INSTITUTIONAL PROFILE
SEPTEMBER 2008

Submitted to:
New Jersey Commission on Higher Education

Atlantic Cape Community College
Office of Institutional Research & Assessment
Facilities, Planning and Research
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 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 1950's 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. 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 (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.

15 September 2008

Dr. Peter L. Mora
President
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II. DATA BY CATEGORY

A. ACCREDITATION STATUS

INSTITUTIONAL 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. MSCHE visited ACCC 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 ACCC 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 ACCC an “A” rating, which indicates that the credits for ACCC students transferring to other institutions should be given full value.

ACCC 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.
B. STUDENTS SERVED

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

**Fall 2007**

<table>
<thead>
<tr>
<th></th>
<th>Total # of Registrations</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours*</th>
<th>Total FTEs²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>3,975</td>
<td>2,847</td>
<td>152,928</td>
<td>340</td>
</tr>
<tr>
<td>Customized Training</td>
<td>5,659</td>
<td></td>
<td>112,931</td>
<td>251</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

---

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

<table>
<thead>
<tr>
<th></th>
<th>Total # of Registrations¹</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours*</th>
<th>Total FTEs²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>3,975</td>
<td>2,847</td>
<td>152,928</td>
<td>340</td>
</tr>
<tr>
<td>Customized Training</td>
<td>5,659</td>
<td></td>
<td>112,931</td>
<td>251</td>
</tr>
</tbody>
</table>

¹Includes all registrations in any course that started on July 1, 2006 through June 30, 2007

²FTEs 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 2007</th>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9,745</td>
<td>144,183</td>
<td>4,806</td>
</tr>
</tbody>
</table>

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

1. Enrollment in Remediation Courses by Subject Area

ACCC 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 2007

Table II.C.1.b. First-Time, Full-Time (FTFT) Students Enrolled in Remediation – Fall 2007
Table II.C.1.c. First-Time, Full-Time (FTFT) Students Enrolled in Remediation by Subject Area – Fall 2007

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTFT 10%</td>
<td>64%</td>
</tr>
<tr>
<td>Dev 15%</td>
<td></td>
</tr>
<tr>
<td>FTFT Dev Math 5%</td>
<td></td>
</tr>
<tr>
<td>FTFT Dev Both 5%</td>
<td></td>
</tr>
<tr>
<td>FTFT Dev Engl 1%</td>
<td></td>
</tr>
</tbody>
</table>

Pie chart showing the distribution of students: 64% FTFT, 15% Developmental, 5% FTFT Developmental Math, 5% FTFT Developmental Both, 1% FTFT Developmental English.
2. Race/Ethnicity, Sex, & Age

Table II.C.2.a. Undergraduate enrollment by Race/Ethnicity – Fall 2007

Table II.C.2.b. Undergraduate Enrollment by Sex – Fall 2007

Source: IPEDS Fall Enrollment Survey
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 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>TAG</td>
</tr>
<tr>
<td>EOF</td>
</tr>
<tr>
<td>Bloustein Scholars</td>
</tr>
<tr>
<td>Urban Scholars</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
</tr>
<tr>
<td>NJ STARS (Fall 2007)</td>
</tr>
</tbody>
</table>

Source: HESAA System Files
4. Percent of Students Who Are New Jersey Residents

Table II.C.4

First-time Freshman Enrollment - Fall 2007

- State Residents: 99.7%
- Out of State: 0.03%
- Total: 100%

66.8% of students are New Jersey residents.

Source: IPEDS Fall Enrollment Survey
D. DEGREES CONFERRED/CHARACTERISTICS OF GRADUATES

1. BY RACE/ETHNICITY & SEX

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

ASSOCIATES DEGREES - FY07

- White: 62%
- Black: 12%
- Hispanic: 6%
- Asian: 6%
- American Ind.: 0%
- Alien: 1%
- Race Unknown: 10%

Source: IPEDS Completions Survey - No Certificates were awarded

Table II.D.1.b. By Sex

ASSOCIATES DEGREES - FY07

- Men: 28%
- Women: 72%

Source: IPEDS Completions Survey - No Certificates were awarded
Table II.D.2

ASSOCIATE DEGREES - FY07

- Business/Itg: 27%
- Multi/Interdisciplinary: 35%
- Health Professions: 12%
- Liberal Arts/Sciences: 17%
- Legal Professions: 1%
- Personal Serv: 3%
- Comp Science: 0%
- Security/Protection: 5%

