

# **ANNUAL INSTITUTIONAL PROFILE**

**Academic Year 2008-09**



***Nothing So Near Can Take You So Far...***

**Submitted to  
New Jersey Commission on Higher Education**

**by the  
Office of Institutional Research and Planning  
1 College Boulevard, Paterson, NJ 07505  
September 2009**

**PASSAIC COUNTY COMMUNITY COLLEGE**

**Statement of Assurance**

All information supplied in the Annual Institutional Profile Report submitted by Passaic County Community College, is accurate and complete to the best of my knowledge. Passaic County Community College reserves the rights to change, add, or delete any information contained in this document.



**09/28/2009**

---

Dr. Steven M. Rose, President  
Passaic County Community College

Date

## Table of Contents

### I. Profile of Passaic County Community College

Mission of the Institution

### II. Data by Category

#### A. Accreditation Status

1. Institutional Accreditation
2. Professional Accreditation

#### B. Number of Students Served

1. Number of Undergraduates by Attendance Status
2. Number of non-credit students served
3. Unduplicated number of Students for entire academic year

#### C. Characteristics of undergraduate Students

1. Enrollment in remediation courses by subject area
2. Race/ethnicity, sex, and age
3. Numbers of students receiving financial assistance under each federal-, state-, & institution-funded aid program
4. Percentage of students who are New Jersey residents

#### D. Degrees Conferred/Characteristics of Graduates

1. By Race/ Ethnicity and Sex
2. By General Field

#### E. Student Outcomes

1. Graduation Rates by Race/Ethnicity and income:
  - a. Two and Three year Graduation Rate
  - b. Two and Three year Combined Graduation and Transfer Rate
2. Third Semester Retention Rates
  - a. By Race/Ethnicity
  - b. By Income Status
3. Transfers
  - a. Three Year Transfer Rate to New Jersey Senior Public Institutions
  - b. Overall Three Year Transfer Rate

#### F. Faculty Characteristics

1. Full-time Faculty by Race/ Ethnicity, Sex, and Tenure Status
2. Percentage of Course Sections taught by Full-time Faculty
3. Ratio of Full to Part-time Faculty

- G. Characteristics of the trustees or governors
    - 1. Race/ Ethnicity and sex
    - 2. List of trustees/governors with titles and affiliation
    - 3. URL of Webpage with information on trustees/governors
  
  - H. A Profile of the Institution
    - 1. Degree and Certificate Programs
    - 2. Continuing Education Programs
  
  - I. Major Research and Public Services Activities
  
  - J. Major Capital Projects underway in FY 2009
- III. Other Institutional Information

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

## **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 approximately 8,000 in Fall 2008. Student activities, cultural programming, and intercollegiate athletics provide students with a variety of extracurricular experiences.

The physical confines of the college have expanded over the years, from the original single building in Paterson. PCCC built the Educomplex in 1978, which added classrooms, the Theater, and the Gymnasium. In 1988, PCCC opened Hamilton Hall, the Business and Technology Center, which added more classrooms plus labs for Computer Information Systems and Office System Technology. In 1999, an addition to the main campus opened which included an expanded Library/Learning Resources Center, a Child-Care Development Center, plus state-of-the-art classrooms and lecture halls. In 2000, the College opened the historic Hamilton Club building for use as a Conference and Continuing Education Center. The Wanaque Academic Center opened its doors in 2000 and already serves over 1200 students, with a multimedia center, hi-tech classrooms, and lecture halls. The PCCC Public Safety Academy opened in September 2002 and serves as the home for Fire Training and Emergency Medical Technician programs. In addition to the classrooms, labs and computer rooms this facility also has the latest technology in fire training including a Fire Training Facility and Simulator. In the fall of 2003, PCCC opened the Paterson Community Technology Center, which provides technological resources to enable Passaic County residents to bridge the digital divide. 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. During the fall 2008 semester, the expansion of our gymnasium complex to include an expanded fitness and recreation center will be completed. In addition, the Passaic Academic Center which houses the Nursing program and offers general education and English as a Second Language courses, opened its door in fall of 2008. The campus served over 300 students during its first fall semester.

## **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:**

Goal 1: Provide a learner-centered environment focused on student success.

*Rationale:* We believe that by engaging student in all aspects of college life we are able to effectively address the issues that might impede their progress and develop additional ways to assist them to move forward. Our outcomes-based assessment process assists us in helping students achieve the learner outcomes of their educational programs

Goal 2: Make higher education accessible to the community we serve.

*Rationale:* Passaic County Community College's mission is "to provide academic, cultural and technological resources and experience to the residents of Passaic County." Many in our community face significant obstacles with their ability to get the education and job training that they need. These obstacles include financial problems, transportation issues, language barriers, lack of educational preparation, and family responsibilities. Being proactive requires that we devise ways to ensure that higher education financially and practically feasible for our community.

Goal 3: Educate students in high quality programs that respond to changing community needs.

*Rationale:* The College recognizes the need to adjust its programs to changing demographics and to the workforce requirements of the modern economy, while maintaining and strengthening academic quality as our student population grows. Technological changes and the globalization of the economy make retraining and lifelong learning imperatives for the workforce. We are committed to providing up-to-date programs that prepare our students for successful employment and future education. We must be responsive to market demand, whether for transfer programs or for workforce training.

Goal 4: Participate actively in the cultural, educational, and economic development of Passaic County.

*Rationale:* We serve a community with significant needs and are committed to being a positive force in the development of Passaic County. Partnering with high schools promotes student academic preparation for college-level work. Outreach to underserved areas and to schools, local businesses, government agencies, and community-based organizations assists us in achieving our primary mission

Goal 5: Provide faculty and staff development opportunities that support the mission of the College.

*Rationale:* High quality, up-to-date programs require highly trained professional. Changing demographics, a focus on accountability, the infusion of educational technology, and the movement towards learner-centered environment all require that faculty and staff continually work to stay abreast of these changes in order to serve students and community well. Even in time of diminishing financial resources, this remains a priority.

