb 5, 2009 CMCC

How to Increase Your Self-Esteem  Mar. 3, 2009

Career Options in Allied Health  Mar. 31, 2009

Real Money 101  Apr. 7, 2009

Understanding Male/Female Relationships  Apr. 28, 2009
Atlantic Cape Community College completed several capital projects in addition to renovations. In addition, the College completed its facilities master plan, Blue Print 2020, and has begun assembling financing for its implementation.

Mays Landing Campus

All major HVAC systems at the Mays Landing Campus are being renovated or replaced. Older equipment has been replaced with modern energy-efficient units throughout the campus. This $1.8 million project will result in operational improvements and energy efficiency.

Other projects at the Mays Landing Campus included in the College’s facilities master plan Blue Print 2020: renovations to J building, Information Commons, programming for STEM-Student Center and Academic Center, expansion of the Rutgers academic building, HVAC improvements in the theater, the cleaning and re-sealing of the exteriors of all buildings, upgrade of campus lighting, and the renovation of the gymnasium into a full-service fitness center. Renovations at the East Campus have also been completed, including the installation of a new HVAC system.

Worthington Atlantic City Campus

An expansion project was completed in Spring 2008 of the Worthington Atlantic City Campus. The expansion houses 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 includes science and computer labs, classrooms and a large lecture room. In 2009, renovations have enhanced its branch campus status, which includes a cafeteria, information commons, bookstore, student life center and bake shop. The College now offers all courses required for many degree programs.

Cape May County Campus

The campus has expanded its irrigation system to include a connection with the county’s utilities authority to allow the use of recycled water.
### Table II.B.1. Undergraduate Enrollment by Attendance Status, Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>Num</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>3,651</td>
<td>52.1%</td>
</tr>
<tr>
<td>Part-time</td>
<td>3,356</td>
<td>47.9%</td>
</tr>
<tr>
<td>Total</td>
<td>7,007</td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

### Table II.B.2. Non-Credit Enrollment, FY 2008

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Registrations(^1)</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>3,447</td>
<td>2,862</td>
<td>137,595</td>
<td>306</td>
</tr>
<tr>
<td>Customized Training</td>
<td>3,814</td>
<td></td>
<td>74,674</td>
<td>166</td>
</tr>
</tbody>
</table>

\(^1\) Includes all registrations in any course that started on July 1, 2007 through June 30, 2008

\(^2\) FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTE's (dividing by 30).

One Clock Hour = 60 Minutes

Source: SURE Non-Credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.

### Table II.B.3. Unduplicated Enrollment, FY 2008

<table>
<thead>
<tr>
<th></th>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11,114</td>
<td>154,380</td>
<td>5,146</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment Survey

### Table II.C.1.a. Total Number of Undergraduate Students Enrolled in Fall 2008

<table>
<thead>
<tr>
<th>Total Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,007</td>
<td>1,811</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

### Table II.C.1.b. Total Number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2008 by Subject Area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of FTFT Students Enrolled</th>
<th>Percent of FTFT Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>382</td>
<td>35.9%</td>
</tr>
<tr>
<td>Total Math</td>
<td>589</td>
<td>55.3%</td>
</tr>
</tbody>
</table>

Note: Percentages should be computed using the total number provided in part 3.

### Table II.C.2.a. Undergraduate Enrollment by Race/Ethnicity, Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>FT</th>
<th>PT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>2,207</td>
<td>1,858</td>
<td>4,065</td>
</tr>
<tr>
<td>Black</td>
<td>415</td>
<td>484</td>
<td>899</td>
</tr>
<tr>
<td>Hispanic</td>
<td>389</td>
<td>448</td>
<td>837</td>
</tr>
<tr>
<td>Asian</td>
<td>302</td>
<td>251</td>
<td>553</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Alien</td>
<td>73</td>
<td>36</td>
<td>109</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>259</td>
<td>273</td>
<td>532</td>
</tr>
<tr>
<td>Total</td>
<td>3,651</td>
<td>3,356</td>
<td>7,007</td>
</tr>
</tbody>
</table>

### Table II.C.2.b. Undergraduate Enrollment by Sex, Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>FT</th>
<th>PT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1,569</td>
<td>1,112</td>
<td>2,681</td>
</tr>
<tr>
<td>Female</td>
<td>2,082</td>
<td>2,244</td>
<td>4,326</td>
</tr>
<tr>
<td>Total</td>
<td>3,651</td>
<td>3,356</td>
<td>7,007</td>
</tr>
</tbody>
</table>
### Tables II.C.2.c - II.D.2

