ANNUAL INSTITUTIONAL PROFILE
Academic Year 2012-13

One School 100 Reasons...

Submitted to
the Office of the Secretary of Higher Education
by the
Office of Institutional Research and Planning
1 College Boulevard, Paterson, NJ 07505
September 2013

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.

9/16/2013

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

I.   Table of Contents

*Not applicable for community colleges.

Profile of Passaic County Community College

Passaic County Community College received its charter in 1968 to serve the residents of Passaic County with educational and cultural programs. The College opened its doors in October 1971, offering programs in both transfer and career areas, and graduated its first class in 1973.

Since its inception more than 40 years ago, the college has grown significantly. In 1971, PCCC enrolled 324 students in seven programs of study, which included liberal arts, business and health sciences. PCCC now enrolls over 10,000 students in more than 60 Associate degree and certificate programs plus an extensive program of English as a Second Language, customized training and continuing education. The physical confines of the college have expanded over the years, from the original single building in Paterson to our expansion in various part of the county.

Through all of the growth, PCCC has remained steadfast in its commitment to provide academic, cultural, and technological resources and experiences to the residents of Passaic County.

Institutional Vision

Passaic County Community College aspires to be a premier community college that leads, inspires, and supports individuals in reaching their educational and career goals in a timely manner.

Institutional Mission

Passaic County Community College offers high-quality, flexible, educational and cultural programs that meet the needs of Passaic County residents. The College provides its students with a strong general education foundation for further study and opportunities for career preparation and lifelong learning. Impassioned by our commitment to student progress and program completion, the College strives to address a wide variety of student learning needs through excellence in teaching, innovative and effective use of technology, multiple instructional methods and developmental and ESL programs that provide access to college-level programs. The College's supportive learning environment fosters student success and faculty excellence. Through a culture of evidence and inquiry, the College is an effective steward of its physical, financial, and intellectual resources.

PCCC Values

Academic Quality: We commit to educational excellence in teaching and learning.

Learning: We embrace a learner-centered philosophy, one that guides us in our efforts to improve student progress and program completion.

Diversity: We value our diversity because it enriches our learning environment and deepens our respect and appreciation for others.

Honesty and Integrity: We commit to an educational environment characterized by honesty, integrity and mutual respect.

Institutional Goals

Goal 1: Offer high quality programs through flexible and innovative instructional formats that respond to changing community needs.

Goal 2: Improve student progress and program completion rates.

Goal 3: Provide a supportive learning environment for members of the college community.

Goal 4: Expand strategic partnerships with educational, business, cultural, and government agencies.

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, 2nd Floor West, Philadelphia, PA 19104

2. PROFESSIONAL ACCREDITATION

ELECTRONIC ENGINEERING TECHNOLOGY
- Technology Accreditation Commission of ABET

HEALTH INFORMATION TECHNOLOGY
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

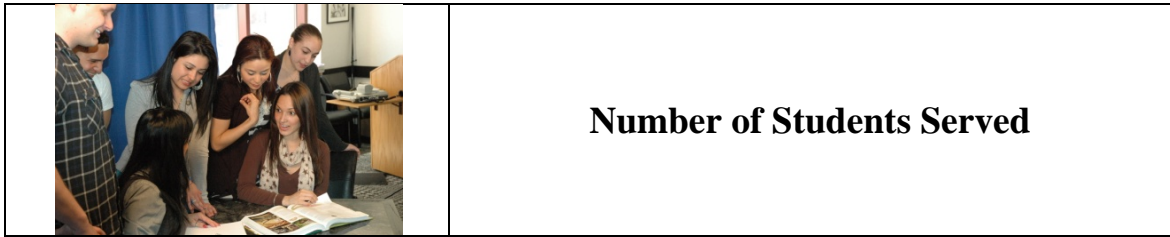NURSE EDUCATION
- National League for Nursing Accrediting Commission
- Department of Law and Public Safety

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

Number of Students Served

B. *Passaic County Community College served over 12,500 students during the 2012-13 academic year. In the fall semester of 2012 the college opened its doors to more than 9,700 students who could pursue a degree or certificate in over 50 programs offered by the college. PCCC continues to be one of the fastest growing institutions in its sector in New Jersey, and its enrollment has had a 63 percent increase since fall 2002.*

The fall 2012 semester solicited over 5,600 applications from students seeking enrollment at PCCC of whom about 48 percent enrolled at the college. Among those who enrolled, about 69 percent joined the institution for the first-time. Roughly 10 percent transferred to PCCC from another institution, while another 30 percent returned to PCCC after an absence of at least one semester.