Goal 6: Demonstrate college-wide accountability through assessment.

*Rationale:* Systematic assessment is necessary for maintaining and improving institutional effectiveness at every level. The college is accountable to its stakeholders and must provide evidence of effectiveness in fulfilling its mission and goals.

Goal 7: Provide personnel, facilities, and services to support the College's Mission.

*Rationale:* Demand for community college education is expected to increase. Growth brings increasing demands on human resources, facilities and technological capacity. Analysis of assessment data will guide us as we determined our need for personnel, facilities and services.

## **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 the:

- Middle States Commission on Higher Education  
3624 Market Street, Philadelphia, PA 19104

### **PROFESSIONAL ACCREDITATION**

#### **HEALTH INFORMATION TECHNOLOGY**

- Commission on Accreditation for Health Informatics and Information Management Education (CAHIM)

#### **NURSE EDUCATION**

- National League for Nursing Accrediting Commission
- Department of Law and 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)

#### **ELECTRONIC ENGINEERING TECHNOLOGY**

- Technology Accreditation Commission of ABET



**Number of Students Served**

*During the Academic year 2008-09, Passaic County Community College served almost 10,500 students. In the fall semester of 2008, Passaic County Community College (PCCC) opened its doors to approximately 8,000 students, to pursue a degree or certificate 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 70 percent, since fall 2000.*

*Fall 2008 semester solicited over 5,000 applications from students seeking enrollment at PCCC of whom 53 percent eventually enrolled at the college. Among those who enrolled, 57 percent joined the institution for the first-time. The remaining 43 percent of enrollees were transfer students, visiting students, college graduates, or returning to PCCC after an absence of at least one semester.*

*Also, among the newly enrolled students (first-time freshmen), over 83 percent were attending college for the first time and almost 48 percent of these students were recent graduates from high school.*

*Additionally, the college also served about 2,000 people who were enrolled in various courses that are offered through the continuing education area.*

**Table II B  
Number of Undergraduates by Attendance Status: Fall 2008**

Full-time		Part-time		Total
N	Percent	N	Percent	
2,327	29.4	5,575	70.6	7,902

**Table II B.3  
Number of Non-Credit Students Served: Fall 2008**

	<b>Total Registrations</b>	<b>Number of Students Enrolled in Non-credit Courses</b>
<b>Non-Credit Enrollment</b>	<b>3,398</b>	<b>1,708</b>
<b>Customized Training</b>	<b>1,042</b>	

**Table II B.3  
Unduplicated Student Count FY 2008**

	<b>Number</b>	<b>Credit Hours</b>	<b>FTE</b>
<b>Student Headcount</b>	<b>10,462</b>	<b>140,510</b>	<b>4,684</b>



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

*Incoming students at PCCC are tested on Accuplacer to identify if they need remediation in the areas of Reading, Writing or Mathematics. This year more than 1,900 students were tested on Accuplacer and almost 99 percent were identified to have remedial needs.*

*More than seventy-seven percent of first-time full-time, degree-seeking students required remediation in at least one area, i.e., reading, writing or math. A significantly higher proportion of them required remediation in Math (over 73 percent) compared to those requiring remediation in English, i.e., Reading (46 percent) and Writing (over 47 percent).*

- a. Name of the basic skills placement test administered and criteria (if any) for selecting test takers in fall 2007:**

**Table II C.  
Basic Skills Placement Test**

Accuplacer For Basic Skills Placement
---------------------------------------

- b. Total Number of Undergraduate Students Enrolled in Fall 2008**

**Table II C.2.1  
Number of Students Tested and Needing Remediation: Fall 2008**

Total Fall 2007 Undergrad Enrollment	Number of Students Enrolled in one or more remedial courses	Percent of total
7,902	2,399	30.4

**Table II C.2.2**  
**Total Number of First-time, Full-time Undergraduates (FTFT) Enrolled in Remediation in Fall 2008**

Total number of FTFR	Number of First-time, full-time students enrolled in one or more remedial courses	Percent of FTFR enrolled in on or more remedial courses
615	476	77.4

**Table II C.2.3**  
**First-time Full-time Undergraduates (FTFT) Enrolled in Fall 2008 By Subject Areas**

Subject Area	N	FTFR Percent
Reading	282	45.9
Writing	291	47.3
Math- Computation	296	48.1
Math- Algebra	154	25.0

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

*In the fall of 2008, over 7,900 students enrolled in various programs at Passaic County Community College, and among them 24 percent joined the institution for the first-time. Over 83 percent of the new students were regular admits. Additionally, more than 11 percent transferred from other institutions. Among those who enroll for the first time, almost 58 percent started with remedial courses, over 24 percent started with ESL courses and 18 percent took college level courses.*

*Among all enrolled students, a large proportion comprised of degree-seeking students (over 93 percent), while almost two-thirds enrolled as part-time students. More than 62 percent of the enrolled students were females and among those who provided information regarding their race/ethnicity, almost 48 percent were Hispanics, 21 percent were White, 16 percent were African-Americans and over 5 percent were Asians. The average age of all enrolled students was 26.5 years, while the average age of first-time, freshmen was less than 22 years.*

*Over 99 percent of all enrolled students were from within the state of New Jersey and over 87 percent represented from the Passaic County of New Jersey.*

**Table II C.3  
Undergraduate Enrollment by Race/Ethnicity: Fall 2008**

	Full-time		Part-time		Total
	N	Percent	N	Percent	
<b>White</b>	633	27.2	1,089	19.5	1,722
<b>Black</b>	364	15.6	868	15.6	1,232
<b>Hispanic</b>	945	40.6	2,686	48.2	3,631
<b>Asian</b>	122	5.2	278	5.0	400
<b>American Ind.</b>	6	0.3	10	0.2	16
<b>Alien</b>	60	2.6	159	2.9	219
<b>Unknown</b>	197	8.5	485	8.7	682
<b>Total</b>	2,296	100.0	5,575	100.0	7,902

