

# **ANNUAL INSTITUTIONAL PROFILE**

**Academic Year 2015-16**



**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 2016**

**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.



**9/10/2016**

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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 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 45 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 12,000 students in more than 70 Associate degree and certificate programs plus an extensive program of English Language Studies, continuing education, workforce development and training. The physical confines of the college have expanded over the years, from the original single building in Paterson to our expansion in various parts 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 ELS 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.

## **I. 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, 2<sup>nd</sup> Floor West, Philadelphia, PA 19104

**2. PROFESSIONAL ACCREDITATION**

**ELECTRONIC ENGINEERING TECHNOLOGY**

- Engineering Technology Accreditation Commission of ABET

**HEALTH INFORMATION TECHNOLOGY**

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

**NURSE EDUCATION**

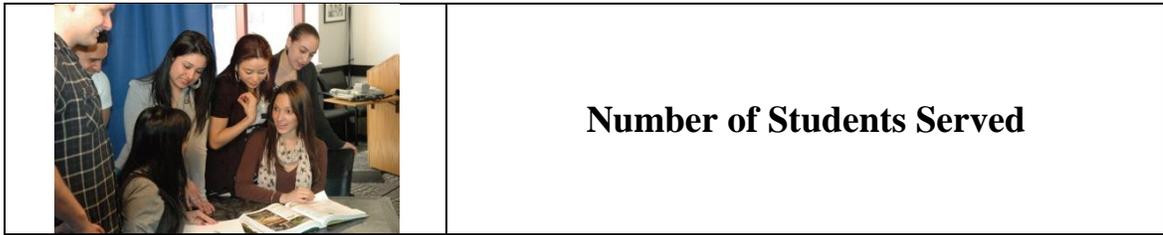
- Accreditation Commission for Education in Nursing
- Department of Law and Public Safety, Division of Consumer Affairs, New Jersey Board of Nursing

**OCCUPATIONAL THERAPY ASSISTANT**

- Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association

**RADIOGRAPHY**

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



**B.** *Passaic County Community College served over 12,000 students during the 2015-16 academic year. In the fall semester of 2015 the college opened its doors to over 8,000 students who could pursue a degree or certificate in over 70 programs offered by the college.*

*The fall 2015 semester solicited over 6,600 applications from students seeking enrollment at PCCC of whom about 48 percent enrolled at the college. Among those who enrolled, about 57 percent joined the institution for the first-time. Roughly 12 percent transferred to PCCC from another institution, while another 31 percent returned to PCCC after an absence of at least one semester.*

*Also, among those who joined PCCC as first-time freshmen, about 69 percent were recent graduates from high school.*

*Additionally, the college also served over 3,400 people through the continuing education area over the course of the year.*

**Table II.B.1:  
Undergraduate Enrollment by Attendance Status, Fall 2015**

Full-time		Part-time		Total
N	Percent	N	Percent	
3,481	41.5	4,908	58.5	8,389

Source: IPEDS Fall Enrollment Survey

**Table II.B.3:  
Non-Credit Enrollment, FY 2015**

	<b>Total Number of Registrations<sup>1</sup></b>	<b>Unduplicated Headcount</b>	<b>Total Clock Hours (One Clock Hour = 60 minutes)</b>	<b>Total FTEs<sup>2</sup></b>
<b>Open Enrollment</b>	<b>3,490</b>	<b>2,510</b>	<b>257,229</b>	<b>572</b>
<b>Customized Training</b>	<b>720</b>		<b>9,928</b>	<b>22</b>

<sup>1</sup>Includes all registrations in any course that started on July 1, 2014 through June 30, 2015.