Also, among those who joined PCCC as first-time freshmen, nearly 60 percent were recent graduates from high school.

Additionally, the college also served over 4,500 people through the continuing education area over the course of the year.

Table II.B.1:
Undergraduate Enrollment by Attendance Status, Fall 2012

Full-time		Part-time		Total
N	Percent	N	Percent	
3,539	36.2	6,243	63.8	9,782

Source: IPEDS Fall Enrollment Survey

Table II.B.3:
Non-Credit Enrollment, FY 2012

	Total Number of Registrations[1]	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs[2]
Open Enrollment	**3,277**	**2,487**	**198,015**	**440**
Customized Training	**1,314**		**26,512**	**59**

[1]Includes all registrations in any course that started on July 1, 2011 through June 30, 2012.

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

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

Table II.B.4:
Unduplicated Enrollment, FY 2012

Headcount Enrollment	Credit Hours	FTE
13,475	**190,244**	**6,341**

Source: IPEDS 12-Month Enrollment Survey

Characteristics of Undergraduate Students

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 over 2,900 students were tested on Accuplacer and over 85 percent were identified as having remedial needs.

Almost 80 percent of first-time, full-time degree-seeking students required remediation in at least one area, i.e., reading, writing or math. A higher proportion of them required remediation in English, i.e., reading (52 percent) and writing (52 percent), compared to those requiring remediation in math, i.e., computation (24 percent) and algebra (50 percent).

Table II.C.2:
Total Number of Undergraduate Students Enrolled in Fall 2012

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
9,782	3,276	33.5

Total Number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2012

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
867	687	79.2

**First-time, Full-time Students (FTFT) Enrolled in Remediation
in Fall 2012 by Subject Area**

Subject Area	Number of FTFT Enrolled In:	Percent of FTFT Enrolled In:
Computation	206	23.8
Algebra	434	50.1
Reading	451	52.0
Writing	452	52.1
English	0	0.0

Source: SURE Fall Enrollment file

3. Demographics: Race/Ethnicity, Sex and Age

In the fall of 2012, 9,782 students enrolled in various programs at Passaic County Community College, and among them about 19 percent joined the institution for the first time. Among those who enrolled for the first time, about 71 percent started with remedial courses, 18 percent started with ESL courses and over 11 percent were enrolled in only college-level courses.

Among all enrolled students, a large proportion was comprised of degree-seeking students (about 96 percent), while almost two-thirds enrolled as part-time students. Sixty-one percent of the enrolled students were females, while 45 percent were Hispanic, 25 percent were white, 17 percent were African-American and 6 percent were Asian. The average age of all enrolled students was 26.5 years, while the average age of first-time freshmen was less than 22 years.

Nearly 100 percent of the students were from within the state of New Jersey and about 90 percent were from Passaic County in New Jersey.

Table II.C.3.a:
Undergraduate Enrollment by Race/Ethnicity, Fall 2012

	Full-time		Part-time		Total	Percent
	N	**Percent**	**N**	**Percent**		
White	782	22.1	1,176	18.8	1,958	20.0
Black	633	17.9	947	15.2	1,580	16.2
Hispanic	1,683	47.6	3,321	53.2	5,004	51.2
Asian*	167	4.7	311	5.0	478	4.9
American Ind.	7	0.2	10	0.2	17	0.2
Alien	8	0.2	3	0.0	11	0.1
Unknown*	259	7.3	475	7.6	734	7.5
Total	**3,539**	**100.0**	**6,243**	**100.0**	**9,782**	**100.0**

*Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Table II.C.3.b:
Undergraduate Enrollment by Sex, Fall 2012