**Table II C.3.b  
Undergraduate Enrollment by Sex: Fall 2008**

	Full-time		Part-time		Total
	N	Percent	N	Percent	
<b>Male</b>	1,000	43.4	1,961	35.2	2,970
<b>Female</b>	1,318	56.6	3,614	64.8	4,932
<b>Total</b>	2,327	100.0	5,575	100.0	7,902

**Table II C.3.c  
Undergraduate Enrollment by Age: Fall 2008**

	Full-time		Part-time		Total
	N	Percent	N	Percent	
<b>Less than 18</b>	28	1.2	346	6.2	374
<b>18 - 19</b>	944	40.6	768	13.8	1,712
<b>20 - 21</b>	663	28.5	777	13.9	1,440
<b>22 - 24</b>	340	14.6	817	14.7	1,157
<b>25 - 29</b>	189	8.1	834	15.0	1,023
<b>30 - 34</b>	55	2.4	576	10.3	631
<b>35 - 39</b>	40	1.7	485	8.7	525
<b>40 - 49</b>	46	2.0	674	12.1	720
<b>50 - 64</b>	17	0.7	242	4.3	259
<b>65 and more</b>	0	0.0	22	0.3	22
<b>Unknown</b>	5	0.2	34	0.6	39
<b>Total</b>	2,327	100.0	5,575	100.0	7,902

**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 II C.4  
Type and Amount of Financial Aid: FY 2008**

<b>State Programs</b>	<b>Recipients</b>	<b>Awards</b>	<b>Dollars (\$)</b>	<b>\$/Recipient</b>	<b>\$/Award</b>
<b>TAG</b>	1,517	2,456	1,665,523	1,097.91	678.14
<b>EOF</b>	236	374	188,458	798.55	503.90
<b>Urban Scholars</b>	17	30	13,950	820.59	465.00
<b>NJCLASS loans</b>		2	5,545		2,772.50
<b>NJStars</b>	42		97,444	2,320.10	

<b>Federal Programs</b>	<b>Recipients</b>	<b>Dollars (\$)</b>	<b>\$/ Recipient</b>
Pell Grants	3,148	7,193,000	2,284.94
College Work Study	129	402,000	3,116.28
SEOG	1,124	193,000	171.71
Stafford Loans (Subsidized)	51	277,000	5,431.37
Stafford Loans (Unsubsidized)	29	135,000	4,655.17

<b>Institutional Programs</b>	<b>Recipients</b>	<b>Dollars (\$)</b>
Grants/Scholarships	0	1,200,000

4. Percentage of Students who are from New Jersey

**Table II C.5**  
**Residency of First-time, Full-time Undergraduates: Fall 2008**

<b>State Residents</b>	<b>Non-State Residents</b>	<b>Total Students</b>	<b>State Residents (%)</b>
614	1	615	99.8



## Characteristics of Graduates/ Degree Conferred

*Almost 400 students graduated from PCCC in 2008-09 and among those who graduated, more than 29 percent earned an Associate in Applied Science degree, 41 percent earned an Associate in Arts degree and 24 percent earned an Associate in Science degree.*

*Keeping in trend with enrollment, almost 66 percent of the degrees were earned by females. Almost 40 percent of the degrees were earned by Caucasians and less than a third were earned by Hispanics (32 percent). The five most popular programs were: Nursing, Human Services, Business Administration with Accounting option, Business Management with Marketing and Finance option, and Criminal Justice.*

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

**Table II D.1.a  
Degrees Conferred by Race/Ethnicity: FY2008**

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
<b>White</b>	157	39.6
<b>Black</b>	57	14.4
<b>Hispanic</b>	124	31.3
<b>Asian</b>	18	4.5
<b>American Ind.</b>	1	0.3
<b>Alien</b>	12	3.0
<b>Unknown</b>	27	6.8
<b>Total</b>	396	100.0

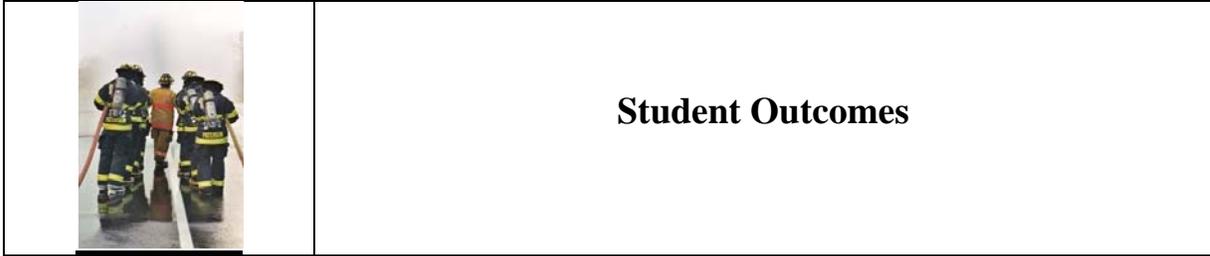
**Table II D.2.b  
Degrees Conferred by Sex: FY2008**

Sex	Associates		Certificates		Total
	N	Percent	N	Percent	
Male	124	33.2	11	47.8	135
Female	249	66.8	12	52.2	261
<b>Total</b>	<b>373</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>396</b>

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

**Table II D.2.c  
Degrees Conferred by General Field of Study: FY2008**

	Associates	Certificate	Total	
	N	N	N	Percent
Computer Science	8	0	8	2.0
Engineering Tech.	4	0	4	1.0
Family Sciences	19	0	19	4.7
Liberal Arts/Sciences	162	0	162	40.9
Security/Protective	20	8	28	7.1
Public Administration	29	9	38	9.5
Health Professions	77	6	83	20.9
Business Management	54	0	54	13.6
<b>Total</b>	<b>373</b>	<b>23</b>	<b>396</b>	<b>100.0</b>