#### Table II.C.2.c

**Undergraduate Enrollment by Age, Fall 2008**

<table>
<thead>
<tr>
<th>Age</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>1,721</td>
<td>24.6%</td>
<td>357</td>
</tr>
<tr>
<td>20-24</td>
<td>1,027</td>
<td>14.7%</td>
<td>548</td>
</tr>
<tr>
<td>22-24</td>
<td>603</td>
<td>8.8%</td>
<td>577</td>
</tr>
<tr>
<td>25-29</td>
<td>217</td>
<td>3.1%</td>
<td>599</td>
</tr>
<tr>
<td>30-34</td>
<td>100</td>
<td>1.4%</td>
<td>320</td>
</tr>
<tr>
<td>35-39</td>
<td>45</td>
<td>0.6%</td>
<td>258</td>
</tr>
<tr>
<td>40-49</td>
<td>78</td>
<td>1.1%</td>
<td>434</td>
</tr>
<tr>
<td>50-64</td>
<td>17</td>
<td>0.2%</td>
<td>194</td>
</tr>
<tr>
<td>65+ or Unknown</td>
<td>13</td>
<td>0.2%</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>3,651</td>
<td>52.1%</td>
<td>3,356</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

#### Table II.C.3

**Financial Aid from State-Funded Programs, FY 2008**

<table>
<thead>
<tr>
<th>Category</th>
<th>Recipients</th>
<th>Awards</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
<th>$ Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAG</td>
<td>1,647</td>
<td>2,690</td>
<td>2,033,597</td>
<td>1,234.73</td>
<td>755.98</td>
</tr>
<tr>
<td>EOF</td>
<td>311</td>
<td>518</td>
<td>268,675</td>
<td>744.00</td>
<td>518.68</td>
</tr>
<tr>
<td>Bloustein Scholars</td>
<td>10</td>
<td>16</td>
<td>7,440</td>
<td>465.00</td>
<td></td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>24</td>
<td>39</td>
<td>18,135</td>
<td>465.00</td>
<td></td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>55</td>
<td></td>
<td>441,223</td>
<td></td>
<td>8,022.24</td>
</tr>
<tr>
<td>NJ STARS (Fall 07)</td>
<td>216</td>
<td></td>
<td>580,231</td>
<td></td>
<td>2,686.25</td>
</tr>
<tr>
<td>Federal Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grants</td>
<td>2,936</td>
<td></td>
<td>7,001,000</td>
<td></td>
<td>2,384.54</td>
</tr>
<tr>
<td>College Work Study</td>
<td>144</td>
<td></td>
<td>191,000</td>
<td></td>
<td>1,326.39</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>SEOG</td>
<td>432</td>
<td></td>
<td>149,000</td>
<td></td>
<td>344.91</td>
</tr>
<tr>
<td>Stafford Loans (Sub)</td>
<td>894</td>
<td></td>
<td>2,452,000</td>
<td></td>
<td>2,742.73</td>
</tr>
<tr>
<td>Stafford Loans (Unsub)</td>
<td>618</td>
<td></td>
<td>162,000</td>
<td></td>
<td>262.14</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>25</td>
<td></td>
<td>150,000</td>
<td></td>
<td>6,000</td>
</tr>
<tr>
<td>Institutional Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>219</td>
<td></td>
<td>321,000</td>
<td></td>
<td>1,465.75</td>
</tr>
<tr>
<td>Loans</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Source: HESAA System Files for state, NJ IPEDS #41 for federal & institutional programs

#### Table II.D.1.a

**Degrees/Certificates Conferred by Race/Ethnicity, FY 2008**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Degrees</th>
<th>Certificates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>470</td>
<td>65.4%</td>
<td>0</td>
</tr>
<tr>
<td>Black</td>
<td>68</td>
<td>9.5%</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>37</td>
<td>5.1%</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>33</td>
<td>4.6%</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Alien</td>
<td>15</td>
<td>2.1%</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>96</td>
<td>13.4%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>719</td>
<td>100.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Table II.D.1.b

**Degrees/Certificates Conferred by Sex, FY 2008**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Associates</th>
<th>Certificates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>243</td>
<td>33.8%</td>
<td>0</td>
</tr>
<tr>
<td>Women</td>
<td>476</td>
<td>66.2%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>719</td>
<td>100.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Table II.D.2

**Degrees/Certificates Conferred by General Field, FY 2008**

<table>
<thead>
<tr>
<th>IPEDS CIP Code</th>
<th>Major Category</th>
<th>Associate</th>
<th>Certificate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Computer Sciences</td>
<td>17</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>Personal Services</td>
<td>26</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>22</td>
<td>Legal Professions</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>24</td>
<td>Liberal Arts/Sciences</td>
<td>390</td>
<td>0</td>
<td>390</td>
</tr>
<tr>
<td>30</td>
<td>Multi/Interdisciplinary</td>
<td>16</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>43</td>
<td>Security/Protective</td>
<td>41</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>51</td>
<td>Health Professions</td>
<td>79</td>
<td>0</td>
<td>79</td>
</tr>
<tr>
<td>52</td>
<td>Business/Management</td>
<td>143</td>
<td>0</td>
<td>143</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>719</td>
<td></td>
<td>719</td>
</tr>
</tbody>
</table>

