



# **Annual Institutional Profile Academic Year 2007**

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## **I. Profile of Passaic County Community College**

## **I. Profile of Passaic County Community College**

Passaic County Community College is a publicly supported two-year college offering associate in arts and associate in science degree programs that lead to transfer to four-year colleges. Offering associate in applied science degrees and certificates in career specializations, the College provides more than forty degree and certificate programs to over 7,300 students. Student activities, cultural programming, and intercollegiate athletics provide students with a variety of extracurricular experiences.

PCCC's main campus is located in the lower portion of Passaic County, New Jersey, in the heart of one of the nation's historic industrial cities, Paterson. The campus serves an extremely diverse population. The central campus buildings include Academic Hall, Founders' Hall, Hamilton Hall, and the newly refurbished Hamilton Club building. Academic Hall contains classrooms, computer and science laboratories, and the Academic Resource Center; it is connected to Founders' Hall by a passageway that crosses over College Boulevard. Founders' Hall contains many administrative offices, gymnasium, and theater.

Hamilton Hall houses the Business, Computer and Information Sciences, Office Systems Technology and Health Information Technology Departments. A new 30,000-square foot addition to Academic Hall was completed in August of 1999. This addition houses a complete child care center consisting of four classrooms, one nursery, and office space. The Learning Resource Center, seven additional classrooms, and two lecture halls comprise the first and second floors of this newly constructed addition. The historic Hamilton Club building adds 15,000 square-feet to the College's Paterson main campus. This facility houses a conference center and gallery, as well as Cultural Affairs, Continuing Education, and the Grants offices.

The Wanaque Academic Center is located at 500 Union Avenue, just off Route 287 at exit 55 in Wanaque, NJ. The center is a 40,000-square foot facility in the central part of Passaic County. The site includes six classrooms, an ITV classroom, two lecture halls, a seminar room, multipurpose laboratories, and a Learning Resource Center. The Wanaque Academic Center offers college-credit courses and programs, along with Continuing Education courses and programs, to meet the educational needs of all Passaic County residents.

### **Institutional Mission**

The Mission of Passaic County Community College is to provide academic, cultural, and technological resources and experiences to the residents of Passaic County. Through education, we seek to help bring about more satisfying and productive personal lives, stronger community leadership, and a strengthened economic base.

High quality college programs are at the heart of our mission. Additionally, we are committed to addressing community needs through English as a second language instruction, basic skills instruction, career training, cultural programming, and

collaboration with other organizations and agencies.

Passaic County's rich diversity defines us and shapes our efforts. We know that if our programs are to be accessible and our students are to succeed, we must go beyond the basic requirements of open admission, relevant programs, convenient locations, and affordability. We must strive to address our wide variety of student learning needs through excellence in teaching and the innovative use of technology. We must take every opportunity to offer students both formal and informal experience that foster learning, personal growth, and civic responsibility. We must respect individual differences. We must maintain a supportive, open environment where learning and creativity can flourish.

Passaic County Community College values honesty, integrity, and accountability. Through an ongoing process of planning, assessment, and reflection, we work continually to improve our effectiveness in the community.

**Institutional Goals:**

- Provide a learner-centered environment focused on student success.
- Make higher education accessible to the community we serve.
- Educate students in high quality programs that respond to changing community needs.
- Participate actively in the cultural, educational, and economic development of Passaic County.
- Provide faculty and staff development opportunities that support the mission of the College.
- Demonstrate college-wide accountability through assessment.
- Provide personnel, facilities, and services to support the College's Mission.

## **II. Data by Category**

## **Accreditation Status**

### **LICENSE**

Passaic County Community College is licensed by the State of New Jersey.