*Passaic County Community College stands unique within the state of New Jersey as it enrolls a significantly higher number of part-time students (almost 70 percent) and the students who require remediation or who take ESL courses. The one year retention rate of first-time full-time students was almost 57 percent that exceeds the national rate of about 55 percent.*

*Over 18 percent of the students graduated or transferred to another institution, within the state of New Jersey, in the stipulated time period. 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 (35 percent) and Asian (22 percent) students exceeded those of minority students, i.e., African-Americans (almost 19 percent) and Hispanics (10 percent). The success rate (graduation and transfer rates) of students from lower socio-income groups (4 percent) was lower than for the students of high income groups (almost 10 percent), highlights the role of economic situation in succeeding through the college.*

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

**Table II E.1.a  
Two- and Three-Year Success Rates (Combined Graduation and Transfer Rate) of Fall 2005 First-time, Full-time Degree seeking Freshmen by Race/Ethnicity**

Race/Ethnicity	Number	Graduated or Transferred in <u>2 Years</u>		Graduated or Transferred in <u>3 years</u>	
		N	Percent	N	Percent
<b>White</b>	138	6	4.3	48	34.8
<b>Black</b>	81	4	4.9	15	18.5
<b>Hispanic</b>	241	2	0.8	24	10.0
<b>Asian</b>	27	0	0	6	22.2
<b>Alien</b>	26	1	3.8	2	7.7
<b>Unknown</b>	52	5	9.6	8	15.4
<b>Total</b>	565	18	3.2	103	18.2

**Table II E.1.b**  
**Two- and Three-Year Success rates (Combined Graduation and Transfer Rate) of**  
**First-time, Full-time Degree seeking Freshmen by Income**

	Number	Graduated or Transferred in <u>2 Years</u>		Graduated or Transferred in <u>3 years</u>	
		N	Percent	N	Percent
<b>Low Income</b>	246	5	2.0	35	14.2
<b>Non-Low Income</b>	158	8	5.1	39	24.7
<b>Unknown</b>	161	5	3.1	29	18.0
<b>Total</b>	565	18	3.2	103	18.2

**Table II E.1.c**  
**Two- and Three-Year Graduation Rates of First-time, Full-time**  
**Degree seeking Freshmen by Race/Ethnicity**

Race/Ethnicity	Number	Graduated or Transferred in <u>2 Years</u>		Graduated or Transferred in <u>3 years</u>	
		N	Percent	N	Percent
<b>White</b>	138	2	1.4	20	14.5
<b>Black</b>	81	0	0.0	4	4.9
<b>Hispanic</b>	241	0	0.0	7	2.9
<b>Asian</b>	27	0	0.0	1	3.7
<b>Alien</b>	26	0	0.0	1	3.8
<b>Unknown</b>	52	2	3.8	3	5.8
<b>Total</b>	565	4	0.7	36	6.4

**Table II E.1.d**  
**Two- and Three-Year Graduation Rates of First-time, Full-time**  
**Degree seeking Freshmen by Income**

	Number	Graduated or Transferred in <u>2 Years</u>		Graduated or Transferred in <u>3 years</u>	
		N	Percent	N	Percent
<b>Low Income</b>	246	0	0.0	10	4.1
<b>Non-Low Income</b>	158	2	1.3	15	9.5
<b>Unknown</b>	161	2	1.2	11	6.8
<b>Total</b>	565	4	0.7	36	6.4

**2. Third Semester Retention Rate**

**Table II E.2.a**  
**Third Semester Retention of First-time, Full-time Freshmen**  
**by Race/Ethnicity (Fall 2007 Cohort)**

	Retained		Not-Retained		Total
	N	Percent	N	Percent	N
<b>White</b>	93	57.8	68	42.2	161
<b>Black</b>	51	45.9	60	54.1	111
<b>Hispanic</b>	147	59.3	101	40.7	248
<b>Asian</b>	15	68.2	7	31.8	22
<b>American Ind.</b>	0	100.0	3	100.0	3
<b>Alien</b>	14	70.0	6	30.0	20
<b>Unknown</b>	24	55.8	19	44.2	43
<b>Total</b>	344	56.6	264	43.4	608

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

Income	Retained		Not-Retained		Total
	N	Percent	N	Percent	
<b>Low Income</b>	135	59.2	93	40.8	228
<b>Non-Low Income</b>	106	64.6	58	35.4	164
<b>Unknown</b>	103	47.7	113	52.3	216
<b>Total</b>	344	56.6	264	43.4	608

**3. Transfer**

**Table II E.3.a**  
**Three-Year Transfer Rate of Fall 2005 First-time, Full-time Freshmen**  
**to New Jersey Senior Public Institution**

	Number	Percent
<b>Transfer through Spring 2008</b>	39	6.9
<b>Non-Transfers</b>	526	93.1
<b>Total FTFTFR Fall 2004</b>	565	100.0

**Table II E.3.b**  
**Overall Three-year Transfer Rate of Fall 2005 First-time, Full-time**  
**Freshmen**

	Number	Percent
<b>Transfer through Spring 2007</b>	67	11.9
<b>Non-Transfers</b>	498	88.1
<b>Total FTFTFR Fall 2004</b>	565	100.0



## Faculty Characteristics

More than 500 instructors imparted education to almost 8,000 students who were enrolled in various courses during the fall 2008 semester. Over 40 percent of the classes were taught by full-time faculty. Among the 101 full-time instructors, 57 percent were tenured, 58 percent were female and 67 percent were Caucasians.

