

Annual Institutional Profile Report

September 2021



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.



9/17/2021

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

Date

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

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 2020

Full-time N	Full-time %	Part-time N	Part-time %	Total
2,128	38.3%	3,421	61.7%	5,549

Source: IPEDS Fall Enrollment Survey

Table II.B.3:
Non-Credit Enrollment, FY 2020

	Total Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	3,852	2,545	274,132	609
Customized Training	1,280		11,788	26

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

Table II.B.4:
Unduplicated Enrollment, FY 2020

Headcount Enrollment	Credit Hours	FTE
8,827	130,625	4,354

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 2020

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses ³	% of Total
5,549	1,153	20.8%

Table II.C.2.b:
Total Number of First-time, Full-time Students Enrolled in Remediation in Fall 2020

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
291	171	58.8%

Table II.C.2.c:
Total Number of First-time, Full-time Students Enrolled in Remediation by Subject Area in Fall 2020

Subject Area	Number of FTFT Enrolled In:	Percent of FTFT Enrolled In:
Computation	65	22.3%
Algebra	63	21.6%
Reading	0	0.0%
Writing	0	0.0%
English	147	50.5%

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/Ethnicity⁴ in Fall 2020

		Full-time	Part-time	Total
White	N	374	643	1,017
	Percent	17.6%	18.8%	18.3%
Black	N	222	381	603
	Percent	10.4%	11.1%	10.9%
Hispanic	N	1,248	1,917	3,165
	Percent	58.6%	56.0%	57.0%
Asian	N	147	215	362
	Percent	6.9%	6.3%	6.5%
American Ind.	N	5	3	8
	Percent	0.2%	0.1%	0.1%
Alien	N	1	5	6
	Percent	0.0%	0.1%	0.1%
Race Unknown	N	131	257	388
	Percent	6.2%	7.5%	7.0%
Total	N	2,128	3,421	5,549
	Percent	100.0%	100.0%	100.0%

Table II.C.3.b:
Undergraduate Enrollment by Sex in Fall 2020

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Male	863	40.6%	1,134	33.1%	1,997	36.0%
Female	1,265	59.4%	2,287	66.9%	3,552	64.0%
Total	2,128	100.0%	3,421	100.0%	5,549	100.0%

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

Table II.C.3.c:
Undergraduate Enrollment by Age in Fall 2020

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
LT 18	16	0.8%	193	5.6%	209	3.8%
18-19	819	38.5%	469	13.7%	1,288	23.2%
20-21	604	28.4%	560	16.4%	1,164	21.0%
22-24	299	14.1%	665	19.4%	964	17.4%
25-29	197	9.3%	595	17.4%	792	14.3%
30-34	87	4.1%	384	11.2%	471	8.5%
35-39	55	2.6%	203	5.9%	258	4.6%
40-49	33	1.6%	240	7.0%	273	4.9%
50-64	16	0.8%	100	2.9%	116	2.1%
65+	2	0.1%	9	0.3%	11	0.2%
Unknown	0	0.0%	3	0.1%	3	0.1%
Total	2,128	100.0%	3,421	100.0%	5,549	100.0%

Source: IPEDS Fall Enrollment Survey

Table II.C.4:
Financial Aid from Federal, State & Institution-Funded Programs, AY 2019-20

	Recipients	Dollars(\$)	\$/Recipient
FEDERAL PROGRAMS			
Pell Grants	4,338	16,588,099	3,823.90
College Work Study	117	343,259	2,933.84
Perkins Loans	0	0	-
SEOG	1,927	292,400	151.74
PLUS Loans	0	0	-
Stafford Loans (Subsidized)	254	734,258	2,890.78
Stafford Loans (Unsubsidized)	227	830,810	3,659.96
SMART & ACG or other	0	0	-
CARES ACT- <i>HEERF Student Aid</i>	1,327	1,027,950	774.64
STATE PROGRAMS			
Tuition Aid Grants (TAG)	1,858	3,006,323	1,618.04
Educational Opportunity Fund (EOF)	222	188,393	848.62
Other State Programs (<i>OSRP, NJ-GIVS, WTC, etc.</i>)	40	30,373	759.33

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Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJ STARS	40	99,227	2,480.68
CCOG	632	1,141,209	1,805.71
NJCLASS Loans	0	0	-
<u>INSTITUTIONAL PROGRAMS</u>			
Grants/Scholarships	2,067	892,516	431.79
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

Table II.C.5:
Fall 2020 First-time, Degree-Seeking Undergraduate Enrollment by State of Residence

State Residents⁵	Non-State Residents	Total	% State Residents
386	1	387	99.7%

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 2017 Full-time, First-time Degree/Certificate Seeking Students