<sup>2</sup>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 2015**

<b>Headcount Enrollment</b>	<b>Credit Hours</b>	<b>FTE</b>
<b>12,264</b>	<b>181,268</b>	<b>6,042</b>

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 fall over 1,600 students were tested for remedial needs and about 83 percent were placed into a developmental course.*

*About 38 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 reading/writing (32 percent) as opposed to computation (13 percent).*

**Table II.C.2:  
Total Number of Undergraduate Students Enrolled in Fall 2015**

<b>Total Undergraduate Enrollment</b>	<b>Number of Students Enrolled in One or More Remedial Courses</b>	<b>% of Total</b>
8,389	2,037	24.3

**Total Number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2015**

<b>Total number of FTFT Students</b>	<b>Number of FTFT Students Enrolled in One or More Remedial Courses</b>	<b>Percent of FTFT Enrolled in One or More Remedial Courses</b>
820	309	37.7

**First-time, Full-time Students (FTFT) Enrolled in Remediation  
in Fall 2015 by Subject Area**

<b>Subject Area</b>	<b>Number of FTFT Enrolled In:</b>	<b>Percent of FTFT Enrolled In:</b>
<b>Computation</b>	<b>110</b>	<b>13.4</b>
<b>Algebra</b>	<b>0</b>	<b>0.0</b>
<b>Reading</b>	<b>266</b>	<b>32.4</b>
<b>Writing</b>	<b>266</b>	<b>32.4</b>
<b>English</b>	<b>0</b>	<b>0.0</b>

Source: SURE Fall Enrollment file

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

*In the fall of 2015, 8,389 students enrolled in various programs at Passaic County Community College, and among them about 15 percent joined the institution for the first time and were degree-seeking students. Among those degree-seeking students who enrolled for the first time, about 75 tested into basic skills, 16 percent tested into ELS, and 9 percent tested into only college-level courses.*

*Among all enrolled students, a large proportion (59 percent) was comprised of part-time students. About 60 percent of the enrolled students were female, while 53 percent were Hispanic, 17 percent were white, 16 percent were African-American and 5 percent were Asian. The average age of all enrolled students was 25.7 years, while the average age of first-time freshmen was 20.9 years.*

*Nearly 100 percent of the students were from within the state of New Jersey and about 91 percent were from Passaic County in New Jersey.*

**Table II.C.3.a:  
Undergraduate Enrollment by Race/Ethnicity, Fall 2015**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
<b>White</b>	<b>596</b>	<b>17.1</b>	<b>860</b>	<b>17.5</b>	<b>1,456</b>	<b>17.4</b>
<b>Black</b>	<b>519</b>	<b>14.9</b>	<b>795</b>	<b>16.2</b>	<b>1,314</b>	<b>15.7</b>
<b>Hispanic</b>	<b>1,905</b>	<b>54.7</b>	<b>2,574</b>	<b>52.4</b>	<b>4,479</b>	<b>53.4</b>
<b>Asian*</b>	<b>175</b>	<b>5.0</b>	<b>272</b>	<b>5.5</b>	<b>447</b>	<b>5.3</b>
<b>American Ind.</b>	<b>11</b>	<b>0.3</b>	<b>7</b>	<b>0.1</b>	<b>18</b>	<b>0.2</b>
<b>Alien</b>	<b>9</b>	<b>0.3</b>	<b>32</b>	<b>0.7</b>	<b>41</b>	<b>0.5</b>
<b>Unknown*</b>	<b>266</b>	<b>7.6</b>	<b>368</b>	<b>7.5</b>	<b>634</b>	<b>7.6</b>
<b>Total</b>	<b>3,481</b>	<b>100.0</b>	<b>4,908</b>	<b>100.0</b>	<b>8,389</b>	<b>100.0</b>

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

**Table II.C.3.b:  
Undergraduate Enrollment by Sex, Fall 2015**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
<b>Male</b>	<b>1,496</b>	<b>43.0</b>	<b>1,846</b>	<b>37.6</b>	<b>3,342</b>	<b>39.8</b>
<b>Female</b>	<b>1,985</b>	<b>57.0</b>	<b>3,062</b>	<b>62.4</b>	<b>5,047</b>	<b>60.2</b>
<b>Total</b>	<b>3,481</b>	<b>100.0</b>	<b>4,908</b>	<b>100.0</b>	<b>8,389</b>	<b>100.0</b>

