

ANNUAL INSTITUTIONAL PROFILE

Academic Year 2009-10



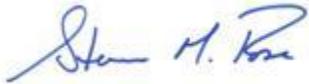
One School 100 Reasons...

**Submitted to
New Jersey Commission on Higher Education
by the
Office of Institutional Research and Planning
1 College Boulevard, Paterson, NJ 07505
October 2010**

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.



10/15/2010

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

Date

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*Not applicable for community colleges.

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 provided more than fifty degree and certificate programs to approximately 9,000 in Fall 2009. 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 in 2008 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 was 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 college added five brand new classrooms with state-of-the-art-technology at the main Paterson Campus in Fall 2010.

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 experiences 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 students 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 professionals. Changing demographics, a focus on accountability, the infusion of educational technology, and the movement towards learner-centered environments 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 determine our need for personnel, facilities and services.

II. Data by Category

A. ACCREDITATION STATUS

LICENSE

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

1. INSTITUTIONAL ACCREDITATION

Passaic County Community College is accredited by the:

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

2. 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

B. *Passaic County Community College served almost 11,000 students during the academic year 2009-10. In the fall semester of 2009, the college opened its doors to approximately 9,000 students, to pursue a degree or certificate in 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 91 percent, since fall 2000.*

Fall 2009 semester solicited over 5,000 applications from students seeking enrollment at PCCC of whom roughly 50 percent enrolled at the college. Among those who enrolled, approximately 63 percent joined the institution for the first-time. Another 10 percent transferred to PCCC from another institution, while another 28% returned to PCCC after an absence of at least one semester.

Also, among those who joined us as first-time freshmen, roughly 53 percent were recent graduates from high school.

Additionally, the college also served about 3,000 people through the continuing education area.

**Table II B1
Undergraduate Enrollment by Attendance Status: Fall 2009**

Full-time		Part-time		Total
N	Percent	N	Percent	
2,885	32.5	5,998	67.5	8,883

**Table II B.3
Non-Credit Enrollment, FY 2009**

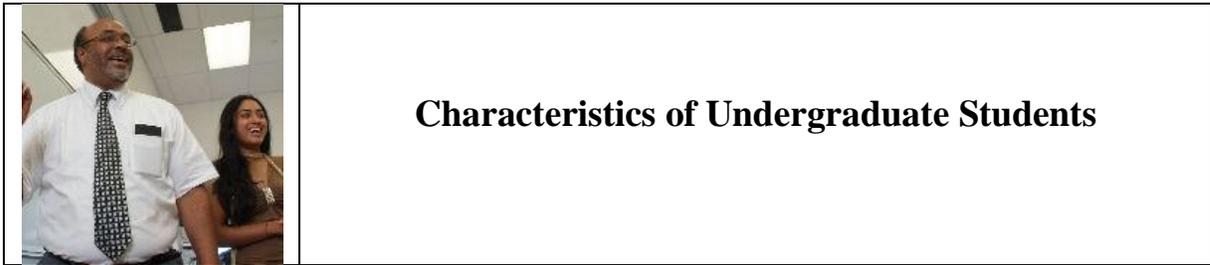
	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs²
Open Enrollment	2,715	1,562	145,760	324
Customized Training	564		1,388	3

¹Includes all registrations in any course that started on July 1, 2008 through June 30, 2009.

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.4
Unduplicated Enrollment, FY 2009**

	Number	Credit Hours	FTE
Headcount Enrollment	10,977	147,009	4,900



C. 2. Enrollment in Remediation Courses 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 almost 1,700 students were tested on Accuplacer and almost 61 percent were identified to have remedial needs.

More than eighty percent of first-time, full-time students required remediation in at least one area, i.e., reading, writing or math. A significantly higher proportion of them required remediation in Math (75 percent) compared to those requiring remediation in English, i.e., Writing (over 57 percent) and Reading (over 55 percent).

