Annual Institutional Profile Report
September 2019

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.

9/16/2019

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

PREFACE

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 50 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 annually in more than 90 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: Student Success

- Provide opportunities for the timely completion of academic programs.

Goal 2: Teaching and Learning

- Offer innovative programs and initiatives to assist students in achieving their academic goals.

Goal 3: Organizational Excellence

- Support and continually improve a culture of innovation, quality, and service excellence within Passaic County Community College.

Goal 4: Community Partnerships

- Optimize strategic partnerships and outreach to improve student achievement, employment, and quality of life.

Goal 5: Marketing and Communications

- Determine optimal academic program mix.
- Enhance marketing and communications of programs and services.

I. TABLE OF CONTENTS

II. DATA BY CATEGORY

A. Accreditation Status

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

Institutional Accreditation

Passaic County Community College is accredited by the:
- Middle States Commission on Higher Education
  3624 Market Street, 2nd Floor West, Philadelphia, PA 19104

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

OCCUPTIONAL 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. Number of Students Served

Table II.B.1.
Undergraduate Enrollment by Attendance Status, Fall 2018

Full-time N	Full-time %	Part-time N	Part-time %	Total
2,610	40.3%	3,870	59.7%	6,480

Source: IPEDS Fall Enrollment Survey

Table II.B.3:
Non-Credit Enrollment, FY 2018

	Total Number of Registrations[1]	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs[2]
Open Enrollment	4,287	2,859	289,481	643
Customized Training	1,497		16,792	37

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

Table II.B.4:
Unduplicated Enrollment, FY 2018

Headcount Enrollment	Credit Hours	FTE
10,660	145,819	4,861

Source: IPEDS 12-Month Enrollment Survey

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[1] Includes all registrations in any course that started on July 1, 2017 through June 30, 2018.

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

C. Characteristics of Undergraduate Students

The Basic Skills Placement Test is a computer-based examination using the Accuplacer platform from The College Board. Students who have graduated from high school within the past 3 years and have a cumulative grade point average (GPA) of 3.0 or higher may be placed at College level for English and Math.

Table II.C.2.a:
Total Number of Undergraduate Students Enrolled in Fall 2018

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses[3]	% of Total
6,480	1,439	22.2%

Table II.C.2.b:
Total Number of First-time, Full-time Students Enrolled in Remediation in Fall 2018

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
559	307	54.9%

Table II.C.2.c:
Total Number of First-time, Full-time Students Enrolled in Remediation by Subject Area in Fall 2018

Subject Area	Number of FTFT Enrolled In:	Percent of FTFT Enrolled In:
Computation	153	27.4%
Algebra	132	23.6%
Reading	0	0.0%
Writing	0	0.0%
English	232	41.5%

Source: SURE Fall Enrollment file

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[3] Remedial does not include a large population of ESL students, many of whom test below college level.

Table II.C.3.a:
Undergraduate Enrollment by Race/Ethnicity in Fall 2018

		Full-time	Part-time	Total
White	N	490	741	1,231
	Percent	18.8%	19.1%	19.0%
Black	N	286	486	772
	Percent	11.0%	12.6%	11.9%
Hispanic	N	1,469	2,096	3,565
	Percent	56.3%	54.2%	55.0%
Asian	N	157	253	410
	Percent	6.0%	6.5%	6.3%
American Ind.	N	4	7	11
	Percent	0.2%	0.2%	0.2%
Alien	N	6	13	19
	Percent	0.2%	0.3%	0.3%
Race Unknown[4]	N	198	274	472
	Percent	7.6%	7.1%	7.3%
Total	N	2,610	3,870	6,480
	Percent	100.0%	100.0%	100.0%

Table II.C.3.b:
Undergraduate Enrollment by Sex in Fall 2018

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Male	1,196	45.8	1,344	34.7	2,540	39.2
Female	1,414	54.2	2,526	65.3	3,940	60.8
Total	2,610	100.0	3,870	100.0	6,480	100.0

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[4]Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Table II.C.3.c:
Undergraduate Enrollment by Age in Fall 2018