**Table II.C.3.c:  
Undergraduate Enrollment by Age, Fall 2015**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
<b>Less than 18</b>	<b>23</b>	<b>0.7</b>	<b>141</b>	<b>2.9</b>	<b>164</b>	<b>2.0</b>
<b>18 - 19</b>	<b>1,190</b>	<b>34.2</b>	<b>616</b>	<b>12.6</b>	<b>1,806</b>	<b>21.5</b>
<b>20 - 21</b>	<b>1,049</b>	<b>30.1</b>	<b>849</b>	<b>17.3</b>	<b>1,898</b>	<b>22.6</b>
<b>22 - 24</b>	<b>518</b>	<b>14.9</b>	<b>936</b>	<b>19.1</b>	<b>1,454</b>	<b>17.3</b>
<b>25 - 29</b>	<b>339</b>	<b>9.7</b>	<b>818</b>	<b>16.7</b>	<b>1,157</b>	<b>13.8</b>
<b>30 - 34</b>	<b>143</b>	<b>4.1</b>	<b>468</b>	<b>9.5</b>	<b>611</b>	<b>7.3</b>
<b>35 - 39</b>	<b>82</b>	<b>2.4</b>	<b>355</b>	<b>7.2</b>	<b>437</b>	<b>5.2</b>
<b>40 - 49</b>	<b>93</b>	<b>2.7</b>	<b>452</b>	<b>9.2</b>	<b>545</b>	<b>6.5</b>
<b>50 - 64</b>	<b>37</b>	<b>1.1</b>	<b>244</b>	<b>5.0</b>	<b>281</b>	<b>3.3</b>
<b>65 and more</b>	<b>2</b>	<b>0.1</b>	<b>18</b>	<b>0.4</b>	<b>20</b>	<b>0.2</b>
<b>Unknown</b>	<b>5</b>	<b>0.1</b>	<b>11</b>	<b>0.2</b>	<b>16</b>	<b>0.2</b>
<b>Total</b>	<b>3,481</b>	<b>100.0</b>	<b>4,908</b>	<b>100.0</b>	<b>8,389</b>	<b>100.0</b>

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 2014-15**

<b>Federal Programs</b>	<b>Recipients</b>	<b>Dollars (\$)</b>	<b>\$/ Recipient</b>
<b>Pell Grants</b>	<b>6,568</b>	<b>22,145,000</b>	<b>3,371.65</b>
<b>College Work Study</b>	<b>126</b>	<b>333,000</b>	<b>2,642.86</b>
<b>Perkins</b>	<b>0</b>	<b>0</b>	<b>-</b>
<b>SEOG</b>	<b>2,245</b>	<b>286,000</b>	<b>127.39</b>
<b>PLUS Loans</b>	<b>0</b>	<b>0</b>	<b>-</b>
<b>Stafford Loans (Subsidized)</b>	<b>480</b>	<b>1,344,000</b>	<b>2,800.00</b>
<b>Stafford Loans (Unsubsidized)</b>	<b>298</b>	<b>863,000</b>	<b>2,895.97</b>
<b>SMART &amp; ACG or other</b>	<b>0</b>	<b>0</b>	<b>-</b>

State Programs	Recipients	Dollars (\$)	\$/Recipient
<b>TAG</b>	<b>2,066</b>	<b>3,040,000</b>	<b>1,471.44</b>
<b>EOF</b>	<b>417</b>	<b>342,000</b>	<b>820.14</b>
<b>Outstanding Scholars (OSRP)</b>	<b>31</b>	<b>14,000</b>	<b>451.61</b>
<b>Distinguished Scholars</b>	<b>13</b>	<b>11,000</b>	<b>846.15</b>
<b>Urban Scholars</b>	<b>0</b>	<b>0</b>	<b>-</b>
<b>NJStars</b>	<b>38</b>	<b>87,000</b>	<b>2,289.47</b>
<b>NJ CLASS Loans</b>	<b>0</b>	<b>0</b>	<b>-</b>

Institutional Programs	Recipients	Dollars (\$)	\$/ Recipient
<b>Grants/Scholarships</b>	<b>1,460</b>	<b>836,000</b>	<b>572.60</b>
<b>Loans</b>	<b>0</b>	<b>0</b>	<b>-</b>