**Table II C.2
Total Number of Undergraduate Students Enrolled in Fall 2009**

Total Fall 2009 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of total
8,883	2,912	32.8

Total Number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2009

Total number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Courses
726	582	80.2

**First-time, Full-time (FTFT) Enrolled in Remediation
in Fall 2009
by Subject Area**

Subject Area	Number of FTFT Enrolled In:	Percent of FTFT Enrolled In:
Computation	369	50.8
Algebra	176	24.2
Reading	405	55.8
Writing	415	57.2

3. Demographics: Race/Ethnicity, Sex and Age

In the fall of 2009, 8,883 students enrolled in various programs at Passaic County Community College, and among them over 20 percent joined the institution for the first time. Among those who enrolled for the first time, over 64 percent started with remedial courses, 20 percent started with ESL courses and over 15 percent were enrolled in college-level courses.

Among all enrolled students, a large proportion comprised of degree-seeking students (over 95 percent), while over two-thirds enrolled as part-time students. More than 61 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, 17 percent were African-Americans and 3 percent were Asians. The average age of all enrolled students was 26.6 years, while the average age of first-time freshmen was less than 23 years.

Over 99 percent of all enrolled students were from within the state of New Jersey and almost 89 percent represented were from Passaic County of New Jersey.

Table II C.3.a
Undergraduate Enrollment by Race/Ethnicity: Fall 2009

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
White	715	24.8	1,129	18.8	1,844	20.8
Black	511	17.7	977	16.3	1,488	16.8
Hispanic	1,242	43.1	3,014	50.3	4,256	47.9
Asian	80	2.8	176	2.9	256	2.9
American Ind.	16	0.6	13	0.2	29	.3
Alien	43	1.5	136	2.3	179	2.0
Unknown	278	9.6	553	9.2	831	9.4
Total	2,885	100.0	5,998	100.0	8,883	100.0

Table II C.3.b
Undergraduate Enrollment by Sex: Fall 2009

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Male	1,237	42.9	2,190	36.5	3,427	38.6
Female	1,648	57.1	3,808	63.5	5,456	61.4
Total	2,885	100.0	5,998	100.0	8,883	100.0

**Table II C.3.c
Undergraduate Enrollment by Age: Fall 2009**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Less than 18	36	1.2	213	3.6	249	2.8
18 - 19	1,137	39.4	754	12.6	1,891	21.3
20 - 21	791	27.4	917	15.3	1,708	19.2
22 - 24	424	14.7	969	16.2	1,393	15.7
25 - 29	244	8.5	944	15.7	1,188	13.4
30 - 34	82	2.8	637	10.6	719	8.1
35 - 39	65	2.3	480	8.0	545	6.1
40 - 49	79	2.7	705	11.8	784	8.8
50 - 64	20	0.7	306	5.1	326	3.7
65 and more	0	0.0	25	0.4	25	.3
Unknown	7	0.2	48	0.8	55	.6
Total	2,885	100.0	5,998	100.0	8,883	100.0

4. Numbers of Students Receiving Financial Assistance Under Each Federal-, State- & Institution-Funded Aid Program

**Table II C.4
Financial Aid from Federal, State & Institution-Funded Programs, AY 2008-09**

Federal Programs	Recipients	Dollars (\$)	\$/ Recipient
Pell Grants	2,396	8,786,000	3,666.94
College Work Study	144	514,000	3,569.44
SEOG	696	160,000	229.89
Stafford Loans (Subsidized)	203	278,000	1,369.46
Stafford Loans (Unsubsidized)	98	373,000	3,806.12
SMART & ACG or other	12	7,000	583.33