### **INSTITUTIONAL ACCREDITATION**

Passaic County Community College is accredited by:

- Middle States Commission on Higher Education

### **PROFESSIONAL ACCREDITATION**

#### **HEALTH INFORMATION TECHNOLOGY**

Commission on Accreditation for Health Information Management Education  
(CAHIM)

#### **NURSE EDUCATION**

- National League for Nursing Accrediting Commission
- Department of Law & Public Safety

#### **RADIOGRAPHY**

- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Radiologic Technology Board of Examiners of New Jersey

#### **HUMAN SERVICES**

- Council for Standards in Human Services Education (CSHSE)



## Number of Students Served

*During the fall semester of 2006, Passaic County Community College (PCCC) opened its doors to 7,301 students, to pursue a diploma or certificate from among over 40 programs offered by the college. PCCC continues to be the fastest growing institution in its sector in New Jersey, and its enrollment has increased by over 58 percent, since fall 2000.*

*Fall 2006 semester, solicited approximately 4,700 applications from students, seeking enrollment at PCCC, of whom 58 percent eventually enrolled at the college. Among those who enrolled, 68 percent joined the institution for the first-time.*

*Among the newly enrolled students, almost 80 percent were regular admits, 9 percent were transfers and 4 percent were EOF students. More than half (58 percent) of the students were recent graduates from high school*

*Additionally, the college also served more than 4,300 people who were enrolled in various courses that are offered through the continuing education area.*

**Table 1.0**  
**Number of Undergraduates by Attendance Status: Fall 2006:**

Full-time		Part-time		Total
N	Percent	N	Percent	
<b>2,228</b>	<b>30.5</b>	<b>5,073</b>	<b>69.5</b>	<b>7,301</b>

**Table 2.0**  
**Number of Non-Credit Students Served: Fall 2006**

	Number
<b>Non-Credit Enrollment</b>	<b>4,321</b>



## Characteristics of Undergraduate Students

### 1. Basic Skills Testing and Remediation by Subject Area

*Incoming students were tested on Accuplacer to identify if they needed remediation in the areas of Reading, Writing or Mathematics. This year more than 1,600 students were tested on Accuplacer and slightly over 91 percent were identified to have remedial needs.*

*Over 58 percent of first-time, full-time required remediation in at least one area, i.e., reading or writing. A significantly higher proportion of the students required remediation in Math (57 percent) compared to those requiring remediation in English, i.e., Reading or Writing (44 percent). A large number of those requiring remediation were recent high school graduates.*

**a. Name of the basic skills placement test administered and criteria (if any) for selecting test takers in fall 2006:**

*- PCCC administers Accuplacer for basic skills placement*

**b. Basic Skills Testing and Remediation by Subject Areas.**

**Table 3.0  
Number of Students Tested and Needing Remediation: Fall 2006**

	<b>Number</b>
<b>Total Number of Students Tested</b>	1,652
<b>Number of Students Needing Remediation</b>	1,508
<b>Number of Recent HS Graduates Tested</b>	675
<b>Number of Recent HS Graduates Needing Remediation</b>	655

**Table 4.0**  
**First-time Freshmen (FTF) Needing Remediation: Fall 2006**

	<b>Total English</b>	<b>Total Math</b>
Number of FTF	615	799
Percent of FTF	43.7	57.3
Number of FTF who are Recent HS Graduates	417	518
Percent of FTF who are Recent HS Graduates	63.8	79.2

**Table 5.0**  
**First-time Freshmen (FTF) Requiring Remediation in  
at least one subject area: Fall 2006**

	<b>Number</b>
Number of FTF	<b>819</b>
Percent of FTF	<b>58.2</b>
Number of FTF who are Recent HS Graduates	<b>534</b>
Percent of FTF who are Recent HS Graduates	<b>81.7</b>

Total Number of First-time freshmen = 1,395  
First-time, Freshmen Recent HS Graduates = 654

## 2. Demographics: Race/Ethnicity, Sex and Age

*In the fall of 2006, 7,301 students were enrolled in various programs at Passaic County Community College, and among them 22 percent joined the institution for the first-time. Over 80 percent of the new students were regular admits, while 9 percent transferred from other institution. Among those enrolled, 54 percent were enrolled in remedial courses, 30 percent were enrolled in ESL courses and 16 percent were taking college level courses.*