	Full-time		Part-time		Total	Percent
	N	**Percent**	**N**	**Percent**		
Male	1,539	43.5	2,274	36.4	3,813	39.0
Female	2,000	56.5	3,969	63.6	5,969	61.0
Total	**3,539**	**100.0**	**6,243**	**100.0**	**9,782**	**100.0**

Table II.C.3.c:
Undergraduate Enrollment by Age, Fall 2012

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Less than 18	37	1.0	107	1.7	144	1.5
18 - 19	1,279	36.1	724	11.6	2,003	20.5
20 - 21	991	28.0	1,002	16.0	1,993	20.4
22 - 24	495	14.0	1,172	18.8	1,667	17.0
25 - 29	322	9.1	1,113	17.8	1,435	14.7
30 - 34	162	4.6	609	9.8	771	7.9
35 - 39	90	2.5	482	7.7	572	5.8
40 - 49	92	2.6	676	10.8	768	7.9
50 - 64	61	1.7	323	5.2	384	3.9
65 and more	2	0.1	24	0.4	26	0.3
Unknown	8	0.2	11	0.2	19	0.2
Total	3,539	100.0	6,243	100.0	9,782	100.0

Source: IPEDS Fall Enrollment Survey

**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 2011-12

Federal Programs	Recipients	Dollars ($)	$/ Recipient
Pell Grants	7,806	19,689,000	2,522.29
College Work Study	136	365,000	2,683.82
Perkins			
SEOG	844	88,000	104.27
PLUS Loans			
Stafford Loans (Subsidized)	648	1,610,000	2,484.57
Stafford Loans (Unsubsidized)	359	932,000	2,596.10
SMART & ACG or other			

State Programs	Recipients	Dollars ($)	$/Recipient
TAG	**2,357**	**2,497,000**	**1,059.40**
EOF	**310**	**214,000**	**690.32**
Outstanding Scholars (OSRP)			
Distinguished Scholars	**7**	**3,000**	**428.57**
Urban Scholars			
NJStars	**26**	**55,000**	**2,115.38**
NJ CLASS Loans			

Institutional Programs	Recipients	Dollars ($)	$/ Recipient
Grants/Scholarships	**1,274**	**622,000**	**488.23**
Loans			

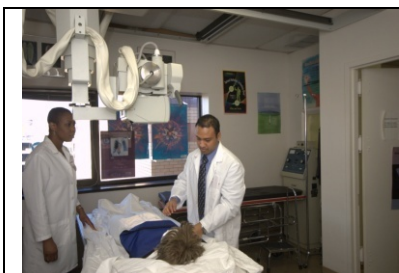Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of Students Who Are New Jersey Residents

Table II.C.5:
Fall 2012 First-time Undergraduate Enrollment
By State Residence

State Residents	Non-State Residents	Total	% State Residents
865	**2**	**867**	**99.8**

Source: IPEDS Fall Enrollment Survey

	Student Outcomes

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 about two-thirds of the students) and students who require remediation or who take ESL courses (50 percent). The one year retention rate of first-time full-time students (fall 2011 cohort) was 67 percent, which exceeds the national rate from 2010 of about 60 percent.*

About 24 percent of the first time, full-time, degree seeking students who enrolled in fall 2009 graduated or transferred to another institution within a three year period. Although 42 percent of students indicated they were Hispanic, the graduation rate (including transfer rate) of Caucasian (36 percent) and Asian (52 percent) students exceeded those of minority students, i.e., African-Americans (23 percent) and Hispanics (19 percent).

1. Graduation Rates

b. Two-year graduation rate:

Table II D.1.b:
Two-Year Graduation Rate of Fall 2009 Full-time, First-time Degree/Certificate Seeking Students

	N	**Percent**
Fall 2009 Cohort	726	
Graduated after 2 Years	9	1.2

Source: IPEDS Graduation Rate Survey

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

Table II D.1.c:
Three-Year Graduation and Transfer Rate of Fall 2009 Full-time, First-time
Degree/Certificate Seeking Students
by Race/Ethnicity

Race/Ethnicity	2009 Cohort	Graduated within 3 Years		Transferred within 3 Years	
		N	Percent	N	Percent
White	191	21	11.0	48	25.1
Black	158	6	3.8	18	11.4
Hispanic	305	20	6.6	35	11.5
Asian	23	4	17.4	8	34.8
Alien	1	0	0.0	0	0.0
Other *	48	5	10.4	6	12.5
Total	726	56	7.7	115	15.8

*Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.