Source: IPEDS Completions Survey. No Certificates were awarded.
E. STUDENT OUTCOMES

1. Graduation Rates by Race/Ethnicity & Income – FTFT Fall 2004

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

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

*Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499. Source: SURE Cohort File
TABLE II.E.1.c. GRADUATION RATES BY RACE/ETHNICITY

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Graduation in 2 Years</th>
<th>Graduation in 3 Years</th>
<th>Graduation Pending/Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>9.7%</td>
<td>20.1%</td>
<td>80.2%</td>
</tr>
<tr>
<td>Black</td>
<td>15.2%</td>
<td>31.6%</td>
<td>53.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10.7%</td>
<td>14.0%</td>
<td>75.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>15.3%</td>
<td>32.3%</td>
<td>52.1%</td>
</tr>
<tr>
<td>Other*</td>
<td></td>
<td></td>
<td>4.7%</td>
</tr>
</tbody>
</table>

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

Low Income: 19.5%  Graduation in 2 Years
Non-Low Income: 20.4%  Graduation in 2 Years
Income Unknown: 16.1%  Graduation in 3 Years

*Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499. Source: SURE Cohort File
2. Third-Semester Retention Rates

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

Table II.E.2.b. By Income

*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.

![Bar Chart: Tenure and Non-Tenure Faculty by Race/Ethnicity, Sex, and Tenure Status]

Source: IPEDS Human Resources Survey

2. Percentage of Course Sections Taught by Full-Time Faculty

Table II.F.2.

![Pie Chart: Course Sections Taught by Full Time, Part Time, Others]

Note: Others includes Full-time Administrators and Teaching Assistants
3. Ratio of Full to Part Time Faculty

Table II.F.3.

![Pie chart showing the ratio of full-time to part-time faculty. 74% are part-time and 26% are full-time. Source: IPEDS Human Resources Survey]
G. CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS

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, five Caucasian females, one African-American male, and one Hispanic female. 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

Robert J. Boyer, Chairperson, Cape May County
Board member since: 2000
Committees:
- Budget, Finance and Audit
- Diversity and Equity
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

Nicholas F. Talvacchia, Vice-Chairperson, Atlantic County
Board member since: 2000
Committees:
- Chair, Ad Hoc Presidential Evaluation Committee
- Academic and Student Affairs
- Budget Finance and Audit
- Long Range Planning and Capital Projects
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

Dr. Elizabeth A. Dworsky, Treasurer, Cape May County
Board member since: 2003
Committees:
- Chair, Budget, Finance and Audit Committee
- Personnel
- Ad Hoc Presidential Evaluation Committee
Other community involvement:
- Trustee Ambassador, NJ Council of County
- 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
LYNN GUTHRIE BAUMGARDNER, ATLANTIC COUNTY

Board member since: 2001
Committees:
  Chair, Diversity and Equity Committee
  Personnel
  Foundation
  Ad Hoc Presidential Evaluation
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.

TERRENCE J. CROWLEY, EXECUTIVE COUNTY SCHOOL SUPERINTENDENT

CAPE MAY COUNTY

Board member since: 2008, interim since 2007
Committees:
  Academic and Student Affairs
  Foundation
Employment:
  Executive Superintendent, Cape May County
  Consultant-Labor Relations/Negotiations and
  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
**David A. Evans, State Appointee**

Board member since: 2005  
Committees:  
- Chair, Personal Committee  
- Budget, Finance and Audit  
- Ad Hoc Presidential Evaluation Committee  
- Community Affairs Advisory Committee  

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

**Adam Hill, Alumni Representative**

Alumni Representative: 2008 graduating class  
College involvement:  
- Academic and Student Affairs committee of the Board  
- President, Student Government Assoc.-2 non-consecutive years  
- Nursing Student Club  

Educational accomplishments:  
- LPN, Atlantic County Institute of Technology  
- Associate in Applied Science degree in Nursing  

Employment:  
- Registered Nurse, AtlantiCare
Brian G. Lefke, Atlantic County
Board member since: 1995
Committees:
  Chair, Long Range Planning and Capital Projects
  Foundation
  Academic and Student Affairs
  Ad Hoc Presidential Evaluation
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:
  Academic and Student Affairs
  Budget Finance and Audit
  Long Range Planning and Capital Projects
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
ANDREW W. MELCHIORRE, STATE APPOINTEE
Board member since: 2004
Committees:
   Academic and Student Affairs
   Diversity and Equity
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