*Among enrolled students, a large proportion comprised of degree seeking students (97 percent), and almost 70 percent were part-time students. Almost 64 percent of the enrolled students were females and among those who provided information regarding their race/ethnicity, over 50 percent were Hispanics, 24 percent were White, 19 percent were African-Americans and over 6 percent were Asians. The average age of enrolled students was 24 years, while the average age of first-time, full-time freshmen is 19 years.*

*Over 97 percent of the students who attended PCCC in 2006 were from within the state of New Jersey and almost 84 percent were from the Passaic County of New Jersey.*

**Table 6.0**  
**Undergraduate Enrollment by Race/Ethnicity: Fall 2006**

	Full-time		Part-time		Total
	N	%	N	%	
<b>White</b>	511	22.9%	995	19.6%	1506
<b>Black</b>	391	17.5%	803	15.8%	1194
<b>Hispanic</b>	896	40.2%	2,323	45.8%	3219
<b>Asian</b>	123	5.5%	248	4.9%	371
<b>American Ind.</b>	5	0.2%	8	0.2%	13
<b>Alien</b>	98	4.4%	229	4.5%	327
<b>Unknown</b>	204	9.2%	467	9.2%	671
<b>Total</b>	2,228	30.5%	5,073	69.5%	7,301

**Table 7.0**  
**Undergraduate Enrollment by Sex: Fall 2006**

	Full-time		Part-time		Total
	N	%	N	%	
<b>Male</b>	974	43.7%	1686	33.2%	2660
<b>Female</b>	1254	56.3%	3387	66.8%	4641
<b>Total</b>	2228	100.0%	5073	100.0%	7301

**Table 8.0**  
**Undergraduate Enrollment by Age: Fall 2006**

	Full-time		Part-time		Total
	N	%	N	%	
<b>Less than 18</b>	26	1.2%	113	2.2%	139
<b>18 - 19</b>	813	36.5%	553	10.9%	1366
<b>20 - 21</b>	620	27.8%	688	13.6%	1308
<b>22 - 24</b>	316	14.2%	759	15.0%	1075
<b>25 - 29</b>	206	9.2%	799	15.8%	1005
<b>30 - 34</b>	89	4.0%	581	11.5%	670
<b>35 - 39</b>	53	2.4%	540	10.6%	593
<b>40 - 49</b>	69	3.1%	749	14.8%	818
<b>50 - 64</b>	21	0.9%	222	4.4%	243
<b>65 and more</b>	4	0.2%	21	0.4%	25
<b>Unknown</b>	11	0.5%	48	0.9%	59
<b>Total</b>	2228	100.0%	5073	100.0%	7301

**3. Number of Students Receiving Financial Assistance under each state-funded aid program, including both need-based and merit based, both grants and loans (TAG, EOF, OSRP, Distinguished Scholars, Urban Scholars, NJSTARS and NJCLASS)**

**Table 9.0  
Type and Amount of Financial Aid: Fall 2006**

	<b>Recipients</b>	<b>Awards</b>	<b>Dollars (\$)</b>	<b>\$/Recipient</b>	<b>\$/Award</b>
<b>TAG</b>	<b>1,681</b>	<b>2,584</b>	<b>1,662,271</b>	<b>988.86</b>	<b>643.29</b>
<b>EOF</b>	<b>256</b>	<b>399</b>	<b>192,838</b>	<b>753.27</b>	<b>483.30</b>
<b>Urban Scholars</b>	<b>11</b>	<b>16</b>	<b>8,000</b>	<b>727.27</b>	<b>500.00</b>
<b>NJ Stars</b>	<b>20</b>		<b>26,543</b>	<b>1,327.15</b>	

**4. Percentage of students who are from New Jersey**

**Table 10.0  
Residency of First-time Full-time Freshmen**

<b>State Residents</b>	<b>Non-State Residents</b>	<b>Total Students</b>	<b>State Residents (%)</b>
<b>618</b>	<b>2</b>	<b>620</b>	<b>99.7</b>



## Degree Conferred/Characteristics of Graduates

*The number of students who graduated from PCCC in 2006-07 (419) increased by over 86 percent since 2000-02 (225). During the Academic year 2006-07, 419 degrees were conferred and among those who graduated, 36 percent earned an AAS degree, 30 percent earned an AA degree and 26 percent earned an AS degree.*