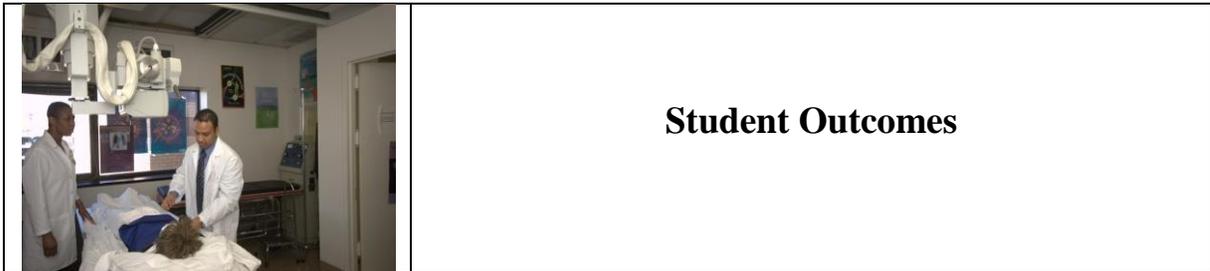
Source: NJIPEDS Form #41 Student Financial Aid Report

### 5. Percentage of Students Who Are New Jersey Residents

**Table II.C.5:  
Fall 2015 First-time Undergraduate Enrollment  
By State Residence**

State Residents	Non-State Residents	Total	% State Residents
<b>1,284</b>	<b>6</b>	<b>1,290</b>	<b>99.5</b>

Source: IPEDS Fall Enrollment Survey



**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 ELS courses. The one year retention rate of first-time full-time degree-seeking students (fall 2014 cohort) was about 66 percent, which exceeds the national rate from 2013 of about 60 percent.*

*About 27 percent of the first time, full-time, degree seeking students who enrolled in fall 2012 graduated or transferred to another institution within a three year period. The graduation rate (including transfer rate) of White (34 percent) and Hispanic (33 percent) students exceeded those of African-Americans (10 percent) and Asians (7 percent).*

### 1. Graduation Rates

#### b. Two-year graduation rate:

**Table II D.1.b:  
Two-Year Graduation Rate of Fall 2012 Full-time, First-time Degree/Certificate Seeking Students**

	N	Percent
<b>Fall 2012 Cohort</b>	<b>867</b>	
<b>Graduated after 2 Years</b>	<b>23</b>	<b>2.7</b>

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 2012 Full-time, First-time Degree/Certificate Seeking Students by Race/Ethnicity**

Race/Ethnicity	2012 Cohort	Graduated within 3 Years		Transferred within 3 Years	
		N	Percent	N	Percent
White	205	40	19.5	39	19.0
Black	137	6	4.4	18	13.1
Hispanic	389	38	9.8	39	10.0
Asian	40	6	15.0	11	27.5
Alien	0	0	0.0	0	0.0
Other *	96	20	20.8	14	14.6
<b>Total</b>	<b>867</b>	<b>110</b>	<b>12.7</b>	<b>121</b>	<b>14.0</b>

\*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 2014 to Fall 2015**

Full-Time			Part-Time		
Fall 2014 First-Time Undergraduates	Retained in Fall 2015	Retention Rate	Fall 2014 First-Time Undergraduates	Retained in Fall 2015	Retention Rate
752	476	63.3	608	271	44.6

Source: IPEDS Fall Enrollment Survey, Part E



**E.** Over 500 instructors imparted education to over 8,000 students who were enrolled in various courses during the fall 2015 semester. About thirty-eight percent of the classes were taught by full-time faculty. Among the 97 full-time faculty, 60 percent were tenured, 61 percent were female, and 67 percent were white.

**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 2015**

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>White</b>						
<i>Tenured</i>						
Professors	3	11.1	5	13.2	8	12.3
Associate Prof.	6	22.2	7	18.4	13	20.0
Assistant Prof.	11	40.7	12	31.6	23	35.4
All Others	1	3.7	0	0.0	1	1.5
<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.	0	0.0	1	2.6	1	1.5
All others	6	22.2	13	34.2	19	29.2
<b>Total White</b>	<b>27</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>65</b>	<b>100.0</b>