DON PARKER, ATLANTIC COUNTY
Board member since: 2007
Committees:
   Foundation
   Long Range Planning and Capital Projects
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, Academic and Student Affairs
  Foundation
  Ad Hoc Presidential Evaluation
  Diversity and Equity
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

MARIA IVETTE TORRES, ATLANTIC COUNTY
Board member since: 2003
Committees:
  Academic and Student Affairs
  Personnel
  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
  Personnel
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

3. URLS OF WEB PAGES 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
- Health 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 in 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
PROFESSIONAL SERIES PROGRAMS

ACCC’s 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 ACCC’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
- Educational Office Specialist
- Electronic Business Professional
- Entrepreneur Business Specialist
- 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
- Visual Communications Series
- Web Design Professional Series
- Web Development Professional Series
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, the College 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.

**Casino Career Institute**
The Casino Career Institute, 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 N.J. Department of Higher Education and licensed by the N.J. Casino Control Commission.

Thirty years ago Atlantic Cape Community College founded the Casino Career Institute (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 ACCC partnership with the New Jersey Department of Labor and Workforce Development, the Atlantic Cape May 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 low cost and no cost ESL and 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. Courses include Adult Basic Education, GED Preparation and English as a Second Language integrated with Civics Education.

New Health Professions Institute Facility Opened 2008

In Spring 2008, a grand opening celebrated the newly constructed Health Professions Institute. The 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 was also 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 N.J. 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 ACCC health fields.

**Training Services for Business**

ACCC’s Office of Corporate Training can deliver 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 ACCC 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 N.J. Department of Labor and Workforce Development.

**Professional Development and Personal Enrichment**

ACCC 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 learning the latest 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 ACCC 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.
REGIONAL ACCC Collaborations

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

- **2005–present**: *Institute for Service Excellence* with NRF, Kravco-Simon, Atlantic Cape May WIB, NJ DOL and Workforce Development, CRDA, employer partners (Macys, Target, Ecolab, among many others).


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

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

- **2001-2003** *S J 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, On-Line courses
1. MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. Research and Development Expenditures

Table II.I.1 R & D Expenditure: Year 2008

<table>
<thead>
<tr>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
</tr>
<tr>
<td>Institutionally Financed Academic R&amp;D Expenditures</td>
</tr>
<tr>
<td>Total Academic R&amp;D Expenditures</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 Atlantic Cape Community College produced several research projects during the last year:

The Office of Institutional Research and Assessment completed the following project to assess student satisfaction:

- Satisfaction survey to graduating students

The Office of Facilities initiated a series of projects to inform a Facilities Master Plan including:

- Architectural programming to implement Master Plan 2020
- Green Campus Initiative
- Campus Security Plan
Atlantic Cape Community College is committed to public service and community participation. During fiscal year 2008, the College was involved in the following projects:

**ACCC Cultural Events July 1, 2007 through June 30, 2008**

**ACCC Foundation Charitable Events:**

- **CMC Golf Tournament**  
  Proceeds: $24,000 scholarship funds  
  Oct. 5, 2007

- **Cape May County Gala**  
  Proceeds: $35,000  
  Oct. 19, 2007

- **Arts, Leisure and Entertainment Auction**  
  Proceeds: $5,500

- **25th Annual Press of Atlantic City Restaurant Gala**  
  Proceeds: $200,000 scholarship funds  
  April 3, 2007

**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’re enjoying an evening at Careme’s Cafe. Since the cafe 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’s a good idea to buy tickets well in advance. The Café Series is held in Careme’s, the gourmet restaurant operated by the Academy of Culinary Arts on ACCC’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:

Essay Contest Jan 28, 2008, WACC
“Opening Day Ceremony” Feb 5, 2008, WACC
Inspirational Speaker: Ethel H. Agbudui-Gaylord Feb 12, 2008, WACC
SSuuna Dance and Storytelling Event Feb 13, 2008, WACC
Kofi and Sankofa Drum and Dance Ensemble Feb 19, 2008, WACC
African Mask Making Event Feb 21, 2008, WACC
Charter Tech Choir and Food Tasting Event Feb 25, 2008, WACC
Harriett Tubman/Underground Railroad Production Feb 26, 2008, CMCC
Traditional African Mancala Game Featured Game of the Month
“Armistad” Featured Movies of the Month
“Amazing Grace”
“Ray”
“MLK, Jr. Legacy”
“Dream Girls”
“Roots”