*Keeping in trend with enrollment 68 percent of the degrees were earned by females. However, compared to Hispanics (31 percent) a larger proportion of Caucasians (39 percent) earned a degree during the year. The five most popular programs from which the students graduated this year were: Nursing, Liberal Arts-Humanities, Human Services, and Business administration with Accounting and Banking option.*

### 1. Degrees Conferred by Race/Ethnicity and Gender

**Table 11.0**  
**Degrees Conferred by Race/Ethnicity: AY2006**

Race/Ethnicity	Number	Percent
White	151	36.0%
Black	72	17.2%
Hispanic	122	29.1%
Asian	34	8.1%
American Ind.	0	0.0%
Alien	4	1.0%
Unknown	36	8.6%
<b>Total</b>	<b>419</b>	<b>100.0%</b>

**Table 12.0**  
**Degrees Conferred by Sex: AY2006**

<b>Sex</b>	<b>Number</b>	<b>Percent</b>
<b>Male</b>	<b>134</b>	<b>32.0%</b>
<b>Female</b>	<b>285</b>	<b>68.0%</b>
<b>Total</b>	<b>419</b>	<b>100.0%</b>

**2. Degrees Conferred by Major Field of Study**

**Table 13.0**  
**Degrees Conferred by General Field of Study: AY2006**

	<b>Number</b>	<b>Percent</b>
<b>Computer Science</b>	<b>3</b>	<b>0.71%</b>
<b>Engineering Tech.</b>	<b>4</b>	<b>0.95%</b>
<b>Family Sciences</b>	<b>11</b>	<b>2.62%</b>
<b>Liberal Arts/Sciences</b>	<b>131</b>	<b>31.26%</b>
<b>Security/Protective</b>	<b>42</b>	<b>10.02%</b>
<b>Public Administration</b>	<b>34</b>	<b>8.11%</b>
<b>Health Professions</b>	<b>112</b>	<b>26.73%</b>
<b>Business Management</b>	<b>82</b>	<b>19.57%</b>
<b>Total</b>	<b>419</b>	<b>100.0%</b>



## Student Outcomes

*Passaic County Community College stands unique within the state of New Jersey as it enrolls a significantly higher number of part-time students (70 percent) and the students who require remediation or who take courses for ESL. The one year retention rate of first-time full-time students was over 61 percent that exceeds the national rate of about 55 percent.*

*Over 14 percent of the students graduated or transferred to another institution, within the state of New Jersey, in the stipulated time period. Another 6 percent were identified to have transferred to another institution out-of-state. Although, over 50 percent of the students who enroll at PCCC indicate to be of Hispanic ethnicity, the graduation rate (including transfer rate) of Caucasian (26 percent) and Asian (28 percent) students exceeded those of minority students, i.e., African-Americans (10 percent) and Hispanics (8 percent). No major difference was evidenced in the graduation rates of students from lower socio-income groups and their counterparts.*

### 1. Graduation rates by Race/Ethnicity and Income

**Table 14.0**  
**Two- and Three-Year Combined Graduation and Transfer Rate of**  
**First-time, Full-time Enrolled Students by Race/Ethnicity**

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Graduated or Transferred in <u>2 Years</u></b>	<b>Graduated or Transferred in <u>3 years</u></b>
<b>White</b>	<b>102</b>	<b>10</b>	<b>26</b>
<b>Black</b>	<b>114</b>	<b>5</b>	<b>11</b>
<b>Hispanic</b>	<b>175</b>	<b>6</b>	<b>14</b>
<b>Asian</b>	<b>25</b>	<b>2</b>	<b>7</b>
<b>Alien</b>	<b>5</b>	<b>0</b>	<b>1</b>
<b>Unknown</b>	<b>32</b>	<b>3</b>	<b>6</b>
<b>Total</b>	<b>453</b>	<b>26</b>	<b>65</b>

**Table 15.0**  
**Two- and Three-Year Combined Graduation and Transfer Rate of**  
**First-time, Full-time Enrolled Students by Economic Status**