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Black</b>						
<i>Tenured</i>						
Professors	2	50.0	0	0.0	2	18.2
Associate Prof.	1	25.0	2	28.6	3	27.2
Assistant Prof.	0	0.0	3	42.9	3	27.2
All Others	0	0.0	0	0.0	0	0.0
<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.	0	0.0	0	0.0	0	0.0
All others	1	25.0	2	28.6	3	27.2
<b>Total Black</b>	<b>4</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>11</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	0.0
Associate Prof.	0	0.0	2	28.6	2	18.2
Assistant Prof.	2	50.0	2	28.6	4	36.4
All Others	0	0.0	1	14.3	1	9.1
<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.	1	25.0	0	0.0	1	9.1
All others	1	25.0	2	28.6	3	27.2
<b>Total Hispanic</b>	<b>4</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Asian*</b>						
<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.	2	66.7	4	80.0	6	75.0
All Others	0	0.0	0	0.0	0	0.0
<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.	0	0.0	0	0.0	0	0.0
All others	1	33.3	1	20.0	2	25.0
<b>Total Asian</b>	<b>3</b>	<b>100.0</b>	<b>5</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>

\*Note: Asian includes Pacific Islanders.

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>American Indian</b>						
<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>						
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
<b>Total American Indian</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Alien</b>						
<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>						
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
<b>Total Alien</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Race Unknown*</b>						
<i>Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	1	50.0	1	50.0
Assistant Prof.	0	0.0	1	50.0	1	50.0
All Others	0	0.0	0	0.0	0	0.0
<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.	0	0.0	0	0.0	0	0.0
All others	0	0.0	0	0.0	0	0.0
<b>Total Race Unknown</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>

\*Note: Race Unknown includes 2 or More Races.

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
<b>Total</b>						
<i>Tenured</i>						
Professors	5	13.0	5	8.5	10	10.3
Associate Prof.	7	18.4	12	20.3	19	19.6
Assistant Prof.	15	39.5	22	37.3	27	27.8
All Others	1	2.6	1	1.7	2	2.1
<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.	1	2.6	1	1.7	2	2.1
All others	9	23.7	18	30.5	27	27.8
<b>Total</b>	<b>38</b>	<b>100.0</b>	<b>59</b>	<b>100.0</b>	<b>97</b>	<b>100.0</b>

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 2015**

<b>Total number of course sections</b>			
		<b>1,264</b>	
<b>Number of Course Sections</b>	<b># of Faculty</b>	<b># of Courses Taught</b>	<b>Percent of Courses Taught</b>
<b>Taught by Full-time faculty</b>	<b>92</b>	<b>481</b>	<b>38.1</b>
<b>Taught by Part-time faculty</b>	<b>402</b>	<b>683</b>	<b>54.0</b>
<b>Taught by Others*</b>	<b>49</b>	<b>93</b>	<b>7.4</b>

\*Others: Includes College Administrators

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

**Table II E.3  
Ratio of Full- to Part-time Faculty, Fall 2015**

	<b>Number</b>	<b>Percent</b>
<b>Total number of Full-time Faculty</b>	<b>97</b>	<b>17.6</b>
<b>Total number of Part-time Faculty</b>	<b>453</b>	<b>82.4</b>
<b>Total</b>	<b>550</b>	<b>100.0</b>

Source: IPEDS Human Resources Survey



**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	4	50.0	2	50.0	6	50.0
Black	2	25.0	1	25.0	3	25.0
Hispanic	0	0.0	1	25.0	1	8.3
Unknown	2	25.0	0	0.0	2	16.7
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>

**2. List of Trustees/Governors with Titles and Affiliations**

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

<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Harvey J. Nutter	Chairman	Businessman, Opportunities Industrialization Center
Barbara Tanis	Vice Chairman	Educator, Retired
Assad R. Akhter	Trustee	Deputy Chief of Staff, Office of Congressman Bill Pascrell
Robert Davis	Trustee	Interim Executive County Superintendent, Passaic County
Richard A. DuHaime	Trustee	Businessman, Valentine's Beauty Supply
Yolanda Esquiche	Trustee	Health Care, Mental Health Facility
Jeffrey P. Gardner	Trustee	Judge
Patricia Kebrdle	Trustee	Educator, Lakeland Board of Education
Alonzo Moody	Trustee	Total Life Youth Services Director, Retired
Sharon C. Smith	Trustee	Educator, Retired
Ronak Trivedi	Trustee	Strategic Planning Officer, U.S. Army
Steven M. Rose	President/Secretary	President/CEO; Secretary to Board