Student Development Workshops:

Using College Resources for Academic Success Sept. 18, 2007, CMCC
How to Choose a Major Sept. 20, 2007, CMCC
Building Your Self Esteem Sept 25, 2007, CMCC
How to Get into the Nursing Program Oct. 2, 2007, CMCC
Math Anxiety Workshop Oct. 4, 2007, CMCC
Preparing for the Nursing Entrance Test (NET) Oct 9, 2007, CMCC
Transferring to a Four-Year Institution Oct. 16, 2007, CMCC
The Art of Public Speaking Oct. 18, 2007, CMCC
Real Money 101 Oct. 25, 2007, CMCC
Career Options in Allied Health Nov. 1, 2007, CMCC
Web 4 Students Sept. 20, 2007, WACC
Nov. 5, 2007, WACC
Nov. 7, 2007, CMCC
College Transfer Oct. 9, 2007, WACC
How to Write a Research Paper Nov. 8, 2007, CMCC
Registration 101: Get it Right the First Time Nov 13, 2007, CMCC
Tools to Ease the Registration Process Nov. 16, 2007, WACC
Time Management Nov. 15, 2007, CMCC
How to Choose a Career Nov 29, 2007, CMCC
Preparing for Finals/Study Skills Dec. 6, 2007, CMCC
Stress Management Techniques Dec. 11, 2007, CMCC
ESL Exit Workshop April 15, 2008, WACC
Cumberland CC Mental Health Training May 8, 2008

Other activities:
Atlantic City High School, campus visit Aug. 13, 2007
Slot Technology Orientation Sept 10, 2007, WACC
“Patriot Day” Observance Sept 11, 2007 CMCC, WACC
Work/study Student Orientation Sept 13, 2007, WACC
Spirit Day Sept 17, 2007, CMCC
Welcome Back Student Picnic Sept 18, 2007, WACC
Game Room Grand Opening Sept 18, 2007, WACC
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJ Voter Registration Table</td>
<td>Sept 24, 2007, WACC</td>
</tr>
<tr>
<td></td>
<td>Sept 25, 2007, WACC</td>
</tr>
<tr>
<td></td>
<td>Sept 26, 2007, CMCC</td>
</tr>
<tr>
<td>45th Annual College Fair</td>
<td>Sept. 30, 2007</td>
</tr>
<tr>
<td>Breast Cancer Awareness Event</td>
<td>Oct 9, 2007, WACC</td>
</tr>
<tr>
<td></td>
<td>Oct 17, 2007, CMCC</td>
</tr>
<tr>
<td>Domestic Violence Table by CARA</td>
<td>Oct 11, 2007, CMCC</td>
</tr>
<tr>
<td>ACA hosts Culinary Career Day</td>
<td>Oct. 12, 2007</td>
</tr>
<tr>
<td>“Mocktails” Alcohol Awareness Event</td>
<td>Oct 23, 2007, WACC</td>
</tr>
<tr>
<td></td>
<td>Oct 25, 2007, CMCC</td>
</tr>
<tr>
<td>“Veteran’s Observance Day” Simulated Broadcast</td>
<td>Nov 12, 2007, WACC</td>
</tr>
<tr>
<td>“Become a Hero” Awareness Event</td>
<td>Nov 13, 2007, WACC</td>
</tr>
<tr>
<td></td>
<td>Nov 14, 2007, CMCC</td>
</tr>
<tr>
<td>College Transfer Fair</td>
<td>Oct. 3, 2007</td>
</tr>
<tr>
<td></td>
<td>Nov 15, 2007, WACC</td>
</tr>
<tr>
<td></td>
<td>Nov 28, 2007, WACC</td>
</tr>
<tr>
<td></td>
<td>Dec 5, 2007, CMCC</td>
</tr>
<tr>
<td>“Tea’s of Asia” Multi Cultural Week</td>
<td>Nov 19, 2007, WACC</td>
</tr>
<tr>
<td>“Taste’s of Latin America” Food Tasting Event</td>
<td>Nov 20, 2007, WACC</td>
</tr>
<tr>
<td>“Foods of Thanksgiving” Multi Cultural Event</td>
<td>Nov 21, 2007, WACC</td>
</tr>
<tr>
<td>Making Holiday Cards Craft Event</td>
<td>Dec 3, 2007, WACC</td>
</tr>
<tr>
<td>&quot;Services/Students with Special Needs Children&quot; Wiseman Pediatric</td>
<td>Dec 4, 2007, WACC</td>
</tr>
<tr>
<td>&quot;Hanukkah Celebration” Event</td>
<td>Dec 6, 2007, WACC</td>
</tr>
<tr>
<td>Rutgers-Camden Advisor meeting</td>
<td>Dec 14, 2007, CMCC</td>
</tr>
<tr>
<td>&quot;Clean-up the Campus” Day</td>
<td>Dec 17, 2007, WACC</td>
</tr>
<tr>
<td>Slot Technology Orientation</td>
<td>Jan 14, 2008, WACC</td>
</tr>
<tr>
<td>&quot;Health Profession Institute” Student Orientation</td>
<td>Jan 22, 2008, WACC</td>
</tr>
<tr>
<td></td>
<td>Mar 11, 2008, WACC</td>
</tr>
<tr>
<td>Event</td>
<td>Date(s)</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Adjunct Faculty and Staff Orientation</td>
<td>Jan 25, 2008, WACC</td>
</tr>
<tr>
<td>“Chinese New Year” Event</td>
<td>Feb 7, 2008, WACC</td>
</tr>
<tr>
<td>Career Fair</td>
<td>Feb 26, 2008, WACC</td>
</tr>
<tr>
<td></td>
<td>Feb 27, 2008, CMCC</td>
</tr>
<tr>
<td>Valentine Candy Kisses Booth</td>
<td>Feb 14, 2008, WACC</td>
</tr>
<tr>
<td>Job Fair</td>
<td>Mar 11, 2008, WACC</td>
</tr>
<tr>
<td></td>
<td>Mar 12, 2008, CMCC</td>
</tr>
<tr>
<td></td>
<td>April 8, 2008</td>
</tr>
<tr>
<td>Nursing Students Display</td>
<td>Mar 24, 2008, CMCC</td>
</tr>
<tr>
<td>Economic Development Summit</td>
<td>April 25th, 2008, ML</td>
</tr>
<tr>
<td>Rebel Tobacco Awareness Event</td>
<td>Apr 2, 2008, CMCC</td>
</tr>
<tr>
<td>Earth Day Event</td>
<td>Apr 15, 2008, CMCC</td>
</tr>
<tr>
<td>Constitution Center Bus Trip to Philadelphia</td>
<td>May 6, 2008, WACC</td>
</tr>
<tr>
<td>College Awareness Day</td>
<td>May 9, 2008</td>
</tr>
<tr>
<td>Exam Breakfast Food Event</td>
<td>May 13, 2008, WACC</td>
</tr>
<tr>
<td></td>
<td>May 14, 2008, CMCC</td>
</tr>
<tr>
<td>Waffle Wednesday Food Event</td>
<td>May 14, 2008, WACC</td>
</tr>
</tbody>
</table>