	<b>Number</b>	<b>Graduated or Transferred in <u>2 Years</u></b>	<b>Graduated or Transferred in <u>3 years</u></b>
<b>Low Income</b>	<b>222</b>	<b>8</b>	<b>25</b>
<b>Non-Low Income</b>	<b>133</b>	<b>9</b>	<b>16</b>
<b>Unknown</b>	<b>98</b>	<b>9</b>	<b>24</b>
<b>Total</b>	<b>453</b>	<b>26</b>	<b>65</b>

**Table 16.0**  
**Two- and Three-Year Graduation Rate of First-time, Full-time**  
**Enrolled Students by Race/Ethnicity**

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Graduated or Transferred in <u>2 Years</u></b>	<b>Graduated or Transferred in <u>3 years</u></b>
<b>White</b>	<b>102</b>	<b>2</b>	<b>12</b>
<b>Black</b>	<b>114</b>	<b>2</b>	<b>5</b>
<b>Hispanic</b>	<b>175</b>	<b>0</b>	<b>6</b>
<b>Asian</b>	<b>25</b>	<b>0</b>	<b>4</b>
<b>American Ind.</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Alien</b>	<b>5</b>	<b>0</b>	<b>1</b>
<b>Unknown</b>	<b>32</b>	<b>0</b>	<b>2</b>
<b>Total</b>	<b>453</b>	<b>4</b>	<b>30</b>

**Table 17.0**  
**Two- and Three-Year Graduation Rate of First-time, Full-time**  
**Enrolled Students by Economic Status**

	<b>Number</b>	<b>Graduated or Transferred in 2 Years</b>	<b>Graduated or Transferred in 3 years</b>
<b>Low Income</b>	222	1	11
<b>Non-Low Income</b>	133	1	8
<b>Unknown</b>	98	2	11
<b>Total</b>	453	4	30

**2. Third Semester Retention Rate**

**Table 18.0**  
**Retention Rate of First-time, Full-time Freshmen**  
**by Race/Ethnicity**

	<b>Retained</b>		<b>Not-Retained</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>White</b>	88	63.8%	50	36.2%	138	100.0%
<b>Black</b>	40	49.4%	41	50.6%	81	100.0%
<b>Hispanic</b>	150	62.2%	91	37.8%	241	100.0%
<b>Asian</b>	20	74.1%	7	25.9%	27	100.0%
<b>American Ind.</b>	0	0.0%	2	100.0%	2	100.0%
<b>Alien</b>	20	76.9%	6	23.1%	26	100.0%
<b>Unknown</b>	29	58.0%	21	42.0%	50	100.0%
<b>Total</b>	347	61.4%	218	38.6%	565	100.0%

**Table 19.0**  
**Retention Rate of First-time, Full-time Students**  
**by Economic Status**

Income	Retained		Not-Retained		Total	
	N	%	N	%	N	%
Low Income	163	66.3%	83	33.7%	246	100.0%
Non-Low Income	97	61.8%	60	38.2%	157	100.0%
Unknown	87	53.7%	75	46.3%	162	100.0%
<b>Total</b>	<b>347</b>	<b>61.4%</b>	<b>218</b>	<b>38.6%</b>	<b>565</b>	<b>100.0%</b>

**3. Transfer**

**Table 20.0**  
**Three-Year Transfer Rate of Fall 2005 First-time, Full-time Freshmen**  
**to New Jersey Senior Public Institution**

	Number	Percent
Transfer through Spring 2006	29	6.4%
Non-Transfers	424	93.6%
<b>Total FTFTF Fall 2003</b>	<b>453</b>	<b>100.0%</b>

**Table 21.0**  
**Overall Three-year Transfer Rate Fall 2005 First-time, Full-time**  
**Freshmen to any New Jersey Institution**

	Number	Percent
Transfer through Spring 2006	44	9.7%
Non-Transfers	409	90.3%
<b>Total FTFTF Fall 2003</b>	<b>453</b>	<b>100.0%</b>



## Faculty Characteristics

*More than 400 instructors imparted education to over 7,000 students who were enrolled in various courses, during the fall 2006 semester. Almost 40 percent of the classes were taught by full-time faculty. Among the 94 full-time instructors, 50 percent were tenured, 60 percent were female and 68 percent were Caucasians.*