Source: IPEDS Graduation Rate Survey

2.   Third-semester Retention Rates:

a. By attendance status

Table II D.2:
Third Semester Retention of First-time Undergraduates, Fall 2011 to Fall 2012

Full-Time			Part-Time		
Fall 2011 First- Time Undergraduates	Retained in Fall 2012	Retention Rate	Fall 2011 First- Time Undergraduates	Retained in Fall 2012	Retention Rate
757	509	67.2	871	404	46.4

Source: IPEDS Fall Enrollment Survey, Part E

Faculty Characteristics

E. *Over 500 instructors imparted education to over 9,700 students who were enrolled in various courses during the fall 2012 semester. About thirty-four percent of the classes were taught by full-time faculty. Among the 100 full-time faculty, 58 percent were tenured, 57 percent were female and 64 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 2012

		Male		Female		Total	
		N	Percent	N	Percent	N	Percent
White							
Tenured							
	Professors	3	10.0	4	11.8	7	10.9
	Associate Prof.	5	16.7	7	20.6	12	18.8
	Assistant Prof.	9	30.0	10	29.4	19	29.7
	All Others	0	0.0	0	0.0	0	0.0
Non-Tenured							
	Professors	0	0.0	0	0.0	0	0.0
	Associate Prof.	0	0.0	0	0.0	0	0.0
	Assistant Prof.	1	3.3	3	8.8	4	6.3
	All others	12	40.0	10	29.4	22	34.4
Total White		30	100.0	34	100.0	64	100.0

		Male		Female		Total	
		N	Percent	N	Percent	N	Percent
Black							
Tenured							
	Professors	2	40.0	0	0.0	2	15.4
	Associate Prof.	0	0.0	1	12.5	1	7.7
	Assistant Prof.	1	20.0	4	50.0	5	38.5
	All Others	0	0.0	0	0.0	0	0.0
Non-Tenured							
	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	12.5	1	7.7
	All others	2	40.0	2	25.0	4	30.8
Total Black		5	100.0	8	100.0	13	100.0

		Male		Female		Total	
		N	Percent	N	Percent	N	Percent
Hispanic							
Tenured							
	Professors	0	0.0	0	0.0	0	0.0
	Associate Prof.	0	0.0	1	14.3	1	9.1
	Assistant Prof.	2	50.0	3	42.9	5	45.5
	All Others	0	0.0	0	0.0	0	0.0
Non-Tenured							
	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	2	50.0	3	42.9	5	45.5
Total Hispanic		4	100.0	7	100.0	11	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Asian*						
Tenured						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	1	16.7	1	10.0
Assistant Prof.	2	50.0	2	33.3	4	40.0
All Others	0	0.0	0	0.0	0	0.0
Non-Tenured						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	0	0.0	0	0.0
Assistant Prof.	1	25.0	2	33.3	3	30.0
All others	1	25.0	1	16.7	2	20.0
Total Asian	4	100.0	6	100.0	10	100.0

*Note: Asian includes Pacific Islanders.

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
American Indian						
Tenured						
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
Non-Tenured						
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
Total American Indian	0	0.0	0	0.0	0	0.0

		Male		Female		Total	
		N	Percent	N	Percent	N	Percent
Alien							
Tenured							
	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
Non-Tenured							
	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
Total Alien		0	0.0	0	0.0	0	0.0

		Male		Female		Total	
		N	Percent	N	Percent	N	Percent
Race Unknown*							
Tenured							
	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	50.0	1	50.0
	All Others	0	0.0	0	0.0	0	0.0
Non-Tenured							
	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	1	50.0	1	50.0
Total Race Unknown		0	0.0	2	100.0	2	100.0

*Note: Race Unknown includes 2 or More Races.