**3. URLs of Webpages with Information on Trustees/Governors**

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

<a href="http://www.pccc.edu/about-pccc/administration">www.pccc.edu/about-pccc/administration</a>
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## G. Profile of the Institution

### 1. Degree and Certificate Programs

#### Active Degree Programs: Fall 2015

##### Associate in Arts (A.A.)

- English
- Liberal Arts
  - Communication
  - Criminal Justice
  - Early Childhood Education
  - Humanities
  - Journalism
  - Musical Studies
  - Psychology
  - Sociology
  - Studio Arts
  - Teacher Education
  - Theater

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

- Accounting
  - American Sign Language - English Interpreter Training Program
- Criminal Justice
- Early Childhood Education
- Electronic Engineering Technology
- Fire Science Technology
- Graphic Design
- Health Information Technology
- Information Technology
  - *Network Administration*
  - *Technical Support*
  - *Web Technology*
- Music 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*
  - *International Business*
  - *Management Information Systems*
  - *Public Administration*
  - *Sports Management*
- Environmental Sustainability
- Health Science
- Homeland Security
- Human Services
  - *Generalist*
  - *Addictions Option*
  - *Gerontology Option*
  - *Mental Health Option*
- Liberal Arts
  - *Biology*
  - *Engineering Science*
  - *Exercise Science*
  - *Mathematics*
  - *Nutrition*
  - *Physical Science*
- Medical Informatics
- Occupational Therapy Assistant
- Psychosocial Rehabilitation
- Public Health

### **Career Certificate (30 Credits or More)**

- Baking
- Criminal Justice
- Early Childhood Education
- Emergency Management
- Fire Science
- General Studies
- Gerontology
- Hospitality/Retail Management
- Human Service Specialist
- Information Technology
  - *Network Administration*

- *Technical Support*
- *Web Technology*
- Medical Coding
- Sports Management

### **Certificate of Achievement**

- Alcohol and Drug Certification Domains
- American Sign Language and Deaf Studies
- AutoCAD Drafting
- Automation Control
- Child Development Associate
- Computerized Accounting
- Cyber Security and Computer Forensics
- Field Service
- Fitness Specialist
- Gerontology
- Graphic Design and Digital Media
- Hospital Coding Specialist
- Infant and Toddler
- Mental Health
- Microcomputer Software Specialist
- Network Administration
- Plumbing
- Web Technology
- Welding

## **2. Continuing Education Programs**

### **Continuing Education Offerings: Fall 2015**

- Basic Skills & Test Preparation
  - High School Equivalency (GED)
  - Praxis Core Test Prep
  - TEAS Test Prep
- Business Courses
  - Computer Basics
  - Computer Skills for the Workplace
  - Contract/Customized Training
  - Customer Service Training
  - ESL 1

- ESL 2
- ESL 3
- Leadership / Supervisory training
- Career Programs
  - Administrative Medical Assistant (w/o Medical Coding & Billing)
  - Food Services Certification
  - Introduction to Teaching
  - New Pathways to Teaching in NJ - Alternate Route Program – Stage I
  - New Pathways to Teaching in NJ- Alternate Route Program – Stage II
  - ServSafe Certificate Program
  - Substitute Teacher Training
- Certificate Programs
  - Applied Technology
  - Entrepreneur Certificate Program
  - Human Services Specialist Certificate Online
- Online Courses
  - Adobe Value Suite
  - C# Programming Series
  - Accounting Fundamentals
  - Fundamentals of Accounting II
  - Fund. of Supervision and Mgmt
  - Certified Bookkeeper
  - Worker's Compensation
  - Employment Law Fund.
  - PMP CERT. PREP 1
  - PMP Cert Prep 2
  - Just Start Your Career
  - INTRODUCTION TO QUICKBOOKS
  - Intro to QuickBooks 2016
- Online Courses Cont...
  - Intermediate Quickbooks 2014
  - Performing Payroll in Quickbook
  - Computer Networking Suite
  - Intro to MS Excel 2007
  - Intro to M S Access 2013
  - Intro to MS Excel 2010
  - Intro to MS Excel 2010
  - Inter Access 2013
  - Computer Skills for Workplace
  - GED Test Prep (online)
  - Advanced Ms Excel 2013
  - MS Excel 2010 Certificate Tra
  - SQL Series
  - Comp T1A Network + Cert Train
  - Intro to Natural Health & Heal

- Intro to Chemistry
- CBCS Med Code/Bill
- Medical Terminology
- Medical Coding
- Become a Physical Therapy Aid
- AMS- w/ Med Bill & Cod +Med T
- Cert in Food, Nutrition and Health
- AMS w/Medical Billing & Coding
- ICD- 10 Medical Coding
- Responsive Web Design
- Web Appl Developer
- Grammar for ESL Online
- Beginning Writers Workshop
- SPEED SPANISH
- Chartered Tax Professional
- Paralegal Prep 1
- Drawing for the Absolute Begin
- H.S. Diploma W/ Homeland Security
- Get Grants!
- Computer Courses
  - MS Access Part 1
  - MS Excel Part 1
  - MS Excel Part 2
  - MS Excel Part 3
  - MS Outlook
  - MS Power Point
  - MS Windows
  - MS Word Part 1
  - MS Word Part 2
- Emergency Response
  - Basic Trauma Life Support
  - CPR for the Healthcare Provider
  - Dispatcher Trainer Basic 911 Officer
  - Electrical Emergency Response
  - Emergency Response to terrorism- Basic Concepts
  - Emergency Response to Terrorism: Tactical Considerations for Company Officers
  - Emergency Medical Technician (EMT)
  - EMT Basic
  - EMT Refresher (A, B, C)
  - EMT Transition Program
  - EMT Supplementary
  - Emergency Medical Dispatch (EMD)
  - EMD Refresher
  - First Responder
  - Fire Safety
  - Fire Inspector

- Fire Official
- Hazardous Material Awareness
- Coaching Emergency Vehicle Operator
- Incident Command Level I-100, I-200, and NIMS 700
- Incident Command System (ICS 300)
- International Trauma Life Support
- Live Burn Training
- Mask Confidence
- Mass Decontamination
- Natural Gas Emergencies
- Rope Rescue
- Paramedic Assistant
- Propane Firefighting
- Weapons of Mass Destruction Awareness
- Grant-funded Programs
  - Customer Centric Training Hub & Store
  - High School Equivalency (GED)
  - Industry Centered Training Project
  - Intensive Math for Vocational Trades
  - Health Professions Consortium (TAACCCT4 - HPC)
  - Northeast Resiliency Consortium (TAACCCT3 - NRC)
- Personal Improvement
  - Civics Education and Naturalization
  - Beginning ESL Skills Enhancement & College Preparation



## Major Research and Public Service Activities

1. Professor Kelly Bender of the English department was involved in the following activities:
  - Served as the Treasurer for the Two Year College English Association.
  - Presented, with Dr. Bassel Stassis and Darlene McGrath-Florence, “Start on Track, Stay on Track, a Guided Approach to Student Success, at the New Jersey Student Services Summit at Mercer County College in February 2016.
  - Presented, with Chris Mueller, “Reaching Students in the Digital Age” at the New Jersey Education Association in April 2016.
2. Professor Palma Benko of the Math department was involved in the following activity:
  - Presented, with Marc Yeung, at the Mathematics Association of Two-Year Colleges of New Jersey in fall 2015, at Paterson, NJ.
3. Professor Martha Brozyna of the History department was involved in the following activities:
  - Presented with Alexandra Della Fera, Suzanne Hickey, and James Wallace, “Redesigning Gen Ed Courses for Student Success through the Gateway Initiative” at the 21st Annual Technology and Learning Conference, Montgomery County Community College in October 2015.
  - Presented with Suzanne Hickey, Bryan Payor and Shereen Ramadan, “Embed and Inspire: Bringing Tutors from the Margins to the Front of the Classroom” at the Faculty of the Future Conference at Bucks County Community College, Bucks County Community College in June 2016.
4. Professor Eric Cameron of the Computer and Information Sciences department was involved in the following activity:
  - Published, with J. Williams, his fourth book, entitled *Exploring Access 2016* in March 2016, as part of Pearson’s Exploring series.
5. Professor Linda Carter of the Education department was involved in the following activities:
  - Served as a board member of the New Jersey Coalition of Infant and Toddler Educators (CITE).
  - Presented “Practicing Mindful Caregiving: Nurturing the mental health of Infants and Toddlers by creating an emotional environment of excellence!” at