**Table 22.0**  
**Full-time Faculty by Race/Ethnicity, Sex, and Tenure Status: Fall 2006**

	Male		Female		Total	
	N	%	N	%	N	%
<b>White</b>						
<b>Tenured</b>	13	34.2%	20	35.7%	33	35.1%
<b>Non-Tenured</b>	12	31.6%	19	33.9%	31	33.0%
<b>Black</b>						
<b>Tenured</b>	4	10.5%	2	3.6%	6	6.4%
<b>Non-Tenured</b>	2	5.3%	4	7.1%	6	6.4%
<b>Hispanic</b>						
<b>Tenured</b>	2	5.3%	3	5.4%	5	5.3%
<b>Non-Tenured</b>	2	5.3%	3	5.4%	5	5.3%
<b>Asian</b>						
<b>Tenured</b>	2	5.3%	1	1.8%	3	3.2%
<b>Non-Tenured</b>	1	2.6%	4	7.1%	5	5.3%
<b>Total</b>	<b>38</b>	<b>100.0%</b>	<b>56</b>	<b>100.0%</b>	<b>94</b>	<b>100.0%</b>
<b>Tenured</b>	<b>21</b>	<b>55.3</b>	<b>26</b>	<b>46.6</b>	<b>47</b>	<b>50.0</b>
<b>Non-Tenured</b>	<b>17</b>	<b>44.7</b>	<b>30</b>	<b>53.6</b>	<b>47</b>	<b>50.0</b>

**Table 23.0**  
**Course Sections Taught by Full- and Part-time Faculty**

	<b>Full-time</b>	<b>Part-time</b>
<b>Faculty Headcount</b>	<b>94</b>	<b>358</b>
<b>Percent of Faculty</b>	<b>20.8%</b>	<b>79.2%</b>
<b>Number of Course Sections Taught by Faculty</b>	<b>478</b>	<b>757</b>
<b>Percentage of Course Sections Taught by Faculty</b>	<b>38.7%</b>	<b>61.3%</b>
<b>Number of students taught (Duplicated count)</b>	<b>7,743</b>	<b>12,276</b>
<b>Faculty Contact Hours</b>	<b>1599.3</b>	<b>2262.9</b>

**Student Faculty Ratio = 19:1**  
*(Based on 12 credit)*



## Characteristics of the Trustees or Governors

**Table 24.0**  
**Race/Ethnicity and Sex**

	Male		Female		Total	
	N	%	N	%	N	%
<b>White</b>	<b>5</b>	<b>50.0%</b>	<b>1</b>	<b>50.0%</b>	<b>6</b>	<b>50.0%</b>
<b>Black</b>	<b>3</b>	<b>75.0%</b>	<b>1</b>	<b>25.0%</b>	<b>4</b>	<b>33.33%</b>
<b>Hispanic</b>	<b>1</b>	<b>50.0%</b>	<b>1</b>	<b>50.0%</b>	<b>2</b>	<b>16.67%</b>
<b>Asian</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>
<b>American Ind.</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>
<b>Alien</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>
<b>Unknown</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>9</b>	<b>75.0%</b>	<b>3</b>	<b>25.0.0%</b>	<b>12</b>	<b>100.0%</b>

**Profile of the Institution**

**1. Degree and Certificate Programs**

**Table 25.0  
Active Degree Programs: Fall 2006**

<b>Degree Programs</b>	<b>Programs</b>	<b>CIP Codes</b>
<b>Associate in Arts (AA)</b>	<b>Liberal Arts:</b>	
	<i>Communications</i>	24.0101
	<i>Criminal Justice</i>	24.0101
	<i>Early Childhood Education</i>	24.0101
	<i>English</i>	24.0101
	<i>Humanities</i>	24.0101
	<i>Psychology</i>	24.0101
	<i>Sociology</i>	24.0101
	<i>Teacher Education</i>	24.0101