**Table II F.1**  
**Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank: Fall 2008**

		Male		Female		Total	
		N	Percent	N	Percent	N	Percent
<b>White</b>							
<i>Tenured</i>							
	Professors	2	6.3	5	13.9	7	10.3
	Associate Prof.	2	6.3	8	22.2	10	14.7
	Assistant Prof.	13	40.6	11	30.6	24	35.3
<i>Non-Tenured</i>							
	Professors	0	0.0	0	0.0	0	0.0
	Associate Prof.	0	0.0	0	0.0	0	0.0
	Assistant Prof.	3	9.4	3	8.3	6	8.8
	All others	12	37.5	9	25.0	21	30.9
<b>Total White</b>	<b>Total</b>	<b>32</b>	<b>100.0</b>	<b>36</b>	<b>100.0</b>	<b>68</b>	<b>100.0</b>
<b>Black</b>							
<i>Tenured</i>							
	Professors	2	50.0	0	0.0	2	16.7
	Associate Prof.	0	0.0	1	12.5	1	8.3
	Assistant Prof.	2	50.0	2	25.0	4	33.3
	All others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>							
	All Others	0	0.0	5	62.5	5	41.7
<b>Total Black</b>		<b>4</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Hispanic</b>						
<i>Tenured</i>						
Professors	0	0	0	0.0	0	0.0
Associate Prof.	1	33.3	0	0.0	1	10.0
Assistant Prof.	1	33.3	4	57.1	5	50.0
<i>Non-Tenured</i>						
All others	1	33.3	3	42.9	4	40.0
<b>Total Hispanic</b>	<b>3</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>
<b>Asian</b>						
<i>Tenured</i>						
Associate Prof.	0	0.0	1	16.7	1	11.1
Assistant Prof.	1	33.3	1	16.7	2	22.2
All others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Assistant Prof.	1	33.3	1	16.7	2	22.2
All others	1	33.3	3	50.0	4	44.4
<b>Total Asian</b>	<b>3</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>
<b>Race Unknown</b>						
<i>Non-Tenured</i>						
All others	0	0.0	2	100.0	2	100.0
<b>Total Unknown</b>	<b>0</b>	<b>0.0</b>	<b>2</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>
<b>Overall</b>						
<i>Tenured</i>	24	57.1	33	56.0	57	56.4
<i>Non-Tenured</i>	18	42.9	26	44.0	44	43.6
<b>Total</b>	<b>42</b>	<b>100.0</b>	<b>59</b>	<b>100.0</b>	<b>101</b>	<b>100.0</b>

\*The percentage calculation is specific for each race category

**Table II F.2  
Percentage of Course Sections Taught by Faculty**

<b>Total number of course sections</b>		
		<b>1170</b>
<b>Number of Course Sections</b>	<b>N</b>	<b>Percent</b>
<b>Taught by Full-time faculty</b>	99	40.5
<b>Taught by Part-time faculty</b>	341	53.2
<b>Taught by Others*</b>	33	6.3

*\*Others: Includes College Administrators*

**Table II F.3  
Ratio of Full-time to Part-time Faculty**

	<b>Number</b>	<b>Percent</b>
<b>Total number of Full-time Faculty</b>	101	23.5
<b>Total number of Part-time Faculty</b>	329	76.5
<b>Total</b>	430	100.0



**Table II G.1  
Race/Ethnicity and Sex of Board of Trustees at PCCC**

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>White</b>	<b>6</b>	<b>60.0</b>	<b>1</b>	<b>33.3</b>	<b>7</b>	<b>53.8</b>
<b>Black</b>	<b>3</b>	<b>30.0</b>	<b>1</b>	<b>33.3</b>	<b>4</b>	<b>30.8</b>
<b>Hispanic</b>	<b>1</b>	<b>10.0</b>	<b>1</b>	<b>33.3</b>	<b>2</b>	<b>15.4</b>
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>

**Table II G.2  
Members of the Board of Trustees**

<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Kenneth Sumter, Chairman	Educator	Eastside High School
Barbara Tanis, Vice Chairwoman	Educator	JFK High School
Hector Ayala	Retired	
Yolanda Esquiche	Health Care	Mental Health Facility
William Farkas	Educator	Nutley High School
Vacant (Deceased)		
Robert Gilmartin	County Superintendent	Passaic County
Harry B. Gourley	Law Enforcement	Warrant Squad (Paterson)
Calvin McKinney	Religious Leader	Calvary Baptist Church (Garfield)
Harvey Nutter	Businessman	Occupational Industrialization Center
Taya J. Yancey	Educator	Paterson Public School (Grammar School)
Steven M. Rose	President	CEO
David Michelotti, Alumni Representative	Student	Rutgers University
Michael Cerone, Legal Counsel	Legal Counsel	Clifton, NJ

**Table II G.3**  
**URL of Webpage with information on trustees**

<a href="http://www.pccc.edu/about-pccc/administration">www.pccc.edu/about-pccc/administration</a>
--

**Profile of the Institution**

**1. Degree and Certificate Programs**

**Table II H.1  
Active Degree Programs: Fall 2008**

<p><b>Associates of Arts (A.A.)</b> Communication Criminal Justice Early Childhood Education English Humanities Musical Studies Psychology Sociology Teacher Education Theater</p>
--

<p><b>Associate in Applied Science (A.A.S.)</b> Accounting Information Technology <i>Business Technology</i> <i>Network Administration</i> <i>User Support Services</i> <i>Web Technology</i> Criminal Justice <i>Corrections Option</i> Early Childhood Education Electronic Engineering Technology Energy Utility Technology Fire Science Health Information Technology Nurse Education* <i>LPN Mobility</i> Office Administration Radiography Technical Studies</p>
--

<p><b>Associate of Science (A.S.)</b> Applied Computer Science Business Administration <i>Accounting/Finance</i> <i>Hospitality Management</i> <i>Information Technology</i> <i>Management/Marketing</i> <i>International Business</i> <i>Professional Sales</i> <i>Public Administration</i> Health Science Human Services <i>Addiction</i> <i>Gerontology</i> Liberal Arts/Science <i>Biotechnology</i> <i>Engineering Science</i> <i>Exercise Science</i> <i>Pre-Professional Scientific</i> Mathematics</p>
---

**Credit Certificate (30 Credits or More)**

Corrections  
Criminal Justice  
Fire Science  
Human Service Specialist  
Information Technology  
    *Network Administration*  
    *User Support Service*  
    *Web Technology*  
Legal Administration Assistant  
Medical Coding  
Medical Transcription  
Word Processing Specialist  
General Studies