	Male		Female		Total	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Total						
Tenured						
Professors	**5**	**11.6**	**4**	**7.0**	**9**	**9.0**
Associate Prof.	**5**	**11.6**	**10**	**17.5**	**15**	**15.0**
Assistant Prof.	**14**	**32.6**	**20**	**35.1**	**34**	**34.0**
All Others	**0**	**0.0**	**0**	**0.0**	**0**	**0.0**
Non-Tenured						
Professors	**0**	**0.0**	**0**	**0.0**	**0**	**0.0**
Associate Prof.	**0**	**0.0**	**0**	**0.0**	**0**	**0.0**
Assistant Prof.	**2**	**4.7**	**6**	**10.5**	**8**	**8.0**
All others	**17**	**39.5**	**17**	**29.8**	**34**	**34.0**
Total	**43**	**100.0**	**57**	**100.0**	**100**	**100.0**

Source: IPEDS Human Resources Survey

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

Table II E.2
Percentage of Course Sections Taught by Faculty Fall 2012

Total number of course sections		1,531	
Number of Course Sections	**# of Faculty**	**# of Courses Taught**	**Percent of Courses Taught**
Taught by Full-time faculty	**100**	**520**	**34.0**
Taught by Part-time faculty	**409**	**876**	**57.2**
Taught by Others*	**71**	**135**	**8.8**

Others: Includes College Administrators

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

Table II E.3
Ratio of Full- to Part-time Faculty, Fall 2012

	Number	**Percent**
Total number of Full-time Faculty	**100**	**19.6**
Total number of Part-time Faculty	**409**	**80.4**
Total	**509**	**100.0**

Source: IPEDS Human Resources Survey

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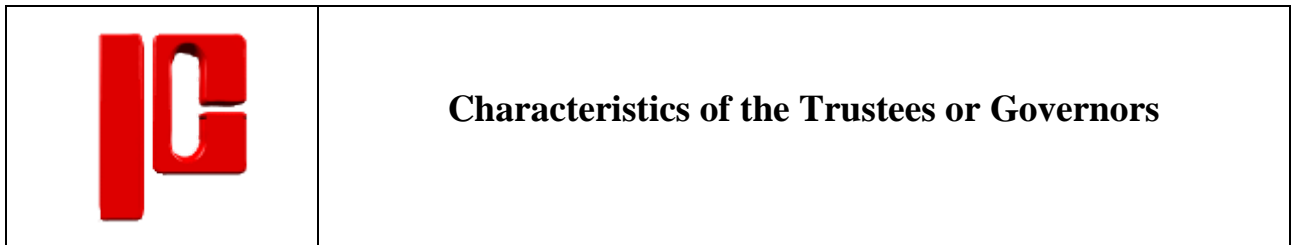
F. Characteristics of the Trustees or Governors:
   1. Race Ethnicity and Sex (simultaneously)

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

	Male		**Female**		**Total**	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
White	5	71.4	2	33.3	7	53.8
Black	1	14.3	1	16.7	2	15.4
Hispanic	0	0.0	3	50.0	3	23.1
Asian	1	14.3	0	0.0	1	7.7
Total	7	100.0	6	100.0	13	100.0

2. List of Trustees/Governors with Titles and Affiliations

Table II F.2
Members of the Board of Trustees

Name	Title	Affiliation
Harvey J. Nutter, Chairman	Businessman	Occupational Industrialization Center
Barbara Tanis, Vice Chairwoman	Retired	
Aurora Blanco	Educator	Passaic Board of Education
Richard A. DuHaime	Businessman	Valentine's Beauty Supply
Yolanda Esquiche	Health Care	Mental Health Facility
Jeffrey P. Gardner	Lawyer	
Harry B. Gourley	Law Enforcement	Warrant Squad (Paterson)
Patricia Kebrdle	Educator	Lakeland Board of Education
Scott Rixford	Interim Executive County Superintendent	Passaic County
Nitin Shukla	Income Maintenance Worker	
Sharon C. Smith	Retired	
Steve M. Rose, President/Secretary	President/CEO	
Summer Perez, Alumni Representative	Student	Rutgers University