<b>Degree Programs</b>	<b>Programs</b>	<b>CIP Codes</b>
<b>Associate in Science (AS)</b>	<b>Business Administration:</b>	
	<i>Accounting</i>	52.0101
	<i>Computer and Information Sciences</i>	11.0101
	<i>Hotel and Restaurant Management</i>	52.0101
	<i>Management, Marketing and Finance</i>	52.0101
	<i>Public Administration</i>	52.0101
	<b>Applied Computer Science</b>	11.0101
	<b>Health Science**</b>	
	<b>Human Services</b>	44.0701
	<b>Liberal Arts:</b>	
	<i>Engineering Science</i>	24.0101
	<i>Exercise Science</i>	24.0101
	<i>Mathematics</i>	24.0101
<i>Natural Science</i>	24.0101	
<i>Sciences</i>	24.0101	

Degree Programs	Programs	CIP Codes
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**Associates in Applied Science (AAS)**

**Career Programs:**

*Accounting* 52.0302  
*Banking* 52.0803

**Information Technology:**

*Business Technology* 52.0101  
*Network Administration*  
*User Support Services* 43.0107  
*Web Technology*

**Criminal Justice** 43.0107  
**Corrections** 43.0107  
**Early Childhood Education** 13.1210  
**Electronic Engineering Technology** 15.0303  
**Fire Science Technology** 43.0201  
**Health Information Technology**  
**Interdisciplinary Laboratory Science Technology**  
**Medical Laboratory Technology** 51.1004  
**Nurse Education\*** 51.1601  
**LPN Mobility\***  
**Office Administration** 52.0401  
**Radiography\*** 51.0907

Degree Programs	Programs	CIP Codes
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**Certificates (30 credits or more)**

**Information Technology** 11.0101  
*Network Administration* 11.0101  
*User Support Services* 11.0101  
*Web Technology* 11.01015  
**Criminal Justice/Corrections** 43.0107  
**Fire Science** 43.0201  
**Human Services Specialist** 44.0701  
**Legal Office Specialist**  
**Medical Coding** 51.0401  
**Medical Transcription** 51.0708  
**Word Processing Specialist** 52.0401

<b>Degree Programs</b>	<b>Programs</b>
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**Short Term Training  
Certificates**

**AutoCAD Drafting  
Childhood Development Associate  
Preparation  
E-Commerce  
Fitness Specialist  
Microcomputer Software Specialist  
Network Administration  
OST Proficiency  
Sales Associate  
Web Technology**

**1. Continuing Education Programs**

**Continuing Education Programs: Fall 2006**

<b>Programs</b>
<b>Accounting</b>
<b>Computers</b>
<b>Health Care Professionals</b>
<b>Health Care, Nutrition and Fitness</b>
<b>Desktop Publishing and Imaging</b>
<b>Test Preparation</b>
<b>Childcare and Parenting</b>
<b>Grand Writing</b>
<b>Web page Designs and Web Page Graphics</b>

## Major Research and Public Service Activities

Prof Palma Benko gave talk at PME 30 (International Group for the Psychology of Mathematics Education), titled Students constructing representations for outcomes of experiments, July 16-21, 2006, Prague, Czech Republic.

Prof Palma Benko published an 8-pages research report in annual PME publication: Students constructing representations for outcomes of experiments.

Prof. Anne Loving had a manuscript, “**Microbial Flora on Restaurant Beverage Lemon Slices**” accepted for publication as a Feature article in the **December 2007** issue of the *Journal of Environmental Health*.

Prof. Eileen Maloney is a trustee of the ARRT, **American Registry of Radiologic Technologists**. Prior to that she served as a trustee on the board of “**American Society of Radiologic Technologists**.” As a Trustee she visits various professional meetings is actively engrossed in presentations, panel discussions at open forums and judging of scientific displays.