**Open House:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening with the STARS Information Session</td>
<td>Feb. 27, 2008</td>
</tr>
<tr>
<td>Nursing Program information session</td>
<td>Mar. 31, 2008</td>
</tr>
<tr>
<td>Academy of Culinary Arts Open House</td>
<td>Sept. 30, 2007</td>
</tr>
<tr>
<td></td>
<td>Nov. 14, 2007</td>
</tr>
<tr>
<td></td>
<td>Dec. 7, 2007</td>
</tr>
<tr>
<td></td>
<td>Feb. 29, 2008</td>
</tr>
<tr>
<td></td>
<td>Mar. 14, 2008</td>
</tr>
<tr>
<td></td>
<td>April 11, 2008</td>
</tr>
<tr>
<td></td>
<td>April 23, 2008</td>
</tr>
<tr>
<td></td>
<td>May 7, 2008</td>
</tr>
<tr>
<td>ACCC Open House</td>
<td>Sept. 30, 2007, ML</td>
</tr>
<tr>
<td></td>
<td>June 2, 2008, CMCC</td>
</tr>
<tr>
<td></td>
<td>May 19-22, 2008, WACC</td>
</tr>
</tbody>
</table>
J. MAJOR CAPITAL PROJECTS UNDERWAY IN FISCAL 2008

Atlantic Cape Community College has completed several capital projects in addition to renovations. The College has also purchased property at 1525 and 1515 Artic Avenue.