- the New Jersey Coalition of Infant and Toddler Educators in Rutherford, NJ in March 2016.
- Served as a panel/guest speaker on the Articulation and Career Pathways Panel for the NJ Toddler Workforce, Professional Impact NJ in March 2016.
  - Presented on the Grow NJ Kids Webinar on Quality Interactions in August 2016 on behalf of the Coalition of Infant and Toddler Educators.
6. Professor Mousumi Chakrabarty of the Math department was involved in the following activity:
- Published "Assessing Mathematically the Effectiveness of a Data Encryption Model" in ProQuest in 2015.
7. Professor Mary Dajnak of the Studio Arts department was involved in the following activities:
- Exhibited "Circling Her Square" in ARTPRIZE, Grand Rapids, MI in October 2015.
  - Co-presented, with Ardra Spector, "Technically Speaking Creativity Matters" at the Faculty of the Future Conference, Bucks County Community College, Newtown, PA in June 2016.
  - Juried art at the New Jersey State Federation of Women's Club of GFWC, Ramapo District Arts Creative Achievement Day, held at Indian Trail Country Club, Franklin Lakes, NJ on April 19, 2016.
8. Professor John Fruncillo of the Philosophy department was involved in the following activity:
- Published a poem entitled "Sister Moon" to Spillwords.com in August 2016.
9. Professor Richard Marranca of the English department was involved in the following activities:
- Served as a board member for NJ Fulbright.
  - Selected to be a member of the Fulbright Specialist Roster by the U.S. State Department's Bureau of Educational and Cultural Affairs and the Institute of International Education's Council for International Exchange of Scholars in August 2016.
  - Served as the campus liaison for NEH Summer Seminars and Community College Humanities Association.
  - Published a poem in the Paterson Literary Review in 2016.
  - Published *The New Romantics: Ten Stories of Mystery, Passion, Travel and Vampires* in January 2016.
  - Presented on Henry David Thoreau's essay "Walking" at the 75<sup>th</sup> Anniversary of the Henry David Thoreau in July 2016 in Concord, MA.
10. Professor Kristina Oriente of the Math department was involved in the following activity:

- Presented, with David Burger and Fillmore Corpus, “Writing Across the Curriculum: Yes, That Includes Math!” at the Mathematics Association of Two-Year Colleges of New Jersey in Paterson NJ, on October 17, 2015.

11. Professor Linda Siegrist of the Nursing department was involved in the following activity:

- Led a workshop on technology teaching tools at the Nurse Educator’s Conference in Breckenridge, Colorado in July 2016.
- Presented on Goose Chase, a teaching tool at the Nurse Educator’s Conference in Breckenridge, Colorado in July 2016.

12. Professor Nancy Silvestro of the English Language Studies department was involved in the following activities:

- Presented, with Bill Morrison, “Achieving the Dream at PCCC” at the New Jersey Achieving the Dream College Summit at Mercer County Community College, in July 2015.
- Presented, with Kathy Kelly and Candi Rodriguez, “Emerging Best Practices in TESOL” at the New York TESOL Conference in Albany, NY in November 2015.
- Presented, with Bill Morrison, Kathy Kelly, and Bob Salvato, “Empowering English Language Learners: Acceleration & Transition” at the Achieving the Dream: DREAM Conference in Atlanta, GA in February 2016.



## CAPITAL PROJECTS UNDERWAY IN FISCAL YEAR 2015

### I. Major Capital Projects Underway in Fiscal Year 2015

**Wanaque Academic Center** – The 30,000 square foot addition was opened and additional work was started to create Culinary Arts Kitchens and enhancements to the Music Department that include a Recording Studio and Isolation Booth.

**Founders Hall** – The fifth floor was renovated to create new offices for the Information Technology Division.

**Hamilton Hall** – Building wide renovations were completed.