Prof. Richard Marranca worked on the Grant - National Endowment for the Humanities summer study grant: The Alamo 2007. His recent publications include:

- **Stories:** The Philosophy of Flight in Silenced Press (fall 2007)  
The Coffin of K short story in Lalitamba, a NY city based journal (fall 2006)
- **Poetry:** *The Muses of Peru* and *To Walk With Chicha* in The Paterson Literary Review (fall 2007)  
  
*The Breadseller and the Resurrected Husband* in Taleisan (online magazine) spring 2007  
  
*Amsterdam* and *From Above Genoa’s Harbor* in The Paterson Literary Review (No. 35; fall 2006)  
  
*Milky Way Shaman* and *Moche Ceramic: Man and Woman* in The Aroostook Review (spring 2006)
- **Essays & Student Creativity in Innovation Abstracts (fall 2007)**  
  
*Animal Iconographies* (an essay) in Lalitamba (fall 2007)  
  
*Cultural Heroes: Kung Fu and Star Trek* (an essay) in Vegetarian Journal, fall 2007  
  
*Vegetarianism* in Light of Consciousness Magazine spring 2007

*Tree Hugging and Ahimsa: Sacred Ecology from the East in Light of Consciousness Magazine*, fall 2006

*Innovations for the English Department in Innovation Abstracts*, a publication of University of Texas, Austin, May 2006; and a second article in Fall 2007

Published an essay on meditation, Thai cooking, and elephant sanctuary in the latest issue of Chiang Mai Travel Magazine, Chaing Mai, Thailand sept 2007.

- **Anthologies:**

Interviews of E. L. Doctorow and David Trinidad (and my own comments in epilogue) in The Muse Upon My Shoulder: Discussions of the Creative Process. Edited by Sylvia Skaggs, FDU Press, 2004

Huston Smith Interview, Huston Smith: The Way Things Are, published by Harper Perennial, edited by Phil Cousineau, 2004

Prof. Mitra Kermani presented “Writing to Learn Mathematics” at Faculty of the Future 2007, a conference for learning and leading at Bucks County Community College.

Prof. Laurie Moody is a member of NJTESOL/BE, NYSTESOL and International TESOL. For the international organization, she serves on the steering committee for the Electronic Village Special Interest Group. At the the spring 2007 convention in Seattle, she made two presentations: Using Wizzards and Templates: Business Correspondence and Before PowerPoint: Oral Reports Using Google Images and Research, and moderated a discussion group on Internet plagiarism.

Prof. Moody also received a grant from the National Endowment for the Humanities to study for the month of July in Oaxaca, Mexico.

Prof. Robert Getso (Humanities) attended the American Sociological Association national conference in August. He also published an essay on the Holocaust in *Peace Review: A journal of social justice* (19:247-253).



## **Major Capital Projects Underway in FY 2007**

### **The Gym and Student Activities Addition**

This 5000 square foot facility, which is connected to the gymnasium at the Paterson Campus, was inaugurated in fall 2007, and it houses a new fitness center and a student game room. The fitness center is complete with lockers and shower facilities. This room is currently equipped with 10 treadmills, 4 ellipticals, 2 recumbent bikes, 1 stair master, 6 weight machines and a dumbbell weight workout area. The Student Activities area contains 4 billiard tables, 1 table tennis, 1 foosball table and 1 air hockey table. Both areas are also complete with offices to house the appropriate staff.

### **The Roof Simulator Exercise Building**

This building, added to our Public Safety Academy, will allow for new and experienced firefighters and rescue squad members to safely learn and practice how to open the roof of a building to allow smoke or heat to escape. The building includes both a flat and sloped roof areas. The building is also equipped with a forcible entry door system which will assist in the training of procedures to open locked or stuck doors.

### **The Passaic Academic Center**

PCCC is expanding in a major way by adding a fourth location within the City of Passaic. This location will consist of over 40,000 square feet of classrooms, labs, lecture areas, meeting areas and administrative office space. This site will also be the new home of the PCCC Nursing program. The Nursing program will be operating from a brand new, state of the art, educational nursing laboratory.

### **Parking Facility for Paterson Campus**

In order to better serve the growing PCCC community, the College built a parking deck at the Paterson campus that connects directly to the main campus. The deck that will house 650 parking spots for the students and employees of PCCC is scheduled to open shortly in the fall of

2006. The parking garage will be directly linked to academic building of the main campus for easy flow of traffic and convenience of the users.