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
LT 18	36	1.4%	149	3.9%	185	2.9%
18-19	1,085	41.6%	459	11.9%	1,544	23.8%
20-21	693	26.6%	677	17.5%	1,370	21.1%
22-24	362	13.9%	672	17.4%	1,034	16.0%
25-29	227	8.7%	679	17.5%	906	14.0%
30-34	77	3.0%	433	11.2%	510	7.9%
35-39	48	1.8%	248	6.4%	296	4.6%
40-49	52	2.0%	341	8.8%	393	6.1%
50-64	25	1.0%	183	4.7%	208	3.2%
65+	4	0.2%	24	0.6%	28	0.4%
Unknown	1	0.0%	5	0.1%	6	0.1%
Total	2,610	100.0%	3,870	100.0%	6,480	100.0%

Source: IPEDS Fall Enrollment Survey

Table II.C.4:
Financial Aid from Federal, State & Institution-Funded Programs, AY 2017-18

	Recipients	Dollars($)	$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,676	16,314,166	3,488.91
College Work Study	143	321,611	2,249.03
Perkins Loans	0	0	-
SEOG	2,821	258,800	91.74
PLUS Loans	0	0	-
Stafford Loans (Subsidized)	434	1,268,818	2,923.54
Stafford Loans (Unsubsidized)	339	1,179,957	3,480.70
SMART & ACG or other	0	0	-
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1,691	2,605,179	1,540.61
Educational Opportunity Fund (EOF)	266	210,113	789.90
Outstanding Scholars (OSRP) or other	47	19,388	412.51
Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJ STARS	27	78,863	2,920.85
NJCLASS Loans	0	0	-

Passaic County Community College Annual Institutional Profile, 2019

	Recipients	Dollars($)	$/Recipient
INSTITUTIONAL PROGRAMS			
Grants/Scholarships	1,705	638,953	374.75
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

Table II.C.5:
Fall 2018 First-time Undergraduate Enrollment by State Residence

State Residents[5]	Non-State Residents	Total	% State Residents
800	1	801	99.9%

Source: IPEDS Fall Enrollment Survey

[5] Residence unknown included with New Jersey Residents.

6

D. Student Outcomes

Table II D.1.b:
Two-Year Graduation Rate of Fall 2015 Full-time, First-time Degree/Certificate Seeking Students

	N	**Percent**
Fall 2015 Cohort	**820**	
Graduated after 2 Years	**25**	**3.0%**

Source: IPEDS Graduation Rate Survey

Table II D.1.c:
Three-Year Graduation and Transfer Rate of Fall 2015 Full-time, First-time Degree/Certificate Seeking Students by Race/Ethnicity

Race/Ethnicity		**2015 Cohort**	**Graduated within 3 Years**	**Transferred within 3 Years**
White	N	137	41	22
	Percent		29.9%	16.1%
Black	N	117	5	11
	Percent		4.3%	9.4%
Hispanic	N	454	39	50
	Percent		8.6%	11.0%
Asian	N	35	5	7
	Percent		14.3%	20.0%
Alien	N	1	0	0
	Percent		0.0%	0.0%
Other[6]	N	76	5	9
	Percent		6.6%	11.8%
Total	N	820	95	99
	Percent		11.6%	12.1%

Source: IPEDS Graduation Rate Survey

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

Table II D.2:
Third Semester Retention of First-time Undergraduates, Fall 2017 to Fall 2018

Full-Time			Part-Time		
Fall 2017 First- Time Undergraduates	**Retained in Fall 2018**	**Retention Rate**	**Fall 2017 First- Time Undergraduates**	**Retained in Fall 2018**	**Retention Rate**
611	381	62.4%	321	148	46.1%

Source: IPEDS Fall Enrollment Survey, Part E

E. Faculty Characteristics

Table II E.1:
Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2018

	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown[7]		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
Tenured																
Professors	4	4	2	1	0	0	0	0	0	0	0	0	0	0	6	5
Associate Prof.	6	11	1	1	1	2	0	2	0	0	0	0	0	1	8	17
Assistant Prof.	10	8	0	4	1	4	3	1	0	0	0	0	0	1	14	18
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	20	23	3	6	2	6	3	3	0	0	0	0	0	2	28	40
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	5	11	1	3	1	0	0	1	0	0	0	0	0	0	7	15
TOTAL	5	11	1	3	1	0	0	1	0	0	0	0	0	0	7	15
Total																
Professors	4	4	2	1	0	0	0	0	0	0	0	0	0	0	6	5
Associate Prof.	6	11	1	1	1	2	0	2	0	0	0	0	0	1	8	17
Assistant Prof.	10	8	0	4	1	4	3	1	0	0	0	0	0	1	14	18
All Others	5	11	1	3	1	0	0	1	0	0	0	0	0	0	7	15
TOTAL	25	34	4	9	3	6	3	4	0	0	0	0	0	2	35	55

Source: IPEDS Human Resources Survey

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[7] Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Table II E.2
Percentage of Course Sections Taught by Faculty, Fall 2018

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others[8]	
	N	Percent	N	Percent	N	Percent
1,120	444	39.6	577	51.5	99	8.8

Table II E.3
Ratio of Full- to Part-time Faculty, Fall 2018

Full-time		Part-time		Total	
N	Percent	N	Percent	N	Percent
87	20.9%	330	79.1%	417	100.0%

Source: IPEDS Human Resources Survey

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[8] Others includes Full-time Administrators.

F. Characteristics of the Trustees or Governors:

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

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	3	2	1	0	0	0	1	7
Female	1	1	2	0	0	0	0	4
Total	4	3	3	0	0	0	1	11

Table II F.2
Members of the Board of Trustees

Name	Title	Affiliation
Richard A. DuHaime	Businessman	Valentine's Beauty Supply
Yolanda Esquiche	Social Worker	Mental Health Facility
Dennis F. Marco	Businessman	HPA NJ
Alonzo Moody	Total Life Youth Director	Retired
Harvey J. Nutter	Executive Director	Opportunities Industrialization Center
Taina Pou	Educator	Paterson Public Schools
Carlos Rodriguez	Interim Executive County Supt	Passaic County
Sharon C. Smith	Educator	Retired
Barbara Tanis	Educator	Retired
Ronak Trivedi	Businessman	Estee Lauder
Steven M. Rose	President	PCCC

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

http://www.pccc.edu/about-pccc/board-of-trustees

G. Profile of the Institution

Degree and Certificate Programs, Fall 2019

Associate in Arts (A.A.)
- English
- English - Journalism
- Liberal Arts
  - Communication
  - Criminal Justice
  - Early Childhood Education
  - Generalist-Humanities
  - 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
- Culinary Arts
- Digital Media Production and Distribution
- Early Childhood Education
- Electronic Engineering Technology
- Fire Science Technology
- Graphic Design
- Health Information Management
- Information Technology
  - *Network Administration*
  - *Technical Support*
  - *Web and Mobile Development*
- Music Technology
- Nurse Education
  - *LPN Mobility*
- Pastry and Baking Arts
- Radiography
- Technical Studies

Associate in Science (A.S.)

- Applied Computer Science
- Business Administration
  - *Accounting/Management/Marketing*
  - *Hospitality Management*
  - *Management Information Systems*
- Engineering Science
- Environmental Sustainability
- Health Science
- Homeland Security
- Human Services
  - *Generalist*
  - *Gerontology*
  - *Mental Health*
  - *Pre-Social Work and Counseling*
- Liberal Arts
  - *Biology*
  - *Exercise Science*
  - *Mathematics*
  - *Nutrition*
  - *Physical Science*
- Medical Informatics
- Occupational Therapy Assistant
- Psychosocial Rehabilitation and Treatment
- Public Health

Career Certificate (30 Credits or More)

- Accounting
- Applied Writing and Copy Editing
- Baking
- Criminal Justice
- Culinary Arts
- Early Childhood Education
- Emergency Management
- Fire Science Management
- Fire Science Operations
- General Studies
- Gerontology Specialist
- Homeland Security
- Human Services Specialist
- Information Technology
  - *Network Administration*
  - *Technical Support*

- o *Web Technology*
- Medical Assistant
- Medical Coding
- Mental Health Specialist
- Video Production

Certificate of Achievement
- Alcohol and Drug Certification Domains
- American Sign Language and Deaf Studies
- AutoCAD Drafting
- Automation and Control
- Basic Video Production
- Child Development Associate
- Community Healthcare Navigator
- Criminal Justice Studies
- Cyber Security and Computer Forensics
- Field Service Technologies
- Fitness Specialist
- Gerontology
- Graphic Design and Digital Media
- Hospital Coding Specialist
- Infant and Toddler
- Information Technology Fundamentals
- Mental Health
- Microcomputer Software Specialist
- Network Administration
- Plumbing Technology
- Public Safety Telecommunications
- Web Technology
- Welding

Continuing Education Programs, Fall 2019

- Allied Health Programs
  - Community Health Worker Certificate
  - EKG Certificate Program
  - Phlebotomy Certificate Program
- Basic Skills & Test Preparation
  - High School Equivalency (GED Test Prep)
  - High School Equivalency SPANISH
  - Intensive Math Prep
  - TEAS Test Prep
- Business & Industry
  - Computer & Basic Skills Training for Employees
  - Contract/Customized Training
  - Customer Service Training
  - Leadership/Management Training
- Certificate Programs
  - Accounting & QuickBooks Certificate
  - Health & Human Services Certificate
  - Imaging Academy
  - Real Estate Salesperson Training
  - Uniform Construction Code
- Computer & Technology Programs
  - Applied Technology
  - Intro to Basic Computer
  - MS Office Suite
- Education & Teacher Training
  - Introduction to Teaching
  - New Pathways to Teaching – Alternate Route Program – Stage 1
  - Professional Development for Educations
  - Substitute Teacher Training
- Emergency Medical Services (EMS) & Fire Safety Training
  - CPR for the Healthcare Provider
  - Emergency Medical Technician (EMT)
  - EMT Refresher
  - Basic 911 Officer Course
  - Emergency Medical Dispatch (EMD)
  - Fire Inspector
  - Fire Official
  - Truck Company Operations
  - Situational Awareness
  - For Groups by Request
- English as a Second Language (ESL)
  - Beginning English as a Second Language (ESL)

- o Small Group ESL Tutoring
- Food Services Program
  - o Dietary Manager Certification
  - o Introduction to Food Service Preparation and ServSafe Certification Program
- Grant Funded Programs
  - o Career Pathways Program
  - o Computer Skills & Professional Development
  - o High School Equivalency Program
  - o Intensive Math
- Online Courses
  - o Online Short Courses
  - o Online Career Programs
- Partner Organizations & Programs
  - o Cultural Affairs Department
  - o Urban Consortium
  - o William Paterson Small Business Development Center (SBDC)

H. Major Research and Public Service Activities

1. Professor Alexandra Della Fera of the English Department was involved in the following activities:
   - Continued as Co-Director of the NEH Grant entitled "Discovering Paterson: The Silk City Project."
   - Presented "Student Engagement and Content Development in the OER Writing Classroom" at the VALE/NJ OER Summit at Raritan Valley Community College on June 13, 2019.

2. Professor Khloud Kourani of the Business Department was involved in the following activities:
   - Presented "Getting Started with OER: Fundamentals, Implementations and Assessment" at the Faculty of the Future Bucks County Community College Conference on May 31, 2019.
   - Presented "Getting Started with OER: Fundamentals, Implementations and Assessment" at the VALE/NJ OER Summit at Raritan Valley Community College on June 13, 2019.

3. Chef Louis Hernandez, Program Director of the Culinary Arts Department, presented "Portfolios: Assessment, Review, and Grading" at the 8th Annual Tri-State Best Practices Conferences hosted by Bergen Community College at the Meadowlands on March 2, 2019.

4. Professor Daniela Kitanska of the Mathematics Department was involved in the following activities:
   - Served as a Vice-President North to the Mathematics Association of Two-Year Colleges of New Jersey (MATYCNJ).
   - Served as a Co-Principal Investigator/Coordinator for the NSF S-STEM Grant/Scholarship.
   - Presented, with Henriette Mozsolits and Kala Mayur, "Adaptive Learning for Underprepared Students: A Successful Start for an Introductory Course" at the 8th Annual Tri-State Best Practices Conference hosted by Bergen Community College at the Meadowlands on March 2, 2019.
   - Presented, with Henriette Mozsolits and Kala Mayur, "Supporting Student Success in STEM Courses Using an Adaptive Learning Technology" at the 2019 Faculty of the Future Conference" at Bucks County Community College, Newtown, PA, on May 31, 2019.

5. Professor Richard Marranca of the English Department was involved in the following activities:
   - Presented "Myth and the Hero" at the VALE/NJ OER Summit at Raritan Valley Community College on June 13, 2019.
   - Published "Ode to Inanna" in The Paterson Literary Review (Spring 2019).
   - Published "Death by Karaoke" in Months to Years (August 2019).

- Served as a Fulbright Specialist 2016-2020 (for short-term international teaching).
- Served as a Board Member, NJ Chapter of Fulbright.
- Served as a Campus Liaison for CCHA and NEH grants at Passaic County Community College.

6. Professor Henriette Mozsolits of the Biological and Physical Sciences Department was involved in the following major activities:

   - Served as a poster judge at the 10th Annual Garden State–Louis Stokes Alliance for Minority Participation (GS-LSAMP) and Northern New Jersey-Bridges to the Baccalaureate (NNJ-B2B) STEM Research Conference at Rutgers University, New Brunswick, NJ, in October 2018.
   - Presented, with Daniela Kitanska and Kala Mayur, "Adaptive Learning for Underprepared Students: A Successful Start for an Introductory Course" at the 8th Annual Tri-State Best Practices Conference hosted by Bergen Community College at the Meadowlands on March 2, 2019.
   - Presented, with Daniela Kitanska and Kala Mayur, "Supporting Student Success in STEM Courses Using an Adaptive Learning Technology" at the 2019 Faculty of the Future Conference" at Bucks County Community College, Newtown, PA, on May 31, 2019.

7. Professor Ali Saleh of the Biological and Physical Sciences Department served as a board member of the Passaic Public Schools' Biomedical and Biotechnology Advisory Board and served as NASA Grant Project Director at PCCC.

8. Professor Nancy Silvestro of the English Department was involved in the following major activities:

   - Presented, with Dr. Dawn Norman of Passaic County Community College and Dr. Susan Thomason of Austin Community College, "Engaging and Supporting Faculty in Institutional Redesign" at DREAM 2019 in Long Beach, CA on February 21, 2019.

I. Major Capital Projects Underway in Fiscal Year 2019

Academic Hall – Renovations to the Cafeteria, including a new entrance area, new flooring and new furniture.

Academic Hall – Renovations to the Food Service serving line area to remove buffet style service and replace it with a five vendor food court.

Academic Hall Addition – New roof system was installed.

Founders Hall – Window replacements for the first three floors in the Spine that connects Founders Hall to Academic Hall over College Boulevard.

Founders Hall – New roof system was installed over the fourth floor extension.

Gym/Theater Complex – New roof system was installed.

Gym/Theater Complex – Renovations to the Student Game Room to update the area from only table games to tables games/conversation pit/lounge area/electronic video game console stations.

Institute for New and Emerging Workforce – Environmental Abatement and interior demolition was completed to prepare the building for complete renovation.

Memorial Hall – Add second HVAC compressor to Network Server Room for additional cooling capacity.

Passaic Academic Center – Construct an additional parking lot adjacent to campus to accommodate and additional 30 vehicles.

Public Safety Academy – Equipment upgrades and new bedroom fire burn simulator.