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 include renovations to J Building, Information Commons, programming for STEM-Student Center and Academic Center, Rutgers classrooms, HVAC improvements in the Theater, Patio outside C building, Courtyard outside B Building, bathrooms in A Building, roof top unit replacement, roof overlay, exterior painting, parking lot improvements and the salt dome. Demolition of G Building has been completed. Renovations at the East Campus have also been completed.

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. 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 Campus

Renovations have been completed in the Lobby/Bursars area at the Cape May Campus.
**Table II.B.1.**

Undergraduate Enrollment by Attendance Status, Fall 2007

<table>
<thead>
<tr>
<th>Status</th>
<th>Num</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>3,403</td>
<td>49.2%</td>
</tr>
<tr>
<td>Part-time</td>
<td>3,519</td>
<td>50.8%</td>
</tr>
<tr>
<td>Total</td>
<td>6,922</td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

**Table II.B.2.**

Non-Credit Enrollment, FY 2007

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Registrations¹</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>3,975</td>
<td>2,847</td>
<td>152,928</td>
<td>340</td>
</tr>
<tr>
<td>Customized Training</td>
<td>5,659</td>
<td></td>
<td>112,931</td>
<td>251</td>
</tr>
</tbody>
</table>

¹Includes all registrations in any course that started on July 1, 2006 through June 30, 2007

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

**Table II.B.3.**

Unduplicated Enrollment, FY 2007

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,745</td>
<td>144,183</td>
<td>4,806</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment Survey

**Table II.C.1.a.**

Total Number of Undergraduate Students Enrolled in Fall 2007

<table>
<thead>
<tr>
<th>Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,788</td>
<td>26%</td>
</tr>
<tr>
<td>6,922</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table II.C.1.b.**

Total Number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2007 by Subject Area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of FTFT Students Enrolled</th>
<th>Percent of FTFT Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>427</td>
<td>29.9%</td>
</tr>
<tr>
<td>Total English</td>
<td>670</td>
<td>47.0%</td>
</tr>
</tbody>
</table>

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

**Table II.C.1.c.**

First-time, Full-time Students (FTFT) Enrolled in Remediation in Fall 2007 by Subject Area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of FTFT Enrolled</th>
<th>% of all FTFT Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>427</td>
<td>29.9%</td>
</tr>
<tr>
<td>Total</td>
<td>670</td>
<td>47.0%</td>
</tr>
</tbody>
</table>

**Table II.C.2.a.**

Undergraduate Enrollment by Race/Ethnicity, Fall 2007

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>FT</th>
<th>PT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>2050</td>
<td>2020</td>
<td>4070</td>
</tr>
<tr>
<td>Black</td>
<td>417</td>
<td>577</td>
<td>994</td>
</tr>
<tr>
<td>Hispanic</td>
<td>391</td>
<td>430</td>
<td>821</td>
</tr>
<tr>
<td>Asian</td>
<td>297</td>
<td>278</td>
<td>575</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>6</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Alien</td>
<td>34</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>208</td>
<td>198</td>
<td>406</td>
</tr>
<tr>
<td>Total</td>
<td>3403</td>
<td>3519</td>
<td>6922</td>
</tr>
</tbody>
</table>

**Table II.C.2.b.**

Undergraduate Enrollment by Sex, Fall 2007

<table>
<thead>
<tr>
<th>Sex</th>
<th>FT</th>
<th>PT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1447</td>
<td>1169</td>
<td>2616</td>
</tr>
<tr>
<td>Female</td>
<td>1956</td>
<td>2350</td>
<td>4306</td>
</tr>
<tr>
<td>Total</td>
<td>3403</td>
<td>3519</td>
<td>6922</td>
</tr>
</tbody>
</table>
### Table II.C.2.c: Undergraduate Enrollment by Age, Fall 2007

<table>
<thead>
<tr>
<th>Age</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18+</td>
<td>18</td>
<td>0.3%</td>
<td>34</td>
</tr>
<tr>
<td>18-19</td>
<td>1,580</td>
<td>22.8%</td>
<td>372</td>
</tr>
<tr>
<td>20-21</td>
<td>917</td>
<td>13.2%</td>
<td>552</td>
</tr>
<tr>
<td>22-24</td>
<td>399</td>
<td>5.8%</td>
<td>573</td>
</tr>
<tr>
<td>25-29</td>
<td>230</td>
<td>3.3%</td>
<td>582</td>
</tr>
<tr>
<td>30-34</td>
<td>103</td>
<td>1.5%</td>
<td>383</td>
</tr>
<tr>
<td>35-39</td>
<td>53</td>
<td>0.8%</td>
<td>330</td>
</tr>
<tr>
<td>40-49</td>
<td>81</td>
<td>1.2%</td>
<td>462</td>
</tr>
<tr>
<td>50-64</td>
<td>21</td>
<td>0.3%</td>
<td>205</td>
</tr>
<tr>
<td>65+</td>
<td>1</td>
<td>0.0%</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>3,403</td>
<td>49%</td>
<td>3,519</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