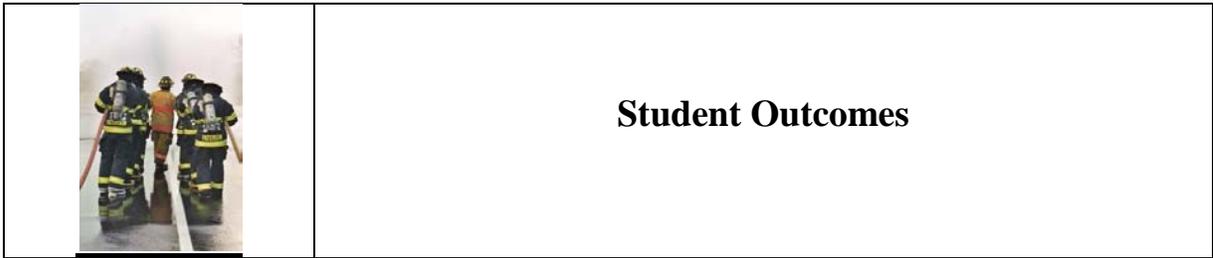
State Programs	Recipients	Dollars (\$)	\$/Recipient
TAG	1,219	1,575,000	1,292.04
EOF	201	208,000	1,034.83
Distinguished Scholars	5	4,000	800.00
Urban Scholars	23	20,000	869.57
NJStars	9	8,000	888.89

Institutional Programs	Recipients	Dollars (\$)	\$/ Recipient
Grants/Scholarships	203	266,000	1,310.34

5. Percentage of Students Who Are New Jersey Residents

**Table II C.5
Fall 2009 First-time Undergraduate Enrollment
By State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,601	10	1,611	99.4



D. *Passaic County Community College stands unique within the state of New Jersey as it enrolls a significantly higher number of part-time students (typically around 70 percent) and the students who require remediation or who take ESL courses. The one year retention rate of first-time full-time students (Fall 2008 cohort) was almost 68 percent that exceeds the national rate of about 63 percent.*

Almost 23 percent of the first time, full-time, degree seeking students in fall 2006 graduated or transferred to another institution within the stipulated time period. Although almost 48 percent of the students who enroll at PCCC indicate to be of Hispanic ethnicity, the graduation rate (including transfer rate) of Caucasian (33 percent) and Asian (29 percent) students exceeded those of minority students, i.e., African-Americans and Hispanics (19 percent respectively).

1. Graduation Rates

b. Two-year graduation rate:

**Table II D.1.b
Two-Year Graduation Rate of Fall 2006 Full-time, First-time Degree/Certificate Seeking Students**

	N	Percent
Fall 2006 Cohort	620	
Graduated within 2 Years	8	1.3

c. Three-Year Graduation and Transfer Rate by Race/Ethnicity:

**Table II D.1.c
Three-Year Graduation and Transfer Rate of Fall 2006 Full-time, First-time Degree/Certificate Seeking Students by Race/Ethnicity**

Race/Ethnicity	Number	Graduated within 3 Years		Transferred within 3 Years	
		N	Percent	N	Percent
White	147	13	8.8	36	24.5
Black	117	4	3.4	18	15.4
Hispanic	236	12	5.1	34	14.4
Asian	38	1	2.6	10	26.3
Alien	24	1	4.2	0	0.0
Other *	58	6	10.3	7	12.1
Total	620	37	6.0	105	16.9

*Other includes American Indian and Unknown Race

2. Third-semester Retention Rates:

a. By attendance status

**Table II D.2
Third Semester Retention of First-time Undergraduates, Fall 2008 to Fall 2009**

Full-Time			Part-Time		
Fall 2008 First-Time Undergraduates	Retained in Fall 2009	Retention Rate	Fall 2008 First-Time Undergraduates	Retained in Fall 2009	Retention Rate
615	416	67.6	903	436	48.3



Faculty Characteristics

E. Almost 600 instructors imparted education to approximately 9,000 students who were enrolled in various courses during the fall 2009 semester. Thirty-seven percent of the classes were taught by full-time faculty. Among the 102 full-time faculty, 57 percent were tenured, 60 percent were female and 69 percent were Caucasians.