	N	Percent
Fall 2017 Cohort	611	
Graduated after 2 Years	30	4.9%

Source: IPEDS Graduation Rate Survey

Table II D.1.c:
Three-Year Graduation and Transfer Rate of Fall 2017 Full-time, First-time Degree/Certificate Seeking Students by Race/Ethnicity

Race/Ethnicity	2017 Cohort	Graduated within 3 Years	Transferred within 3 Years
American Ind.	N Percent	1 0.0%	0 0.0%
Asian	N Percent	41 9.8%	11 26.8%
Black	N Percent	58 8.6%	10 17.2%
Hispanic	N Percent	353 17.0%	35 9.9%
Pacific Islander	N Percent	1 0.0%	0 0.0%
Alien	N Percent	0 0.0%	0 0.0%
Race Unknown	N Percent	27 14.8%	5 18.5%
2 or More Races	N Percent	8 25.0%	2 25.0%
White	N Percent	122 22.1%	18 14.8%
Total	N Percent	611 16.7%	81 13.3%

Source: IPEDS Graduation Rate Survey

Table II D.2:
Third Semester Retention of First-time Undergraduates, Fall 2019 to Fall 2020

Full-Time			Part-Time		
Fall 2019 First- Time Undergraduates	Retained in Fall 2020	Retention Rate	Fall 2019 First- Time Undergraduates	Retained in Fall 2020	Retention Rate
617	384	62.2%	363	159	43.8%

Source: IPEDS Fall Enrollment Survey, Part E

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E. Faculty Characteristics

Table II E.1:
Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2020

	American Ind.		Asian		Black		Hispanic		Pacific Islander		Alien		Race Unknown		2 or More Races		White		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Tenured																					
Professors	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	5	4	8	5	
Associate Prof.	0	0	0	2	0	2	1	1	0	0	0	0	0	0	0	0	6	12	7	17	
Assistant Prof.	0	0	3	0	0	3	2	2	0	0	0	0	0	0	0	0	8	13	13	18	
All Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	0	0	3	2	3	6	3	3	0	0	0	0	0	0	0	19	29	28	40		
Without Tenure																					
Professors	0	0	0	0	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	0	0	0	0	
Assistant Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
All Others	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	3	6	3	10	
TOTAL	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	3	6	3	10		
Total																					
Professors	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	5	4	8	5		
Associate Prof.	0	0	0	2	0	2	1	1	0	0	0	0	0	0	0	6	12	7	17		
Assistant Prof.	0	0	3	0	0	3	2	2	0	0	0	0	0	0	8	13	13	18			
All Others	0	0	0	2	0	2	0	0	0	0	0	0	0	0	3	6	3	10			
TOTAL	0	0	3	4	3	8	3	3	0	0	0	0	0	0	22	35	31	50			

Source: IPEDS Human Resources Survey

Table II E.2
Percentage of Course Sections Taught by Faculty, Fall 2020

Total Number of Course Sections	Taught by Full-time Faculty		Taught by Part-time Faculty		Taught by Others ⁶	
	N	Percent	N	Percent	N	Percent
893	405	45.4%	417	46.7%	71	8.0%

Table II E.3
Ratio of Full- to Part-time Faculty, Fall 2020

Full-time		Part-time		Total	
N	Percent	N	Percent	N	Percent
81	23.3%	267	76.7%	348	100.0%

Source: IPEDS Human Resources Survey

⁶ 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	0	1	0	0	0	6
Female	1	2	3	0	0	0	0	6
Total	4	4	3	1	0	0	0	12

Table II F.2
Members of the Board of Trustees

Name	Title	Affiliation
Kesha Drakeford	Interim Exec County Supt	County Supt of Schools
Yolanda Esquiche	Social Worker	Retired
Michael Glovin	Lawyer	Retired
Dennis F. Marco	Businessman	HPA NJ
Sandra Montanez-Diodonet	Superintendent	Passaic Public Schools
Alonzo Moody	Total Life Youth Director	Retired
Harvey J. Nutter	Executive Director	Opportunities Industrialization Center
Taina Pou	Educator	Paterson Public Schools
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 2021

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
- Automotive Technology
- Criminal Justice
- Culinary Arts
- Digital Media Production and Distribution
- Early Childhood Education
- Electronic Engineering Technology
- Fire Science Technology
- Graphic Design
- Hospitality 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.)