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 2012

Associate in 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
   Corrections
Early Childhood Education
Electronic Engineering Technology
Fire Science Technology
Graphic Design
Health Information Technology
Information Technology
   Network Administration
   Technical Support
   Web Technology
Nurse Education
   LPN Mobility
Radiography
Technical Studies

Associate in Science (A.S.)
Applied Computer Science
Business Administration
   Accounting/Management/Marketing Generalist
   Fashion Marketing
   Hospitality Management
   Information Technology
   International Business
   Professional Sales
   Public Administration
Health Science
Homeland Security
Human Services
   Generalist
   Addictions Option
   Gerontology Option
Liberal Arts
   Biotechnology
   Engineering Science
   Environmental Science
   Exercise Science
   Mathematics
   Pre-professional Scientific
   Science
Psychosocial Rehabilitation

Career Certificate (30 Credits or More)
Corrections
Criminal Justice
Fire Science
General Studies
Human Service Specialist
Information Technology
Network Administration
Technical Support
Web Technology
Medical Coding

Certificate of Achievement
Alcohol and Drug Certification
American Sign Language and Deaf Studies
AutoCAD Drafting
Computerized Accounting
Cyber Security and Computer Forensics
Emergency Management
Fitness Specialist
Graphic Design and Digital Media
Implementation Technical and Software Support Specialist for Electronic Health Record Systems
Infant/Toddler
Microcomputer Software Specialist
Trainer for Electronic Health Record Systems
Network Administration
PC Basic Skills
Internet Web Page Developer
Workflow Redesign and Information Management Specialist for Electronic Health Record Systems

2. Continuing Education Programs

Table II G.2

Business Courses	Computer Courses
Computer Basics	MS Access Part 1
Computer Skills for Workplace	MS Excel Part 1
Customer Service Training	MS Excel Part 2
Database Fundamentals	MS Excel Part 3
Emailing	MS Outlook
ESL 1	MS Power Point
ESL 2	MS Windows
ESL 3	MS Word Part 1
Supervisory training	MS Word Part 2
Career Programs	**Emergency Response**
Administrative Medical Assistant (w/o Medical Coding & Billing)	Basic Trauma Life Support
	Building Construction Wood & Ordinary
Culinary Arts Program	Coaching Emergency Vehicle Operator
Customer Service and Retail Training	CPR Training
Program	Critical Incident Stress Management
EKG Technician	Electrical Emergency Response
Industry Center Training Project	Emergency Response to terrorism- Basic
Introduction to Teaching	Concepts
New Pathways to Teaching in NJ – Alternate Route Program – Stage I	Emergency Response to terrorism: Tactical
	Considerations for Company Officers
New Pathways to Teaching in NJ- Alternate Route Program – Stage II	EMT Basic
	EMT Core
Notary Public Education	EMT Refresher A
Pharmacy Technician Certification	EMT Refresher B
Program	EMT Refresher C
Phlebotomy Technician Certification	EMT Transition Program
Program	EMT Supplementary
ServSafe	Fire Official
Substitute Teacher Training	Fire Official
Certificate Programs	First Responder
Entrepreneur Certificate Program	Hazardous Material Awareness
Legal 1-Start Up Specifics	Incident Command Level I-100, I-200, and
Legal 2-Contracts	NIMS 700
Marketing Strategies for Business Success	Incident Command System (ICS 300)
	International Trauma Life Support
Small Business Recordkeeping	Live Burn Training
Small Business Taxes	Mask Confidence
The Business Plan	Mass Decontamination
Understanding Financial Statements	Natural Gas Emergencies
	Paramedic assistant
Human Services Specialist Certificate Program	Propane Firefighting
	Pump Operator
Watercraft & Boating Certification	Rope Rescue Technician