1. Full-time Faculty by Race/Ethnicity, Sex, and Tenure Status

Table II E.1

Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank: Fall 2009

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
White						
<i>Tenured</i>						
Professors	2	6.5	6	15.4	8	11.4
Associate Prof.	3	9.7	8	20.5	11	15.7
Assistant Prof.	12	38.7	11	28.2	23	32.9
<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.	4	12.9	2	5.1	6	8.6
All others	10	32.3	12	30.8	22	31.4
Total White	31	100.0	39	100.0	70	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Black						
<i>Tenured</i>						
Professors	2	50.0	0	0.0	2	18.2
Associate Prof.	0	0.0	1	14.3	1	9.1
Assistant Prof.	2	50.0	2	28.6	4	36.4
All others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
All Others	0	0.0	4	57.1	4	36.4
Total Black	4	100.0	7	100.0	11	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Hispanic						
<i>Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	1	33.3	1	16.7	2	22.2
Assistant Prof.	1	33.3	2	33.3	3	33.3
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
All Others	1	33.3	3	50.0	4	44.4
Total Hispanic	3	100.0	6	100.0	9	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Asian						
<i>Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	1	16.7	1	14.2
Assistant Prof.	1	100.0	1	16.7	2	28.6
All Others	0		0			
<i>Non-Tenured</i>						
Assistant Prof.	0	0.0	1	16.7	1	14.2
All Others	0	0.0	3	50.0	3	42.9
Total Asian	1	100.0	6	100.0	7	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
American Indian						
<i>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.	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Assistant Prof.	0	0.0	0	0.0	0	0.0
All Others	2	100.0	0	0.0	2	100.0
Total American Indian	2	100.0	0	0.0	2	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Alien						
<i>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.	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Assistant Prof.	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0.0
Total Alien	0	0.0	0	0.0	0	0.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Race Unknown						
<i>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.	0	0.0	1	33.3	1	33.3
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Assistant Prof.	0	0.0	0	0.0	0	0.0
All Others	0	0.0	2	66.7	2	66.7
Total Race Unknown	0	0.0	3	100.0	3	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Total						
<i>Tenured</i>						
Professors	4	9.8	6	9.8	10	9.8
Associate Prof.	4	9.8	11	18.0	15	14.7
Assistant Prof.	16	39.0	17	27.9	33	32.4
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Assistant Prof.	4	9.8	3	4.9	7	6.9
All Others	13	31.7	24	39.3	37	36.3
Total	41	100.0	61	100.0	102	100.0

*The percentage calculation is specific for each race category

2. Percentage of Course Sections Taught by Full-time Faculty:

**Table II E.2
Percentage of Course Sections Taught by Faculty Fall 2009**

Total number of course sections			
1296			
Number of Course Sections	# of Sections	# of Faculty	Percent
Taught by Full-time faculty	481	102	37.1
Taught by Part-time faculty	753	360	58.1
Taught by Others*	62	35	4.8

*Others: Includes College Administrators

3. Ratio of Full-to Part-time Faculty:

**Table II E.3
Ratio of Full-time to Part-time Faculty, Fall 2009**

	Number	Percent
Total number of Full-time Faculty	102	22.1
Total number of Part-time Faculty	360	77.9
Total	462	100.0



**F. Characteristics of the Trustees or Governors:
1. Race Ethnicity and Sex (simultaneously)**

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

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
White	6	55.6	1	20.0	7	42.9
Black	3	33.3	1	20.0	4	28.6
Hispanic	0	0.0	2	60.0	2	21.4
Asian	1	11.1	0	0.0	1	7.1
Total	10	100.0	4	100.0	14	100.0

2. List of Trustees/Governors with Titles and Affiliations

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

Name	Title	Affiliation
Kenneth Sumter, Chairman	Educator	Eastside High School
Barbara Tanis, Vice Chairwoman	Retired	
Aurora Blanco	Educator	Passaic Board of Education
Yolanda Esquiche	Health Care	Mental Health Facility
William Farkas	Educator	Nutley High School
Robert Gilmartin	Executive 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
Nitin Shukla	Income Maintenance Worker	Passaic County Board of Social Services
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

3. URLs of Webpages with Information on Trustees/Governors

**Table II F.3
URL of Webpage with Information on Trustees**

www.pccc.edu/about-pccc/administration

G. Profile of the Institution

1. Degree and Certificate Programs

Table II G.1
Active Degree Programs: Fall 2009

Associates of Arts (A.A.)