- Advanced and Continuous Studies
- Applied Computer Science
- Business Administration
 - *Accounting/Management/Marketing*
 - *Management Information Systems*
- Engineering Science
- Environmental Sustainability
- Health Science
- Homeland Security
- Human Services
 - *Generalist*
 - *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
- Automotive Technology
- Baking
- Criminal Justice
- Culinary Arts
- Early Childhood Education
- Emergency Management
- Fire Science Management
- Fire Science Operations
- General Studies
- Homeland Security
- Hospitality
- Human Services Specialist
- Medical Assistant
- Medical Coding
- Video Production

Certificate of Achievement

- Alcohol and Drug Certification Domains
- American Sign Language and Deaf Studies
- AutoCAD Drafting
- Automation and Control
- Baking
- Basic Video Production
- Child Development Associate
- Community Healthcare Navigator
- Criminal Justice Studies
- Culinary Arts
- Cyber Security and Computer Forensics
- Fitness Specialist
- Graphic Design and Digital Media
- Infant and Toddler
- Information Technology Fundamentals
- Network Administration
- Plumbing Technology
- Public Safety Telecommunications
- Web and Mobile Development
- Welding

Continuing Education Programs, Fall 2021

- Academy for Lifelong Learning
 - Selected U.S. History Topics
 - Why the colonies still matter
- Allied Health Courses
 - Certified EKG Technician
 - Certified Pharmacy Technician
 - Certified Phlebotomy Technician Course
 - Community Health Worker Program
- Basic Skills and Test Preparation Courses
 - High School Equivalency Test Preparation (GED)
 - High School Equivalency Test Preparation (GED) en Español
 - Test of Essential Academic Skills (TEAS®) Test Preparation
- Business and Industry
 - Business & Professional Development
 - Contract / Customized Training
 - Leadership Development Certificate
 - ServeSafe® Food Safety Program
 - ServSafe Alcohol
- Certificate Programs
 - Accounting & QuickBooks Certificate
 - Applied Technology Program
 - Human Services Certificate Programs
 - OSHA—30 Hour Training Program for the Construction Industry
 - Real Estate Salesperson Training
 - Uniform Construction Code Education Program
- Education and Teacher Training Programs
 - Praxis Test Preparation - Online
 - Teacher's Aide with ParaPro Prep – Online
- Emergency Medical Services Training
 - Basic 9-1-1 Officer Course
 - Basic 911 & Emergency Medical Dispatch Bundle Training
 - CPR For the Healthcare Provider
 - Emergency Medical Dispatch (EMD)
 - Emergency Medical Technician (EMT Basic) (200+ hours) (HYBRID COURSE)
 - EMT Refresher Program A,B,C
- English as a Second Language (ESL)
 - Beginning English as a Second Language (ESL) / Clases Básicas de Inglés como Segunda Lengua
 - ESL for Health Care Careers
 - Grant-funded ESL for Business Class
- Fire Safety Training

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- Coaching Emergency Vehicle Operators (CEVO)
- Fire Inspector (110 hours)
- Fire Official (40 hours)
- Firefighter I
- Firefighter II
- Incident Command Level I-100, I-200, and NIMS 700
- Incident Command System (ICS) 300
- Incident Command System (ICS) 400
- Trainings for Groups (By Request)
- Food Services Career Program
 - Certified Dietary Manager Program
 - ServeSafe® Food Safety Program
 - ServSafe Alcohol®
- Grant-Funded Programs
 - New Jersey Business and Industry Association/New Jersey Department of Labor and Workforce Development
 - New Jersey HealthWorks Scaling Apprenticeship
 - NNJ WELD Pre-Apprenticeship in Welding Training
 - Youth Rise Academic Readiness & Career Pathways Program
- Online Courses
 - Online Career Training Programs
 - Online Demand Occupation Courses
 - Online Fundamental Personal/Professional Development Courses
 - Popular Online Courses
 - Staying Motivated in an Online Course