Source: IPEDS Completions Survey
### Table II.E.1.a - Table II.E.3.b

#### Table II.E.1.a
**Two- and Three-Year Success Rates (Graduation & Transfer)**

<table>
<thead>
<tr>
<th>Fall 05 Cohort</th>
<th>Success after 2 yrs</th>
<th>Success after 3 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>782</td>
<td>135</td>
</tr>
<tr>
<td>Black</td>
<td>194</td>
<td>30</td>
</tr>
<tr>
<td>Hispanic</td>
<td>129</td>
<td>14</td>
</tr>
<tr>
<td>Asian</td>
<td>98</td>
<td>20</td>
</tr>
<tr>
<td>Alien</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Other*</td>
<td>121</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,328</strong></td>
<td><strong>223</strong></td>
</tr>
</tbody>
</table>

#### Table II.E.1.b
**Two- and Three-Year Success Rates (Graduation & Transfer)**

<table>
<thead>
<tr>
<th>Fall 05 Cohort</th>
<th>Low Income *</th>
<th>Non-Low Income</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>447</td>
<td>1,120</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

#### Table II.E.1.c
**Two- and Three-Year Success Rates (Graduation)**

<table>
<thead>
<tr>
<th>Fall 05 Cohort</th>
<th>Success after 2 yrs</th>
<th>Success after 3 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>782</td>
<td>91</td>
</tr>
<tr>
<td>Black</td>
<td>194</td>
<td>28</td>
</tr>
<tr>
<td>Hispanic</td>
<td>129</td>
<td>7</td>
</tr>
<tr>
<td>Asian</td>
<td>98</td>
<td>8</td>
</tr>
<tr>
<td>Alien</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Other*</td>
<td>121</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,328</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

#### Table II.E.1.d
**Two- and Three-Year Success Rates (Graduation)**

<table>
<thead>
<tr>
<th>Fall 05 Cohort</th>
<th>Low Income *</th>
<th>Non-Low Income</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>447</td>
<td>1,120</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

#### Table II.E.2.a
**Third Semester Retention Full-time First-time Freshmen**

<table>
<thead>
<tr>
<th>Retained</th>
<th>Not Retained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>409</td>
<td>249</td>
</tr>
<tr>
<td>Black</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>Hispanic</td>
<td>79</td>
<td>70</td>
</tr>
<tr>
<td>Asian</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Alien</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other*</td>
<td>51</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>673</strong></td>
<td><strong>447</strong></td>
</tr>
</tbody>
</table>

#### Table II.E.2.b
**Third Semester Retention of Full-time First-time Freshmen**

<table>
<thead>
<tr>
<th>Low Income *</th>
<th>Non-Low Income</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>447</td>
<td>1,120</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Table II.E.3.a
**Three-Year Transfer Rate**

<table>
<thead>
<tr>
<th>Fall 05 Full-time First-time Freshmen to NJ Senior Public Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 05 Cohort</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>137</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

#### Table II.E.3.b
**Overall Three-Year Transfer Rate**

<table>
<thead>
<tr>
<th>Fall 05 Full-time First-time Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 05 Cohort</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>210</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Source: SURE Cohort File
### Table II.F.1 - II.G.1

#### Table II.F.1

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

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Ind.</th>
<th>Alien</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>W</td>
<td>M</td>
<td>W</td>
<td>M</td>
<td>W</td>
<td>M</td>
<td>W</td>
</tr>
<tr>
<td><strong>TENURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>8</td>
<td>14</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>21</td>
<td>26</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>W/O TENURE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>8</td>
<td>20</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>All Others</td>
<td>9</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
<td>27</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>38</td>
<td>53</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Source:** IPEDS Human Resources Survey

#### Table II.F.2

**Percentage of Course Sections Taught by Full-time Faculty - Fall 2008**

<table>
<thead>
<tr>
<th>Total Course Sections</th>
<th>Full-time Faculty</th>
<th>Part-time Faculty</th>
<th>Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1108</td>
<td>525</td>
<td>574</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>47.4%</td>
<td>51.8%</td>
<td>.8%</td>
</tr>
</tbody>
</table>

*Note: Includes Full-time Administrators and Teaching Assistants*

**Source:** Atlantic Cape CC Institutional Research

#### Table II.F.3

**Ratio of Full- to Part-time Faculty, Fall 2008**

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>105</td>
<td>384</td>
<td>489</td>
</tr>
<tr>
<td></td>
<td>21.5%</td>
<td>78.5%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** IPEDS Human Resources Survey

#### Table II.G.1

**Governing Board Characteristics**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am. Indian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alien</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

**Source:** Atlantic Cape CC Institutional Research