### Table II.C.3: Financial Aid from State-Funded Programs, FY 2007

<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>1,658</td>
<td>2,711</td>
<td>2,050,166</td>
<td>1,236.53</td>
<td>756.24</td>
</tr>
<tr>
<td>EOF</td>
<td>313</td>
<td>521</td>
<td>270,119</td>
<td>863.00</td>
<td>518.46</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>37</td>
<td>37</td>
<td>275,014</td>
<td>7,432.81</td>
<td>899.15</td>
</tr>
<tr>
<td>NJ STARS (Fall 07)</td>
<td>190</td>
<td>313,672</td>
<td>1,650.91</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: HESAA System Files

### Table II.D.1.a: Degrees/Certificates Conferred by Race/Ethnicity, FY 2007

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Degrees</th>
<th>Certificates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>450</td>
<td>0</td>
<td>450</td>
</tr>
<tr>
<td>Black</td>
<td>85</td>
<td>0</td>
<td>85</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>Asian</td>
<td>65</td>
<td>0</td>
<td>65</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Alien</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Unknown</td>
<td>69</td>
<td>0</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>724</td>
<td>0</td>
<td>724</td>
</tr>
</tbody>
</table>

### Table II.D.1.b: Degrees/Certificates Conferred by Sex, FY 2007

<table>
<thead>
<tr>
<th>Sex</th>
<th>Associates</th>
<th>Certificates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>294</td>
<td>0</td>
<td>294</td>
</tr>
<tr>
<td>Women</td>
<td>520</td>
<td>0</td>
<td>520</td>
</tr>
<tr>
<td>Total</td>
<td>724</td>
<td>0</td>
<td>724</td>
</tr>
</tbody>
</table>

### Table II.D.2: Degrees/Certificates Conferred by General Field, FY 2007

<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>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Personal Services</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>22</td>
<td>Legal Professions</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>24</td>
<td>Liberal Arts/Sciences</td>
<td>125</td>
<td>0</td>
<td>125</td>
</tr>
<tr>
<td>30</td>
<td>Multi/Interdisciplinary</td>
<td>251</td>
<td>0</td>
<td>251</td>
</tr>
<tr>
<td>43</td>
<td>Security/Protective</td>
<td>34</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>51</td>
<td>Health Professions</td>
<td>85</td>
<td>0</td>
<td>85</td>
</tr>
<tr>
<td>52</td>
<td>Business/Management</td>
<td>194</td>
<td>0</td>
<td>194</td>
</tr>
<tr>
<td>Total</td>
<td>724</td>
<td>0</td>
<td>724</td>
<td></td>
</tr>
</tbody>
</table>

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

#### Table II.E.1.a

<table>
<thead>
<tr>
<th></th>
<th>Fall 04 Cohort</th>
<th>Success after 2 yrs</th>
<th>Success after 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>682</td>
<td>106</td>
<td>15.5%</td>
</tr>
<tr>
<td>Black</td>
<td>171</td>
<td>35</td>
<td>20.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>121</td>
<td>17</td>
<td>14.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>72</td>
<td>19</td>
<td>26.4%</td>
</tr>
<tr>
<td>Alien</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other*</td>
<td>234</td>
<td>26</td>
<td>11.1%</td>
</tr>
<tr>
<td>Total</td>
<td>1280</td>
<td>203</td>
<td>15.9%</td>
</tr>
</tbody>
</table>

#### Table II.E.1.b

<table>
<thead>
<tr>
<th></th>
<th>Fall 04 Full-time First-time Freshmen by Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Income *</td>
</tr>
<tr>
<td>White</td>
<td>682</td>
</tr>
<tr>
<td>Black</td>
<td>171</td>
</tr>
<tr>
<td>Hispanic</td>
<td>121</td>
</tr>
<tr>
<td>Asian</td>
<td>72</td>
</tr>
<tr>
<td>Alien</td>
<td>0</td>
</tr>
<tr>
<td>Other*</td>
<td>234</td>
</tr>
<tr>
<td>Total</td>
<td>1280</td>
</tr>
</tbody>
</table>