H. Major Research and Public Service Activities

1. 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.
2. Professor Richard Marranca of the English department was involved in the following activities:
 - Published the manuscript Speaking of the Dead: The Egyptian Mummy (collection of interviews, essays, and images soon to be published in print & online versions) by Blydyn Square Books, NJ.
 - Published the following periodicals:
 - i. My Intro & Interview of world religions pioneer Huston Smith in Parabola Magazine (summer 2021); this was excerpted from Smith's World Religions 50th Anniversary Edition
 - ii. "Rome, Above and Below: An Interview with Classicist Frank Korn" in Popular Archaeology (summer 2021)
 - iii. "Affirmative Action" (science fiction story) in Coneflower Café Journal (summer 2021)
 - iv. "Female Pharaohs...: An Interview with Egyptologist Kara Cooney" in Popular Archaeology (spring 2021)
 - v. "Dark Night of the Soul" (realistic story) in The Raven's Perch Magazine (spring 2021)
 - vi. "Tut, Akhenaton and Nefertiti: An Interview with Dr. Kara Cooney" published in Popular Archaeology (Winter 2021)
 - vii. "A Few Words About Mummies: An Interview with Dr. Salima Ikram" in Popular Archaeology (Winter 2021)
 - Films
 - i. "Coronavirus, A Child's View received Honorable Mention in The London Short Film Festival (July 2021); this film was created by Richard & Renah Marranca and Alice Almiron
 - ii. "Harry Dworkak: Opera Star as Teacher" by Renah & Richard Marranca and Alice Almiron
3. Professor Kristina Fleming of the Mathematics department was involved in the following activities:
 - MyMathLab Demonstration, with Daniela Kitanska, via Zoom at the Math Café Connect on August 10, 2020
 - "Working Towards All-in-One Assessment," presented with colleagues Kelly Bender and John Rodrigues, via Zoom at a PCCC Lunch & Learn on April 22, 2021
 - "Academic Assessment Activities Update" presented with colleague Christine Redman-Waldeyer, via Zoom at a PCCC's Faculty Development Day on May 20, 2021
 - "Watermark Training," presented with colleague Christine Redman-Waldeyer, via Zoom at a PCCC Lunch & Learn on May 27, 2021

- “Faculty Leadership in Assessment,” presented with colleague Christine Redman-Waldeyer, via Zoom at the Faculty of the Future 2021 Conference hosted by Bucks County Community College on June 4, 2021.
4. Professors Michael Walker and John Robb of the Criminal Justice Department presented the following:
 - Scheduled to Present (with M.R. Haberfeld, C. Simpson, T. Pearl, and J.J. Robb) “Will Criminal Justice Reform Lead to the Demise of Compstat-based Police Management – A Case Study” at the 77th Annual Meeting of the American Society of Criminology, Chicago, IL, November 20, 2021.
 - Scheduled to Present* (with C. Simpson, M.R. Haberfeld, J.J. Robb, and T. Pearl, “Can the Compstat Model of Policing Survive in a Bail Reform Environment? A Case Study” at the 58th Annual Meeting of the Academy of Criminal Justice Sciences, Orlando, FL, April, 2021. *Conference partially cancelled due to Coronavirus Pandemic.
 - Scheduled to Present* (with M.R. Haberfeld, J.J. Robb, C. Simpson, and T. Pearl “How Bail Reform has changed the Compstat Paradigm: A Case Study” at the 76th Annual Meeting of the American Society of Criminology, Washington, DC, November, 2020. *Conference canceled due to Coronavirus Pandemic.
 5. Professors Michael Walker of the Criminal Justice Department was involved in the following activities:
 - Scheduled to Present* (with C. Simpson, M.R. Haberfeld, A. Costello, W. LaRaia and W. Fraher) “Policing in Multi-Prosecutorial Jurisdictions: A Case Study” at the 57th Annual Meeting of the Academy of Criminal Justice Sciences, San Antonio, TX, March 28, 2020. *Conference canceled due to Coronavirus Pandemic.
 - Published the following: Rubin, M., & Walker, M. C. (2021, September 6). Criminal Justice in the US: A Three-tiered System of Governance. Retrieved from Federalism.us: <https://federalism.us/2021/09/criminal-justice-in-the-us-a-three-tiered-system-of-governance/>
 6. Nancy Silvestro, Executive Director of the Center for Teaching and Learning, presented with students Keneth Powley, Bianca Osma, and Andy Perales at the annual Achieving the Dream Conference held on February 18, 2021.
 7. Professor Eric Cameron of the Computer and Information Sciences Department served as a judge for the Congressional App Challenge for District NJ-09 (Representative Pascrell).

I. Major Capital Projects Underway in Fiscal Year 2021

Academic Hall – central cooling plant Chiller rebuild and descaling.

All Campuses – installation of thermal scan cameras for main entrance areas.

Academic and Founders Hall – replacement of the domestic hot water system.

Passaic Academic Center – renovations to create a Dialysis treatment training lab.

Academic Hall – Library RTU cooling compressor replacement.

Wanaque Academic Center – installation of a new commercial dishwasher and dishwashing station.

Institute for New and Emerging Workforce – completion of Phase 2 project work which included new windows, new roof, exterior restoration and a new emergency exit stairwell.

Public Safety Academy – replacement of the auditorium HVAC heat exchangers and replacement of RTU # 1 draft inducer motors.

Zendell Hall – replacement of the HVAC condensing unit for the Communications Program area.

Hamilton Club – replacement of the first floor HVAC air handlers.