Trench Rescue Operations – Awareness
Truck Company Operations
Weapons of Mass Destruction Awareness
GED
GED Test Preparation
Pre-GED Math Preparation
Online Courses
A to Z Grantwriting
A+ Certification Preparation
Accounting Fundamentals
Accounting Fundamentals II
Administrative Medical Specialist
with Medical Billing and Coding
Advanced Grant Proposal Writing
Advanced Microsoft Excel
Advanced Microsoft Word
Basic CompTIA A+ Certification
Preparation
C++ for the Absolute Beginner
Certificate in Pain Assessment &
Management
Certificate in Spirituality, Health, and
Healing
Cisco CCNA Certification Training
Computer Skills for the Workplace
CompT1A Network + Certificate
Program
Creating Mobile Apps with HTML
Creating a Successful Business Plan
Creating Web Pages
Difficult Customer, Stress Mayer B
Discover Digital Photography
Effective Business Writing
Excel Key Impact
Genealogy Basics
Grammar Refresher
Hear Your Heart & Success Will Come
Human Anatomy & Physiology 1 & 2
Individual Excellence
Integrating Technology in the K-5
Classroom
Intermediate CSS3 & HTML5
Intermediate Java Programming
Intermediate Microsoft Excel
Intermediate Microsoft QuickBooks
Introduction to Illustrator CS5

Introduction to In Design CS5
Introduction to Microsoft Excel
Introduction to Natural Health and Healing
Introduction to Networking
Introduction to Microsoft Word
Introduction to QuickBooks
Lose Weight & Keep it Off
Luscious, Low Fat, Lightning
Marketing Your Nonprofit
Medical Coding
Medical Terminology
QuickBooks for Contractors
Resume Writing Workshop
Secrets of Better Photography
Skills for Making Great Decisions
Solving Classroom Discipline Problems
Speed Spanish
Start Your Own Business
Teaching Students with ADHD
Windows Fujitsu
Wow, What a Great Event
Writing Essentials
Personal Improvement
Civics Education and Naturalization
College Placement Test Math Refresher
Beginning English as a Second Language
College Track
TEAS Test Preparation
Professional Development
Anxiety Disorders in Students: How to
Spot It and What To Do About It
Differentiated Instruction in the Classroom
Social Skill Training at Home
Spanish for Educators
Tourette Syndrome and Associated
Disorders

Major Research and Public Service Activities

1. Professor Kelly Bender, from the English department, was involved in the following activities:
   - Presented "The Creation and Use of Rubrics: What Does This Grade Mean?" at the Community College Humanities Association (CCHA) in Cambridge, MA in November 2012.
   - Presented "How and Why We Use Rubrics, They're Not Just for the Students!" at the League of Innovations Conference in Dallas, TX in March 2013.

2. Professor Diana Blauvelt, from the English department, was involved in the following activities:
   - Served as secretary to the New Jersey Chapter of Association of Developmental Education.
   - Served as the Home and School Vice-President to Clifton Grammar School #5.
   - Sponsored Clifton Grammar School #5's "Bubbles for Autism Day."
   - Collected and donated school materials to the United Way of Passaic County.

3. Professor Nancy Bonard, from the Nursing department, was involved in the following activity:
   - Served as Vice Chairperson of the Medical-Surgical Content Expert Panel for the American Nurses Credentialing Center in Silver Spring, MD from July 22, 2013 to July 24, 2013.

4. Professor Sonia Brown, from the Sociology department, was involved in the following activity:
   - Selected by the American Sociological Association to be part of their ASA Task Force on Community College, the goal of which is to gain a better understanding of the needs of community college faculty in sociology, and how the ASA should be helping to address those needs.

5. Professor Eric Cameron, from the Math department, was involved in the following activities:
   - Published a book entitled *Your Office: Getting Started with Windows 8* in February 2013.
   - With Cynthia Krebs and Jerri Williams, published a book entitled *Exploring Microsoft Access 2013* in June 2013.

6. Professor Linda Chang, from the Science Department, was involved in the following activities:
    - Presented "Achieving Dramatic Increases in Student Learning Outcomes and Student Retention in chemistry at Passaic County Community College" at the 11th Faculty for the Future Conference hosted by Bucks County Community College in Pennsylvania in May 2013.
    - Presented "Improve Student engagement in chemistry with Homework, Clickers and Flipped Lectures" at the Engaging Learners in the 21st Century Conference hosted by Mercer County Community College in New Jersey in August 2013.

7. Professor Ida Greidanus, from the Science department, was involved in the following activity:
    - Served as Vice-President; Board of Directors, North Jersey 4C's.