**Certificate of Achievement**

AutoCAD Drafting  
Child Development Associate  
Computerized Accounting  
Cyber Security & Computer Forensics  
E-Commerce  
Emergency Management  
Fitness Specialist  
Graphic Design & Digital Media  
Microcomputer Software Specialist  
Network Administration  
PC Basic Skills  
Sales Associate

**Special Training Program (Non-credit)**

Medical Assistant Program  
Culinary Arts  
Nurse's Aide  
Patient Care Associate

**2. Continuing Education Programs**

**Table II H.2**

<b>Non-Credit Courses</b>	
12 Steps To A Suc. Job Search	Customer Service & Sales
Abnormal Psychology	Customer Service Fundamentals
Access	Digital Photography Output
Accounting Basics (online)	Discharge Planning
Accuplacer English Refresher Course	Discover Digital Photography
Accuplacer Math Refresher Course	Effective Selling
ACHE Annual Conference 2008	E-Mail
Administrative Assistant Fundamentals	EMT Basic
Advanced Incident Command Level I-400	Emt Core 13
Basic A+ Certification Preparatopm	English As A Second Language (ESL) FOR
Basic and Adv. Extrication	Enhancing Lang Development in Childhood
Basic Baking	Excel I & II Package
Basic Computer Literacy	Fire Fighter One
Basic Trauma Life Support	Fire Fighter Two
Become a Physical Therapy Aid	Fire Inspector
Becoming a Grant Writing Consultant	Food Service Preparation
Beginning Writers Workshop	Fund. of Supervision and Mgmt
Behavior Modification	Fundamentals of Accounting II
Business Special Computer Pkg	Fundamentals of Human Resource Mgmt.
C E Alt Rte to Teaching Phase II	Gcc Alternater Route to Teaching New Pat
C E Alternate Route to Teaching New Path	Ged Retest
Cert. in G & D Through the Lifespan	GED Test Prep
Certificate in Gerontology	GED Test Preparation Class
Civics Education/Naturalization Prep	GED Test Preparation --Math only
Comm. and Listening Skills	GED Testing
Computer Skills for Workplace on Line	GMAT Test Preparation
Confined Space Awareness Emt	Grad Credit Alternate Route Phase II
Confined Space Operations	Grammar for Esl Online
Counseling Techniques (CADC Program) Cert.	Grammar Refresher Online
CPR Recertification	GRE Preparation Course 1
CPR Training	Hazardous Materials Awareness Level 1
Creating Web Pages on Line	Heavy Rescue Technician
Creating Your Own Non-profit	HIPAA Compliance
Creative Classroom	Hospitality Job Skills Program
Criminal Justice and Urban Planning	Human Resource Management Certificate

**Non-Credit Courses Contd...**

ICS 400	Ms Word in the Classroom
Incident Comm. Lev I-100, I-200, Ims 700	Ms Word Part 3
Incident Command Level I-200	Notary Public Education
Incident Command Level I-300	Oracle--Introduction to PL/SQL
Industry Center Training Project	Oral Communication
Instant Italian	Paralegal Prep 1
Intensive Math Class	Paramedic Assistant Emt Ceu Program
Intermediate Access Online	Patient Care Associate
Intermediate Excel	Personal Watercraft And Boating Safety
Intro to Braille Transcription	Pharmacy Technician
Intro to CSS and XHTML	Prepare For The Ged Math Test
Intro to Dreamweaver	Pre-Release And Trans. Serv.
Intro to Excel on Line	Project Learn
Intro to M S Access on Line	Project Management Fundamentals
Intro to Microsoft Excel on Line	SAT Preparation
Intro to MS Project 2007	Serve Safe Course
Intro to Networking	Solving Classroom Discipline Problems
Intro to NonProfit Management	Speed Spanish
Intro to Photoshop 7 on Line	Speed Spanish
Intro to PHP and MySQL	Start Your Own Business
Intro to Spirituality, Health and Healing	Substitute Teacher Certification Training
Intro to SQL	Surfing The Internet
Intro to Windows Vista	Survival Kit for New Teachers
Intro to Word on Line	Teacher Evaluation
Introduction to Algebra	The Business Plan
Introduction To Human Services (HS 101)	Using Microsoft Windows
Introduction to Microsoft Powerpoint2002	Weapons of Mass Destruction
Introduction To Powerpoint (WINDOWS)	Word 2007
Introduction to Psychology	Word I & II Package
Introduction To Quickbooks	Working with Disabled Students
Introduction to Stocks	Writing Effective Grant Proposals
Job Search Tools & Techniques	Writing for Esl
Keyboarding - Key	Written Communications
Kitchen Management	Ms Word in the Classroom
Leadership	Ms Word Part 3
Mastery of Business Fund.	Notary Public Education
Medical Coding	Oracle--Introduction To PL/SQL
Medical Coding/Billing Career Certi Prog	Oral Communication
Medical Terminology	Paralegal Prep 1
Merrill Ream Speed Reading	Paramedic Assistant Emt Ceu Program