#### Table II.E.1.c

<table>
<thead>
<tr>
<th></th>
<th>Fall 04 Cohort</th>
<th>Success after 2 yrs</th>
<th>Success after 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>682</td>
<td>66</td>
<td>9.7%</td>
</tr>
<tr>
<td>Black</td>
<td>171</td>
<td>26</td>
<td>15.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>121</td>
<td>13</td>
<td>10.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>72</td>
<td>11</td>
<td>15.3%</td>
</tr>
<tr>
<td>Alien</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other*</td>
<td>234</td>
<td>11</td>
<td>4.7%</td>
</tr>
<tr>
<td>Total</td>
<td>1280</td>
<td>127</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

#### Table II.E.1.d

<table>
<thead>
<tr>
<th></th>
<th>Fall 04 Full-time First-time Freshmen by Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Income *</td>
</tr>
<tr>
<td>White</td>
<td>682</td>
</tr>
<tr>
<td>Black</td>
<td>171</td>
</tr>
<tr>
<td>Hispanic</td>
<td>121</td>
</tr>
<tr>
<td>Asian</td>
<td>72</td>
</tr>
<tr>
<td>Alien</td>
<td>0</td>
</tr>
<tr>
<td>Other*</td>
<td>234</td>
</tr>
<tr>
<td>Total</td>
<td>1280</td>
</tr>
</tbody>
</table>

#### Table II.E.2.a

<table>
<thead>
<tr>
<th></th>
<th>Retained</th>
<th>Non Retained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>451</td>
<td>309</td>
<td>760</td>
</tr>
<tr>
<td>Black</td>
<td>94</td>
<td>120</td>
<td>214</td>
</tr>
<tr>
<td>Hispanic</td>
<td>84</td>
<td>71</td>
<td>155</td>
</tr>
<tr>
<td>Asian</td>
<td>57</td>
<td>35</td>
<td>92</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>3</td>
<td>0.0%</td>
<td>3</td>
</tr>
<tr>
<td>Alien</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other*</td>
<td>79</td>
<td>53</td>
<td>132</td>
</tr>
<tr>
<td>Total</td>
<td>768</td>
<td>590</td>
<td>1358</td>
</tr>
</tbody>
</table>

#### Table II.E.2.b

<table>
<thead>
<tr>
<th></th>
<th>Retained</th>
<th>Non Retained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income *</td>
<td>216</td>
<td>339</td>
<td>555</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>170</td>
<td>252</td>
<td>422</td>
</tr>
<tr>
<td>Unknown</td>
<td>231</td>
<td>168</td>
<td>409</td>
</tr>
<tr>
<td>Total</td>
<td>386</td>
<td>381</td>
<td>767</td>
</tr>
</tbody>
</table>

#### Table II.E.3.a

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004 Full-time First-time Freshmen to NJ Senior Public Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2004 Cohort</td>
</tr>
<tr>
<td>Transfers thru Spring 2007</td>
<td>131</td>
</tr>
<tr>
<td>Non-Transfers</td>
<td>1149</td>
</tr>
<tr>
<td>Total</td>
<td>1280</td>
</tr>
</tbody>
</table>

#### Table II.E.3.b

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004 Full-time First-time Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2004 Cohort</td>
</tr>
<tr>
<td>Transfers thru Spring 2007</td>
<td>179</td>
</tr>
<tr>
<td>Non-Transfers</td>
<td>1110</td>
</tr>
<tr>
<td>Total</td>
<td>1280</td>
</tr>
</tbody>
</table>

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

**Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2007**

<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><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>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>11</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td><strong>All Others</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>27</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>26</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>31</td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>5</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td><strong>All Others</strong></td>
<td>8</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td>26</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td>53</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>43</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey

### Table II.F.2

**Percentage of Course Sections Taught by Full-time Faculty - Fall 2007**

<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>1095</td>
<td>535 (48.86%)</td>
<td>537 (49.04%)</td>
<td>23 (2.10%)</td>
</tr>
</tbody>
</table>

### Table II.F.3

**Ratio of Full- to Part-time Faculty, Fall 2007**

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>102</td>
<td>286</td>
<td>388</td>
</tr>
<tr>
<td>Full-time</td>
<td>26.3%</td>
<td>73.7%</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>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey