Submitted to the New Jersey
Office of the Secretary of Higher Education
By
The Office of Institutional Research
Passaic County Community College
One College Boulevard, Paterson, NJ 07505
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.

9/18/2020

Dr. Steven M. Rose, President
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.
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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

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. Number of Students Served

Table II.B.1.
Undergraduate Enrollment by Attendance Status, Fall 2019

<table>
<thead>
<tr>
<th>Full-time N</th>
<th>Full-time %</th>
<th>Part-time N</th>
<th>Part-time %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,446</td>
<td>37.6%</td>
<td>4,051</td>
<td>62.4%</td>
<td>6,497</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

Table II.B.3:
Non-Credit Enrollment, FY 2019

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Registrations(^1)</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>3,756</td>
<td>2,658</td>
<td>271,316</td>
<td>603</td>
</tr>
<tr>
<td>Customized Training</td>
<td>1,360</td>
<td></td>
<td>19,646</td>
<td>44</td>
</tr>
</tbody>
</table>

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

Table II.B.4:
Unduplicated Enrollment, FY 2019

<table>
<thead>
<tr>
<th>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,499</td>
<td>139,190</td>
<td>4,640</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment Survey

\(^1\) Includes all registrations in any course that started on July 1, 2019 through June 30, 2020.

\(^2\) 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 2019

<table>
<thead>
<tr>
<th>Total Undergraduate Enrollment</th>
<th>Number of Students Enrolled in One or More Remedial Courses(^3)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,497</td>
<td>1,396</td>
<td>21.5%</td>
</tr>
</tbody>
</table>

Table II.C.2.b:  
Total Number of First-time, Full-time Students Enrolled in Remediation in Fall 2019

<table>
<thead>
<tr>
<th>Total number of FTFT Students</th>
<th>Number of FTFT Students Enrolled in One or More Remedial Courses</th>
<th>Percent of FTFT Enrolled in One or More Remedial Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>617</td>
<td>304</td>
<td>49.3%</td>
</tr>
</tbody>
</table>

Table II.C.2.c:  
Total Number of First-time, Full-time Students Enrolled in Remediation by Subject Area in Fall 2019

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of FTFT Enrolled In:</th>
<th>Percent of FTFT Enrolled In:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>148</td>
<td>24.0%</td>
</tr>
<tr>
<td>Algebra</td>
<td>124</td>
<td>20.1%</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>English</td>
<td>226</td>
<td>36.6%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

\(^3\) 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 2019

<table>
<thead>
<tr>
<th>Race</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>White</td>
<td>473</td>
<td>19.3%</td>
<td>701</td>
</tr>
<tr>
<td>Black</td>
<td>258</td>
<td>10.5%</td>
<td>486</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,391</td>
<td>56.9%</td>
<td>2,277</td>
</tr>
<tr>
<td>Asian</td>
<td>154</td>
<td>6.3%</td>
<td>249</td>
</tr>
<tr>
<td>American Ind.</td>
<td>4</td>
<td>0.2%</td>
<td>7</td>
</tr>
<tr>
<td>Alien</td>
<td>4</td>
<td>0.2%</td>
<td>12</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>162</td>
<td>6.6%</td>
<td>319</td>
</tr>
<tr>
<td>Total</td>
<td>2,446</td>
<td>100.0%</td>
<td>4,051</td>
</tr>
</tbody>
</table>

Table II.C.3.b:
Undergraduate Enrollment by Sex in Fall 2019

<table>
<thead>
<tr>
<th>Sex</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>Male</td>
<td>1,045</td>
<td>42.7%</td>
<td>1,456</td>
</tr>
<tr>
<td>Female</td>
<td>1,401</td>
<td>57.3%</td>
<td>2,595</td>
</tr>
<tr>
<td>Total</td>
<td>2,446</td>
<td>100.0%</td>
<td>4,051</td>
</tr>
</tbody>
</table>

---

4 Asian includes Pacific Islanders and Unknown includes 2 or More Races.
Table II.C.3.c:
Undergraduate Enrollment by Age in Fall 2019

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Full-time</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>Total</td>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LT 18</td>
<td>34</td>
<td>1.4</td>
<td>139</td>
<td>3.4</td>
<td>173</td>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>995</td>
<td>40.7</td>
<td>593</td>
<td>14.6</td>
<td>1,588</td>
<td>24.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-21</td>
<td>722</td>
<td>29.5</td>
<td>765</td>
<td>18.9</td>
<td>1,487</td>
<td>22.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-24</td>
<td>307</td>
<td>12.6</td>
<td>687</td>
<td>17.0</td>
<td>994</td>
<td>15.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>180</td>
<td>7.4</td>
<td>662</td>
<td>16.3</td>
<td>842</td>
<td>13.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-34</td>
<td>74</td>
<td>3.0</td>
<td>422</td>
<td>10.4</td>
<td>496</td>
<td>7.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35-39</td>
<td>58</td>
<td>2.4</td>
<td>248</td>
<td>6.1</td>
<td>306</td>
<td>4.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>50</td>
<td>2.0</td>
<td>332</td>
<td>8.2</td>
<td>382</td>
<td>5.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-64</td>
<td>23</td>
<td>0.9</td>
<td>179</td>
<td>4.4</td>
<td>202</td>
<td>3.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65+</td>
<td>1</td>
<td>0.0</td>
<td>23</td>
<td>0.6</td>
<td>24</td>
<td>0.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>0.1</td>
<td>1</td>
<td>0.0</td>
<td>3</td>
<td>0.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,446</td>
<td>100.0</td>
<td>4,051</td>
<td>100.0</td>
<td>6,497</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

Table II.C.4:
Financial Aid from Federal, State & Institution-Funded Programs, AY 2018-19

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grants</td>
<td>4,314</td>
<td>15,537,530</td>
<td>3,601.65</td>
</tr>
<tr>
<td>College Work Study</td>
<td>131</td>
<td>331,971</td>
<td>2,534.13</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>SEOG</td>
<td>1,570</td>
<td>244,900</td>
<td>155.99</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>1</td>
<td>7,563</td>
<td>7,563.00</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>330</td>
<td>980,425</td>
<td>2,970.98</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>259</td>
<td>944,060</td>
<td>3,645.02</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td><strong>STATE PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>1,583</td>
<td>2,484,392</td>
<td>1,569.42</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>232</td>
<td>185,872</td>
<td>801.17</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP) or other</td>
<td>39</td>
<td>11,880</td>
<td>-</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>36</td>
<td>90,370</td>
<td>2,510.28</td>
</tr>
<tr>
<td>CCOG</td>
<td>383</td>
<td>408,421</td>
<td>1,066.37</td>
</tr>
</tbody>
</table>
INSTITUTIONAL PROGRAMS

<table>
<thead>
<tr>
<th>Grants/Scholarships</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,357</td>
<td>661,401</td>
<td>487.40</td>
<td></td>
</tr>
</tbody>
</table>

| Loans               | 0          | 0          | -           |

Source: NJIPEDS Form #41 Student Financial Aid Report

Table II.C.5:
Fall 2019 First-time Undergraduate Enrollment by State Residence

<table>
<thead>
<tr>
<th>State Residents⁵</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>979</td>
<td>1</td>
<td>980</td>
<td>99.9%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

⁵ Residence unknown included with New Jersey Residents.
D. Student Outcomes

Table II D.1.b: Two-Year Graduation Rate of Fall 2016 Full-time, First-time Degree/Certificate Seeking Students

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016 Cohort</td>
<td>652</td>
<td></td>
</tr>
<tr>
<td>Graduated after 2 Years</td>
<td>19</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

Source: IPEDS Graduation Rate Survey

Table II D.1.c: Three-Year Graduation and Transfer Rate of Fall 2016 Full-time, First-time Degree/Certificate Seeking Students by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2016 Cohort</th>
<th>Graduated within 3 Years</th>
<th>Transferred within 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>135</td>
<td>29 (21.5%)</td>
<td>30 (22.2%)</td>
</tr>
<tr>
<td>Black</td>
<td>81</td>
<td>6 (7.4%)</td>
<td>14 (17.3%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>335</td>
<td>34 (10.1%)</td>
<td>41 (12.2%)</td>
</tr>
<tr>
<td>Asian</td>
<td>56</td>
<td>2 (3.6%)</td>
<td>10 (17.9%)</td>
</tr>
<tr>
<td>Alien</td>
<td>1</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Other(^6)</td>
<td>44</td>
<td>3 (6.8%)</td>
<td>4 (9.1%)</td>
</tr>
<tr>
<td>Total</td>
<td>652</td>
<td>74 (11.3%)</td>
<td>99 (15.2%)</td>
</tr>
</tbody>
</table>

Source: IPEDS Graduation Rate Survey

\(^6\) 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 2018 to Fall 2019

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th></th>
<th>Part-Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018 First-Time</td>
<td>Retained</td>
<td>Retention Rate</td>
<td>Retained</td>
<td>Retention Rate</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>in Fall 2019</td>
<td></td>
<td>in Fall 2019</td>
<td></td>
</tr>
<tr>
<td>559</td>
<td>333</td>
<td>59.6%</td>
<td>242</td>
<td>110</td>
</tr>
</tbody>
</table>

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 2019

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
<th>American Ind.</th>
<th>Alien</th>
<th>Race Unknown^7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Wom</td>
<td>Men</td>
<td>Wom</td>
<td>Men</td>
<td>Wom</td>
<td>Men</td>
<td>Wom</td>
</tr>
<tr>
<td><strong>Tenured</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>3</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td><strong>TOTAL</strong></td>
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<td>25</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>3</td>
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<td><strong>Without Tenure</strong></td>
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<td>Assistant Prof.</td>
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<td>0</td>
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</tr>
<tr>
<td>All Others</td>
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<td>11</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
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<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>5</td>
<td>11</td>
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<td>3</td>
<td>1</td>
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<td>0</td>
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<tr>
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</table>

Source: IPEDS Human Resources Survey

^7 Asian includes Pacific Islanders and Unknown includes 2 or More Races.
Table II E.2
Percentage of Course Sections Taught by Faculty, Fall 2019

<table>
<thead>
<tr>
<th>Total Number of Course Sections</th>
<th>Taught by Full-time Faculty</th>
<th>Taught by Part-time Faculty</th>
<th>Taught by Others&lt;sup&gt;8&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>1,037</td>
<td>411</td>
<td>39.6</td>
<td>538</td>
</tr>
</tbody>
</table>

Table II E.3
Ratio of Full- to Part-time Faculty, Fall 2019

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>86</td>
<td>20.5</td>
<td>333</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey

<sup>8</sup> 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

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Non-Res Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Table II F.2
Members of the Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard A. DuHaime</td>
<td>Businessman</td>
<td>Valentine's Beauty Supply</td>
</tr>
<tr>
<td>Yolanda Esquiche</td>
<td>Social Worker</td>
<td>Retired</td>
</tr>
<tr>
<td>Dennis F. Marco</td>
<td>Businessman</td>
<td>HPA NJ</td>
</tr>
<tr>
<td>Alonzo Moody</td>
<td>Total Life Youth Director</td>
<td>Retired</td>
</tr>
<tr>
<td>Harvey J. Nutter</td>
<td>Executive Director</td>
<td>Opportunities Industrialization Center</td>
</tr>
<tr>
<td>Taina Pou</td>
<td>Educator</td>
<td>Paterson Public Schools</td>
</tr>
<tr>
<td>Sharon C. Smith</td>
<td>Educator</td>
<td>Retired</td>
</tr>
<tr>
<td>Barbara Tanis</td>
<td>Educator</td>
<td>Retired</td>
</tr>
<tr>
<td>Ronak Trivedi</td>
<td>Businessman</td>
<td>Estee Lauder</td>
</tr>
<tr>
<td>Steven M. Rose</td>
<td>President</td>
<td>PCCC</td>
</tr>
</tbody>
</table>

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 2020

**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
• **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 2020

- **Allied Health Programs**
  - Computed Tomography (CT)
  - Cross Sectional Anatomy
  - Phlebotomy Technician
- **Basic Skills & Test Preparation**
  - High School Equivalency - en Espanol
  - High School Equivalency Test Preparation
  - Test of Essential Academic Skills (TEAS) Test Prep
- **Business & Industry**
  - Becoming Management Material
  - Business Leadership in Changing Times
  - Embracing Organizational Change
  - Intro to Grant Writing
  - Managing Virtual Workspace
  - Public Speaking
- **Certificate Programs**
  - Accounting & QuickBooks
  - Health and Human Services
  - Real Estate Salesperson Training
- **Computer & Technology Programs**
  - Applied Technology
- **English as a Second Language (ESL)**
  - Beginning English as a Second Language (ESL)
  - Beginner Tutoring
  - ESL for Nursing
  - ESL for Business Class
  - Foundations
- **Food Services Program**
  - Dietary Manager Certification
  - Introduction to Food Service Preparation and ServSafe Certification
- **Education & Teacher Training**
  - New Pathways to Teaching - Alternate Route Program
  - Substitute Teacher Training
- **Emergency Medical Services (EMS) & Fire Safety Training**
  - CPR for the Healthcare Provider
  - Emergency Medical Technician (EMT)
  - Burn Buildings
  - Fire Fighter
  - Fire Inspector
  - Fire Instructor
  - Fire Official
  - UASI Foam Tenders
Grant Funded Programs
  o Career Pathways Program
  o Computer Skills & Professional Development
  o High School Equivalency Program
  o Intensive Math
  o NJ HealthWorks (Scaling Apprenticeship)
  o NNJ Weld
  o WorkFirst NJ
  o YouthRise

Online Courses
  o Online Short Courses
  o Online Career Programs
H. Major Research and Public Service Activities

1. Professor Kelly Bender of the English Department presented “Engaging Students in the College Success Course” at PCCC’s Teaching for Today and Tomorrow Conference on July 16, 2020.

2. Professor Richard Marranca of the English Department was involved in the following activities:
   - Served as a Fulbright Specialist 2016-2022 (for short-term international teaching and short-term projects abroad).
   - Served as a Board Member, NJ Chapter of Fulbright.
   - Served as a Campus Liaison for the Community College Humanities Association.
   - Member of the Emerson Society, Margaret Fuller Society, and Community College Humanities Association.


4. 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.

5. Professor Michael Walker of the Criminal Justice, Human Services, and Technical Studies Department was involved in the following major activities:
   - Presented (with A. Hyatt and T. Pearl) “How the Ceasefire Program Changed the Interaction between the City of Paterson Police and the Community” at the 18th Annual Social Equity Leadership Conference hosted by the National Academy of Public Administration and Rutgers University School of Public Affairs and Administration, in Newark, NJ on June 6, 2019.

- Member of the Uniform Crime Report (UCR) Subcommittee of the Federal Bureau of Investigation’s Criminal Justice Information Services (CJIS) Advisory Policy Board (February 2007 to Present) This eight-member subcommittee is responsible for reviewing issues concerning the UCR Program including Summary UCR, the National Incident-Based Reporting System (NIBRS), the National Data Exchange (N-DEx), Law Enforcement Officers Killed and Assaulted (LEOKA), and Hate Crimes.

- Appointed as a Subject Matter Expert (SME) on the Incidence of Suicide of Law Enforcement Officers to the Federal Bureau of Investigation, Law Enforcement Support Section, Crime Statistics Management Unit (December 2019 to Present). Tasked with designing and implementing a database to track the incidence of suicide among law enforcement officers to give researchers a better grasp of the problem and implement possible solutions to it.
I. Major Capital Projects Underway in Fiscal Year 2020

**Academic Hall** – New rooftop HVAC cooling compressor for second floor classroom wing.

**Academic Hall** – Renovations to A312 to create privacy partitions between the instructional area and the workspace.

**Broadway Academic Center** – Renovation of prior storefront rental areas to create new studios for Music and Studio Art programs.

**Founders Hall** – New heating plant pneumatic compressor for HVAC Building Automation Control system.

**Founders Hall** – Renovations to E107 to create the Teaching and Learning Program lab.

**Founders Hall** – Renovations to E207 to create an Avionics lab for the STEM department, which includes a flight simulator.

**Gym Theater Complex** – Rebuilding of the Theater HVAC unit.

**Institute for New and Emerging Workforce** – Phase 2 work for exterior historic preservation and restoration, as well as a new stairwell, new roof and windows.

**Paterson Campus** – New solar powered ventilation exhaust fans installed on three different pedestrian bridges.

**Paterson Campus** – Various sidewalk replacement projects along College Boulevard, Memorial Drive and Shultis Lane.

**Wanaque Academic Center** – New 4” domestic and 6” fire service underground water lines installed between pump house and building.

**Wanaque Academic Center** – New retaining wall installation and site regrading along access road to upper parking lot.