Communication
Criminal Justice
Early Childhood Education
English
Humanities
Journalism
Musical Studies
Psychology
Sociology
Teacher Education
Theater

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

Accounting
American Sign Language-
 English Interpreter Training Program
Criminal Justice
Criminal Justice: Corrections Option
Early Childhood Education
Electronic Engineering Technology
Energy Utility Technology
Fire Science Technology
Health Information Technology
Information Technology
 Network Administration
 Technical Support
 Web Technology
Nurse Education
 LPN Mobility
Radiography
Technical Studies

Associate of Science (A.S.)

Applied Computer Science
Business Administration
 Accounting/Management/Marketing
 Fashion Marketing
 Hospitality Management
 Information Technology
 International Business
 Professional Sales
 Public Administration
Health Science
Human Services
 Generalist
 Addictions Option
 Gerontology Option
Liberal Arts
 Biotechnology
 Engineering Science
 Environmental Science
 Exercise Science
 Mathematics
 Pre-Professional Scientific
 Science

Credit Certificate (30 Credits or More)

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

Certificate of Achievement

American Sign Language and Deaf Studies
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
Web Technology

Non-Credit Program

Culinary Arts

2. Continuing Education Programs

Table II G.2

<p>Civics Education/Naturalization Prep Computer Training MS Word Part 1 MS Excel Part 1 MS Excel Part 2 PowerPoint Culinary Arts Servsafe Training Course Food Service Preparation Kitchen Management Basic Baking Customer Service Dealing with difficult people Communication and Listening Skills Overcoming math anxiety for retail employment Providing personalized customer service Leadership skills for managers Customer Service & Sales Customized Training Computer Training ESL Level 1 ESL Level 2 ESL Level 3 Problem Solving Project Management Supervising Training Team Leading Training Oral Communication-NJBIA Smile Dental MS Excel 1- Archive NJBIA MS Excel 2- Archive NJBIA MS Word Part 2 (Eng/Span) Career Plan for Trans, Log MS Outlook MS Excel Part 1 MS Excel Part 2 MS Word Part 1 Basic Skills Bulk Training TLD Ready TLD Career Search Windows Operating System</p>	<p>Emergency Medical Services EMT Core 13 EMT Basic CPR Training English as a Second Language English for the Workplace Fire Safety Advanced Incident Command Level 1-400 Basic Trauma Life Support Confined Space Awareness EMT Fire Recruits Fire Fighter One Fire Inspector Heavy Rescue Technician Incident Command 1-100, 1-200 Incident Command Level 1-300 GED Testing Center GED Testing GED Test Preparation class Human Resources Management Certificate Industry Center Training Project Job Hunting on the Internet New Pathways to Teaching in New Jersey Alternate Route to Teaching Phase 1 Alternate Route to Teaching Phase 2 Introduction to the Teaching Professional Professional Development for Educators Bullying Prevention Differentiated Instruction Tourette Syndrome Substitute Teacher Training Placement Test Preparation Accuplacer English Refresher Accuplacer Math Refresher Accuplacer Intensive Math Refresher Project LEARN Personal Watercraft & Boating Entrepreneur Certificate Program Legal 1-Start Up Specifics Notary Public</p>
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<p>Online Courses</p> <ul style="list-style-type: none">A to Z Grant WritingA Writers Guide to Descriptive StudyAccounting FundamentalsAdvanced Grant Proposal WritingBecome a Physical Therapy AidBecoming a Veterinary AssistantBeginning Writers WorkshopC++ for the Absolute BeginnerChartered Tax ProfessionalComp T1A AdvancedComp T1A Network + CertificationComputer Skills for the WorkplaceDigital Photography OutputFreight Broker/Agent TrainingGMAT Test PreparationGrammar Refresher OnlineGRE Prep part 1GRE Prep part 2Hear your heart & successHIPAA ComplianceHuman Anatomy & PhysiologyIntermediate A+ CertificationIntermediate Excel 2007Intermediate Java ProgrammingIntermediate Word 2007Interpersonal CommunicationIntro to Criminal LawIntro to Dreamweaver 8Intro to Java ProgrammingIntro to Peachtree AccountingIntro to PhotoshopIntro to Quickbooks 2009Intro to SqlKey to Effective CommunicationLose Weight and Keep it OffMedical CodingMedical TerminologyMedical TranscriptionMS Access 2007MS Certification Application Specialist (MCAS)Oracle-Intro to PL/SQLParalegal	<ul style="list-style-type: none">Real Estate LawResume WritingSAT/ACT Prep 2Speed Spanish IIStarting a Non-ProfitTeaching ESL/EFL VocabularyWriting for ESL
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Major Research and Public Service Activities

1. Professor Bender, from the English department, was involved in the following activities:
 - Published an article in Assessment Update titled “What Does the Letter Grade Mean?” The article was referenced by John Immerwahr, Professor of Philosophy at Villanova University in May 2010 in a web page entitled “Rubrics”, and by Robert Barr and John Tagg, from Kansas State University, in an article entitled “From Teaching to Learning”.
 - Presented at the NJEdge.Net Conference “Curriculum and Syllabus Revision: Process and Practice” - Seton Hall University, March 2010
 - Poster presentation about the process of curriculum review and revision; creating more of a bridge between developmental English and college level composition at the Annual Best Practices Showcase at Seton Hall University, March 2010.

2. Professor Marranca, from the English department, was involved with the following:
 - Received a summer study grant from CCHA/National Endowment for the Humanities in August 2010 at the East West Center of the University of Hawaii, Manoa. The focus of the study was on some of the novels that emerged from the war in the Pacific.
 - Published an essay on Asian health and philosophy in Light of Consciousness Magazine, summer 2010.
 - Published a story, in the fall/winter issue 2010, of “Lalitamba” Magazine from New York City. This is from a chapter of his recently completed novel.
 - Published a poem in the last issue (2010) of The Paterson Literary Review.
 - Gave a talk on writing at the Nov. 2009 CCHA National Conference in Chicago.
 - Gave a talk on Ralph Waldo Emerson in March 2010 at the Organization of American Historians in Washington DC. This was funded by CCHA-NEH.
 - Served as the campus connection for CCHA and NEH grants, and gave a talk on the same in the Hamilton Club.
 - Was chosen to serve as the president of NJ Fulbright Association for the upcoming year. Responsibilities include: setting up talks and seminars and assisting people who apply for teaching or study grants, etc.

3. Professor Getso, from the Humanities/Social Science department,
 - Completed an international relations course at Harvard University's Summer School in Summer 2010. The primary purpose was to keep one's political science skills up to date for PCCC's PL101 WI course, and, to explore technology used for delivering online learning at other institutions.

4. Professor Hillringhouse, from the English department, was involved with the following:
 - Had two poems, "A Quiet House in the Suburbs" and "Come Walk with Me", published in Pearson Education's latest textbook edition of "Critical Readings, Critical Thinking" for use in classrooms across the country.
 - Had a story "Carp," published as part of the publication of "What's Your Exit? A Literary Detour Through New Jersey," an anthology of New Jersey writers published by Word Riot Press 2010.
 - Had readings at Clifton Public Library, Raconteur Books in Metuchen and the Hamilton Club in June 2010. The reading at the Hamilton Club was in conjunction with the Paterson Art Walk celebrating local artists at different venues located throughout the city.
 - Had three black and white prints hanging in the Hamilton Club as part of the Paterson Art Walk.
 - Had four of the Paterson photographs displayed at the Hamilton Club Gallery.
 - Gave a talk and slide presentation on the past, present and future of the Passaic River, at the Ben Shahn Gallery, at William Paterson University in April 2010 for the show titled "Paterson: The City as Metaphor."
 - Had his photograph selected by The New American Press for the cover of Thomas E. Kennedy's new collection of essays.
 - Gave a lecture to Columbia University's undergraduate program in visual arts.
 - Had a proposal accepted for presentation at the Annual Faculty Best Practices Showcase. Among over forty presentations that were reviewed, this was one of only 20 accepted. The Faculty Showcase will be held at Seton Hall University.
 - Had his poem "Moisture," accepted for publication in the August issue of "Tiferet" Magazine.
 - Had his photo-essay on the Passaic River and on William Carlos Williams published in the Jan/Feb 2010 issue of the American Poetry Review. Was commissioned by the editors to write the essay, about his research and field work as well as his photo-excursions in canoes, kayaks, pontoon boats, and car trips to cover the tidal stretch of the Passaic River from Newark to Paterson.
 - Presented at the Geraldine R. Dodge Poetry Festival NJPAC Newark, New Jersey.
 - Was a featured reader at the "Carriage House Poetry Series" at the Kuran Arts Center, Fanwood, New Jersey and Barnes & Noble for "Lips" Magazine regarding publication of his poem "101 Saint Mark's Place" and "Last Thursday Poetry Reading" Series at the Middletown Library, Middletown, New Jersey.

- Presented a talk and showed his slides at the Barnes and Noble Dean's Tea as part of his essay on the Passaic River with his own documentary photographs published in *The American Poetry Review* 2010.
 - Read as part of the Faculty Poetry Reading in the college theater to PCCC audience.
 - Had book contracts for publication of the essay "The New York School Poets" in a textbook titled "Poetry Criticism" to be used in high schools and colleges across the country, published by Gale Publishing Group, Bloomfield Hills, Michigan. Also has book contract with PowerSource Books, Washington, D.C. for a book of poetry and photography due out next year.
 - Attended Biennial Conference at William Paterson University in conjunction with the William Carlos Williams Society.
 - Attended a Writing Institute Conference at the Bard College in New York.
5. Professor Redman-Waldeyer, from the English department, was involved in the following:
- Published an article in the TYCA Newsletter, "Househunting in Composition" which is a discussion on how borrowed methods from the journalism class can help the composition student understand sources, spring 2010.
 - Had an article published in "The WBGO/Verizon's Literacy Project's" latest newsletter.
 - Published an article in Innovations Abstracts entitled "Technology & Education: Making the Best of It".
 - Collaborated with Rutgers University on a project using new technologies to teach journalism.
 - Had a poem "Abraham" accepted by the Schuylkill Valley Journal, by Pennsylvania Literary Press. Another poem "Housing Swallows" appeared in the Exit 13 Magazine in summer 2010.
 - Had poetry readings at the Broad Street Theater and the Pianos Bar & Grill, in Bloomfield NJ, November 2009.
6. Professor Mazziotti-Gillan, Executive Director of the Poetry Center and Cultural Affairs Department, was involved with the following:
- An article "The American Studies Journal, number 54" (Spring 2010) analyzed Maria's work on teaching young people and reaching them through their struggle for identity. The writer highly recommends Maria Mazziotti Gillan and Jennifer Gillan's anthology on *Growing Up Ethnic in America: Contemporary Fiction About Learning to be American*.
 - Was featured on IndieFeed <http://www.indiefeedpp.libsyn.com/>
 - Had poetry readings throughout Connecticut. Also had readings in Wayne, New Jersey, February 2010.

7. Professor Alsbrook, from the English department, was honored by the Sigma Gamma Rho Sorority, Iota Alpha Sigma Chapter, for being a woman “Dedicated to Service, Committed to Progress”.
8. Professor Rader, from the English department, had a collection of his poetry published in January 2010. In “Kicking the Rain”, he provided unforgettable imagistic poems that are both passionate and sensual.
9. Professor Cox, from the Business department, served as a Board member for the North Jersey Regional Chamber of Commerce, a non-profit organization serving North Jersey. The Chamber provides training and networking for its over 600 members and the Chamber raises money for scholarships and other selected community needs.
10. Professor Voronka, from the ESL department, serves as a member of the Board of Trustees & Secretary of the Executive Board of the Ukrainian Museum in New York City. She is also a member of the Officers of the Music and Art Center of Greene County in Jewett, NY and responsible for Public Relations.
11. Professor Walker, from the Criminal Justice department, was involved in the following:
 - Appointed in February 2007 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. 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.
 - Published the following:
 - “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 21st Century*.
 - “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*. 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.
 - Was a coordinator of an International Crime Conference co-sponsored by the Federal Bureau of Investigation and the John Jay College of Criminal Justice entitled “Crime Statistics: Why Collect Them?” The conference brought together data collection analysts, academics, and law enforcement executives in order to discuss the methods, uses, and importance of national crime data collection systems. New York, August 26 – 28, 2010.