8. Professor Anita Kumar, from the Early Childhood Education department, was involved in the following activities:
    - Served as member of the writing team for the NJ Core Knowledge and Competencies for Early Childhood professionals document, a collaborative project of NJ Council for Young Children and Professional Impact NJ.
    - Served as an appointed member of the Workforce Development Committee of the NJ Council for Young Children.
    - Served on the Policy Advisory Board of Professional Impact NJ.
    - Served as V.P Membership in the New Jersey Association of Early Childhood Teacher Educators.

9. Professor Fred Safarowic, from the Science Department, was involved in the following activity:
    - Selected as the only community college member of the American Chemical Society Organic Chemistry Exam committee, which authors the national exam in Organic Chemistry used across the country as the final exam in groups as diverse as major four-year research institutions and small 2-year private schools.

10. Professor Nancy Silvestro, from the English Language Studies department, was involved in the following activities:
    - With Robert Salvato and Kathleen Kelly, presented *Redesigning an ESL Program to Enhance Student Success* at the NJTESOL/NJBE Spring Conference in New Brunswick, NJ, on May 29, 2013.
    - Co-authored a white paper on ESL in New Jersey's Community Colleges in collaboration with three N.J. Community College ESL program coordinators: Howard Pomann, of Union County Community College; Christopher Wahl of Hudson County Community College and Richard Roy of Middlesex County College. The paper was presented to the N.J. Committee of Community College Presidents in the spring of 2013.

11. Professor Michael Walker, from the Criminal Justice department, was involved in the following activities:

- Examined the policy, staffing and deployment of the White Plains (NY) Police Department. With Maria R. Haberfeld, John DeCarlo, and Robert Vodde, Ph.Ds., coauthored a report entitled "An Analysis of the White Plains Police Department, 2012."
- Published two chapters entitled "Maritime Terrorism at the Horn of Africa: Al Qaeda in the Arabian Peninsula (AQAP) in Yemen" and "Maritime Terrorism at the Horn of Africa: Pirates and Al-Shabaab in Somalia" in *Modern Piracy and Maritime Terrorism: The Challenge of Piracy for the 21st Century* by M. R. Haberfeld, A. von Hassell, & A. B. Brown, 2013.
- Presented, with W. LaRaia, "A Multi-Jurisdictional Effort to Increase Interoperability: The Passaic River Corridor Project (PRC)" at the annual meeting of the Northeastern Association of Criminal Justice Sciences in Portsmouth, RI on June 8, 2013.
- Chaired Panel entitled "Improving Policing through Community Planning and Collaboration" at the Annual Meeting of the Academy of Criminal Justice Sciences in Dallas, TX in March 2013.
- With W. Fraher and J. Sheehan, presented "A Collaborative Effort to Address Multi-Jurisdictional Crime: The Passaic River Corridor Initiative" at the Annual Meeting of the Academy of Criminal Justice Sciences in Dallas, TX in March, 2013.
- With M.M. Rubin, W. Fraher and J.J. Sheehan, presented "The Passaic River Corridor Project: A Multi-Jurisdictional Effort to Share Information" at the Annual Meeting of the American Society of Criminology in Chicago, IL in November 2012.

CAPITAL PROJECTS UNDERWAY IN FISCAL 2012

I. Major Capital Projects Underway in Fiscal Year 2012

New Roof – Academic Hall has received a new roof and the courtyard terraces were resurfaced.

Enrollment Services Center – This 33,000 square foot renovation project has progressed through the year and should be completed and opened in the fall of 2013. This project also includes and pedestrian bridge connection between it and Memorial Hall.

Wanaque Campus Expansion – Phase one of this project, designed to almost double the size of the campus, was started with the construction of an additional parking area.

Academic Success Center – This 6,000 square foot formally vacant area in Memorial Hall was renovated to become the new home for the majority of our testing and tutoring services.

Pedestrian Bridge – This nearly 150 foot long structure will connect Founders Hall to Memorial Hall over Ellison Street on our main Paterson Campus to provide a seamless interior pathway connecting the majority of the College's buildings together. The bridge is scheduled for completion in the fall of 2013.