## PROFESSIONAL ACCOMPLISHMENTS

1. Prof. Redman-Waldeyer, from English, became a "Certified Fraud Examiner" (CFE) in 2008, a major professional accomplishment. Her collection "Gravel" will be published by Muse-Pie Press (New Jersey) as Number 2 in its Raven Chapbook Series by the end of February 2010. Also she had a reading in West Caldwell Public Library, NJ, at "A Reading in Celebration of Women's History Month: Women Poets Reading Poems That Reflect the Lives of Women". In October, she read her poems at the Middletown Township Library along other featured poets. Her work was also included in "The Carriage House Poetry Series tenth Anniversary Anthology"
2. Prof. Rader, from English, will have his collection "Kicking the Rain" published by Finishing Line Press (Kentucky). In addition, he read his poetry, along with the PCCC Poetry Center's Marie Mazziotti Gillan, at the Clifton Commons' Barnes and Noble bookstore and also had a reading in the Monmouth Junction Reading in the South Brunswick Library, NJ.
3. Prof. Bookbinder, from Political Science and Economics, attended the Phi Theta Kappa Convention in Grapevine, TX.
4. Prof. Voronka, from ESL, has been a member of the Board of Trustees of the Ukrainian Museum in NYC since 2005. She serves as a Secretary of the Executive Board.
5. Prof. Marranca, from English, published one of his essays on Andean myth and 12 of his poems have been published in the Community College Humanities Review. The theme of publication is New World Studies and it's funded by the National Endowment for the Humanities. Also another essay published this past winter in Thammasat Review from Thammasat University in Thailand. This was co-written by Sumalee Maharanhchai and is on Buddhist ethics. "Adventures in Learning: Beyond the Classroom" was published in *Innovation Abstracts*.
6. Prof. Bitar, from Nurse Education, APN-C, PMHNP, BC has written an article entitled "Shamantic Reiki Healing" and it is printed in the November issue of the Inner Realm magazine. Victoria is a licensed psychiatric mental health nurse practitioner practicing alternative psychotherapy and holistic healing, and is a Reiki Master. Copies of the Inner Realm are available throughout Northern New Jersey and copies of the article are in the Nurse Education Office.
7. Prof. Bauer, attended the Modern Language Association's annual conference last December 2008. She is a singing member of Coco Lirico (an opera chorus in Morris County) and a member of its Board. She also works with the Ukrainian Boy's and Girl's Scouts, Newark chapter.
8. Prof. Feltz was involved in the following activities:
  - Visiting Team Evaluator, Mid-Point Evaluator, and Commission Reader for Middle States Accreditation for Private Elementary Schools.
  - Attended the NJAEYC Annual Conference at Atlantic City, NJ- October 2008.
  - Co-presented with other NJ Community Colleges in developing the NJ After 3 Professional Development credential.

- Presented an orientation of the department's courses and programs for JFK High School's PCCC Campus Tour – June 2009.
  - Participated in articulation meetings with the Education Department of William Paterson University to acquire formal articulation agreement.
  - Planned and implemented Education Department Planning Sessions.
  - Coordinate semester schedules, book orders, adjunct faculty meetings; individual adjunct faculty meetings with full-time faculty; individual training sessions for new adjunct faculty.
  - Serve as a resource person for PCCC Community Outreach Program of PCCC Student Government.
9. Prof. Loving, from Biology, made national headlines with a recent study that discovered significant contamination on lemon wedges served in restaurants. Her study appeared on "The Drs" TV show as support for "Hidden Health Hazards" found in restaurants.
10. Maria Mazziotti Gillan, winner of The American Book award, for "All That Lies Between Us", was interviewed on New Jersey Network where she read some poems. She presented "An Afternoon of Poetry" at the Louis bay 2<sup>nd</sup> Library in March. Also she joined R.G. Rader and read poems at the Barnes and Noble in Clifton, NJ. On April 26, 2009, she was a featured poet in a workshop held at McCaffrey's Shopping Center in West Windsor, NJ followed by an open reading at the West Windsor Branch of the Mercer County Library. The Chilton Memorial Hospital's health and wellness program presented a "Sharing Your Life Through Poetry" on August 27, 2009 featuring a Poetry Reading by Maria Mazziotti Gillan at The Collins Pavilion of Chilton Memorial Hospital.
11. Jacalyn Scott, from the ESL department, has been active with the National Jewish Women's Council helping those in need.
12. Prof. Rinkerman, Associate Professor, ESL, made presentations that include: "Forging Connections between Interactive Music Videos and Grammar", "Learning Contextualized Vocabulary with Internet Tools", and "Constructing Language-experience Books with PowerPoint", at the 43<sup>rd</sup> International Teachers of English to Speakers of Other Languages Conference in Denver, Colorado. Also, "Putting 'Community' Back into the Community College: Expanding Our Reach through Collaboration" at the 10<sup>th</sup> Anniversary Conference of Hispanic Serving Institutions Assisting Communities (HSIAC).
13. Prof. Rodriguez, had her article "Uncovering Major Depression" published in the Nursing Journal in July/August 2009. The article is available on [Nursingmadeincrediblyeasy.com](http://Nursingmadeincrediblyeasy.com).
14. Prof. Hillringhouse, English, was involved with the following:
- Photography shown at the Ben Shahn Gallery at William Paterson University as part of the show "Paterson: The Province of the Poem/the City as Metaphor", from September 14, 2009 until October 16, 2009.
  - "Figure with Shadows and Fire Escapes," has been selected for the Salmagundi Club's Annual Juried Photography and Graphics Exhibition for 2009 running from June 15 to June 26, 2009.
  - Presented a Reading as part of The Carriage House Series, March 17, 2009 at the Kuran Arts Center.
  - His work was included in "The Carriage House Poetry Series Tenth Anniversary Anthology" and is listed as a featured reader in March.

15. Prof. Murphy, won a Faculty Development Grant from the the Society for the Teaching of Psychology in October 2009. The purpose of this grant was to pay for attendance at a regional conference on the teaching of psychology. She was able to attend the Farmingdale Conference on the Teaching of Psychology: Ideas and Innovations held in Tarrytown, NY during the Spring 2009 semester.
16. Prof. Holmes, Prof. Holland, and Prof. Lawrence, attended the NJTESOL/NJBE Spring Conference 2009. They presented a workshop titled: Create an ESL Literary Webzine and Use It as an Instructional Tool. It offered instruction on how to create an ESL literary webzine. Using the Passaic County Community College webzine, Accents! as a model, they described how to use this webzine to motivate students to write. In addition, they demonstrated how to use the webzine as an instructional tool in the classroom.
17. Prof. Maloney is a Trustee of the national certification organization, The American Registry of Radiologic Technologists. She is the Vice Chairperson of the Board of Radiologic Technology Examiners of New Jersey, and Fellow of the American Society of Radiologic Technologists.
18. Prof. Hobson, serves as a board member of the Education and Research Foundation of the American Society of Radiologic Technologists. She is also President of the New Jersey Society of Radiologic Technologists, and NJ state delegate to the American Society of Radiologic Technologists House of Delegates.
19. Prof. Walker was involved in the following activities:
  - He was appointed as a member of the Uniform Crime Report (UCR) Subcommittee of the Federal Bureau of Investigation's Criminal Justice Information Services (CJIS) Advisory Policy Board in February 2007. This eight member subcommittee is responsible for reviewing issues concerning the UCR Program including Summary UCR, the National Incident-Based Reporting System (NIBRS), the National Data Exchange (N-DEX), Law Enforcement Officers Killed and Assaulted (LEOKA), and Hate Crimes.
  - "Maritime Attacks in the Gulf of Aden: Terrorists in Yemen and Pirates in Somalia" published in *Modern Piracy & Maritime Terrorism: The challenge of piracy for the 21<sup>st</sup> Century*, edited by M.R. Haberfeld and Agostino von Hassell, published by Kendall Hunt, Dubuque, IA, 2009.
  - "The Siege in Mumbai: A conventional terrorist attack aided by modern technology" published in *A New Understanding of Terrorism: Case Studies, Trajectories and Lessons Learned*, edited by M.R. Haberfeld and Agostino von Hassell, published by Springer Science+Business Media, New York, 2009. Co-authored with William LaRaia.
  - "A Comparative Study of the Attitudes of Urban, Suburban and Rural Police Officers in New Jersey Regarding the Use of Force" published in *Crime, Law and Social Change*, Vol. 52, Issue 2, p. 159 (2009). Co-authored with Kevin J. Barrett and Maria (Maki) Haberfeld.
  - "Using Cross-National Studies to Illuminate the Crime Problem: One Less Data Source Left Standing" published in *Journal of Contemporary Criminal Justice*, Vol. 24, No. 1, pp 50-68 (2008). Co-authors Marilyn Marks Rubin, Richard Culp, and Peter Mameli, John Jay College of Criminal Justice, New York.
  - "Restructuring of the City of Paterson, New Jersey, Police Department" was published as the "Scholar's Perspective" to Chapter Five (The Police Organization) in *Current Issues and Controversies in Policing* by Michael D. White, published by Allyn Bacon Longman Publishers, 2006.
  - One of four attendees representing the United States Department of Justice, Federal Bureau of Investigation at the "4<sup>th</sup> Milestones of a Global Campaign for Violence Prevention" meeting sponsored by the World Health Organization at its headquarters in Geneva, Switzerland. September 17 – 18, 2009.
  - Presented "A Transnational Study of Police attitudes Towards the Use of Force" at the 33<sup>rd</sup> Annual Meeting of the Northeastern Association of Criminal Justice Sciences in Newport, R.I., June 12, 2009.

- Presented “The Siege in Mumbai: A Conventional Terrorist Attack Aided by Modern Technology” at the 33<sup>rd</sup> Annual Meeting of the Northeastern Association of Criminal Justice Sciences in Newport, R.I., June 12, 2009.
- One of five attendees representing the United States Department of Justice, Federal Bureau of Investigation at the “International Meeting on Crime Observatories: Access Crime and Produce Results Useful for the Community”, hosted by the Chilean Ministry of the Interior at the headquarters of the Economic Commission for Latin America and the Caribbean (CEPAL), Santiago, Chile. March 19 – 25, 2009.
- Presented “A Comparative Study of the Attitudes of Urban, Suburban and Rural Police Officers in New Jersey Regarding the Use of Force” at a panel entitled “Subculture of Policing: Batterers in Blue, Comparative Attitude Studies and Police Ritual” at the 46th Annual Meeting of the Academy of Criminal Justice Sciences in Boston, Mass., March 11, 2009.
- One of five representatives on a delegation representing the United States Department of Justice, Federal Bureau of Investigation at a conference entitled “Meeting of the National Points of Contact on Combating Hate Crime”, organized by the Organization for Security and Cooperation in Europe (OSCE) and its Office for Democratic Institutions and Human Rights (ODIHR), and held in Helsinki, Finland, June 16 – 17, 2008.
- Presented a Lecture entitled “Integrating Technology into Policing” to a New York State Operation Impact Conference, Saratoga Springs, New York, January, 2008.
- Developed and Instructed a Course on Strategic Leadership and Managing Change to Senior Police Managers in Neum, Bosnia-Herzegovina, November, 2007.
- Developed and Instructed a Course on Police Leadership to members of the National Police of Bosnia-Herzegovina in Sarajevo, Bosnia-Herzegovina, July, 2007.
- Delegate to the “Istanbul Democracy and Global Security Conference” hosted by the Turkish National Police, Istanbul, Turkey, June, 2007.
- Developed and Instructed a Course on Police Leadership to members of the Croatian National Police, Zagreb, Croatia, April, 2007.



## CAPITAL PROJECTS UNDERWAY IN FISCAL 2008

**225 Market Street:** PCCC has recently completed a lease/purchase agreement for this almost 40,000 square foot, three story plus warehouse building. The use of the space is being programmed currently, although it appears that the structure may house the Enrollment Services are based on the “One Stop” concept. The warehouse are will also house Shipping and Receiving Department, and the general storage activities which are currently residing on the main campus in Paterson.

**Additional Classrooms:** PCCC has engaged an Architectural firm to design a five 30-seat classrooms and a computer lab in the space previously occupied by the Shipping and Receiving Department, the area located adjacent to the Theater on the first floor of Founders Hall on the main campus in Paterson.

**Pedestrian Bridge:** As part of PCCC’s ongoing partnership with the Paterson Parking Authority, the PPA is installing a pedestrian bridge that connects the new parking garage to Academic Hall. This bridge connects the new parking garage to Academic Hall. This bridge will improve accessibility to the College for almost 1,000 students and staff that use the parking facility to attend class or work at the College.