- Instructed five iterations of a one week course on police leadership to members of the State Investigative and Protective Agency (SIPA) of Bosnia Herzegovina during June and July, 2010.
 - Presented his findings on a study on “Explaining the Variation in Crime Among Teenagers and Young Adults: A Cross City Analysis” at an international conference sponsored by the John Jay College of Criminal Justice entitled “Societies in Transition: Balancing Security, Social Justice and Tradition” in Marrakesh, Morocco in June.
 - Presented “The Siege in Mumbai: A Conventional Terrorist Attack Aided by Modern Technology” at a panel entitled “Contemporary Developments in Terrorism: Lessons Learned from Current Events” at the 61st Annual Meeting of the American Society of Criminology in Philadelphia, PA, in November 2009. He also chaired a panel entitled “Terrorism in India, Pakistan, and Turkey” at this meeting.
 - Presented an update on “The Siege in Mumbai: A Conventional Terrorist Attack Aided by Modern Technology” at the 34th Annual Meeting of the Northeastern Association of Criminal Justice Sciences in Newport, R.I., in June 2010.
 - Presented “Maritime Attacks at the Horn of Africa: Terrorists in Yemen and Pirates in Somalia” at a panel entitled “International Terrorism” at the 57th Annual Meeting of the Academy of Criminal Justice Sciences in San Diego, CA, in February 2010.
 - Serves as an Academic Advisory Board member for the book “Weapons of Mass Destruction and Terrorism” authored by retired US Army Brig. Gen. Russell Howard and by James Forrest of the Combating Terrorism Center, West Point, NY. The book is to be published by McGraw-Hill Higher Education.
 - Was one of four attendees representing the United States Department of Justice, Federal Bureau of Investigation at the “4th Milestones of a Global Campaign for Violence Prevention,” a meeting sponsored by the World Health Organization at its headquarters in Geneva, Switzerland. September, 2009.
 - Pre-Publication reviewer of *Terrorism and Homeland Security: An Introduction* (7th Edition) by Jonathan R. White scheduled to be published by Wadsworth/Cengage Learning, Belmont, CA, 2011.
12. Professor Holland, from the ESL department, presented at the NJTESOL-NJBE Spring Conference “21st Century Learning for ELLs “The Interactive Classroom: Using Technology to Enhance ESL Instruction”. Also serves as a member of TESOL and NJTESOL and listed in Montclair Who’s Who in Collegiate Faculty.
13. Professor Hobson, from the Radiography department, was involved in the following:
- Served as an Education Foundation Board Member of the American Society of Radiologic Technologists.
 - Served as President of the New Jersey Society of Radiologic Technologists.
 - Represented as a state delegate to the “House of Delegates of the American Society of Radiologic Technologists”.

- Attended the ASRT Annual House of Delegate Meeting in Albuquerque, NM.
14. Professor Maloney, from the Radiology department, served as Vice President of the Board of the American Registry of Radiologic Technologists. She is also a member of the Radiologic Technology Board of Examiners of New Jersey and served as their Vice Chairperson. She represented the American Registry of Radiologic Technologists at National and State meetings.



CAPITAL PROJECTS UNDERWAY IN FISCAL 2009

I. Major Capital Projects Underway in Fiscal Year 2009

“Warehouse Loading Dock Alterations” in Paterson were started and completed in 2010.

Additional Classrooms: “Garage to Classroom Renovation” in Paterson was started and completed in 2010.

Additional Day Care Classrooms: “Bookstore to Additional Day Care Classrooms Renovation” in Paterson will be out to bid and should be completed by the end of 2010.

Several pieces of HVAC Equipment were also replaced in Paterson during 2010.
“Hamilton Club Roof Replacement” is currently out to bid and should be completed prior to the end of 2010.

“Energy Efficient Lighting Retrofits” in Paterson will be out to bid in early October and should be completed by the end of 2010.

“New Academic Building/One Stop” should be out to bid before the end of the year and the actual construction is expected to start around 2011.