

ANNUAL INSTITUTIONAL PROFILE

Academic Year 2010-11



One School 100 Reasons...

**Submitted to
New Jersey Commission on Higher Education
by the
Office of Institutional Research and Planning
1 College Boulevard, Paterson, NJ 07505
September 2011**

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.



9/15/2011

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 is a publicly supported two-year college offering associate in arts and associate in science degree programs that lead to transfer to four-year colleges. Offering associate in applied science degrees and certificates in career specializations, the College provided more than fifty degree and certificate programs to approximately 9,000 in Fall 2009. Student activities, cultural programming, and intercollegiate athletics provide students with a variety of extracurricular experiences.

The physical confines of the college have expanded over the years, from the original single building in Paterson. PCCC built the Educomplex in 1978, which added classrooms, the Theater, and the Gymnasium. In 1988, PCCC opened Hamilton Hall, the Business and Technology Center, which added more classrooms plus labs for Computer Information Systems and Office System Technology. In 1999, an addition to the main campus opened which included an expanded Library/Learning Resources Center, a Child-Care Development Center, plus state-of-the-art classrooms and lecture halls. In 2000, the College opened the historic Hamilton Club building for use as a Conference and Continuing Education Center. The Wanaque Academic Center opened its doors in 2000 and already serves over 1300 students, with a multimedia center, hi-tech classrooms, and lecture halls. The PCCC Public Safety Academy opened in September 2002 and serves as the home for Fire Training and Emergency Medical Technician programs. In addition to the classrooms, labs and computer rooms this facility also has the latest technology in fire training including a Fire Training Facility and Simulator. In the Fall of 2003, PCCC opened the Paterson Community Technology Center, which provides technological resources to enable Passaic County residents to bridge the digital divide. In order to better serve the growing PCCC community, the College built a parking deck at the Paterson campus that connects directly to the main campus. In fall 2008 semester, the expansion of our gymnasium complex to include an expanded fitness and recreation center was completed. The Passaic Academic Center in the City of Passaic was completed in 2009 and houses the Nursing program and offers a wide array of general education and English as a Second Language courses. In 2012 a new academic building is scheduled to open on the Paterson campus providing eighteen new classrooms. Also in 2012, the Enrollment Management Division and the Center for Student Success will relocate into newly renovated space on Market Street. A major expansion of the Wanaque Academic Center is scheduled to begin in 2012.

Institutional Mission

The Mission of Passaic County Community College is to provide academic, cultural, and technological resources and experiences to the residents of Passaic County. Through education, we seek to help bring about more satisfying and productive personal lives, stronger community leadership, and a strengthened economic base.

High quality college programs are at the heart of our mission. Additionally, we are committed to addressing community needs through English as a second language instruction, basic skills instruction, career training, cultural programming, and collaboration with other organizations and agencies. Passaic County's rich diversity defines us and shapes our efforts. We know that if our programs are to be accessible and our students are to succeed, we must go beyond the basic requirements of open admission, relevant programs, convenient locations, and affordability. We must strive to address our wide variety of student learning needs through excellence in teaching and the innovative use of technology. We must take every opportunity to offer students both formal and informal experiences that foster learning, personal growth, and civic responsibility. We must respect individual differences. We must maintain a supportive, open environment where learning and creativity can flourish.

Passaic County Community College values honesty, integrity, and accountability. Through an ongoing process of planning, assessment, and reflection, we work continually to improve our effectiveness in the community.

Institutional Goals:

Goal 1: Provide a learner-centered environment focused on student success.

Rationale: We believe that by engaging students in all aspects of college life we are able to effectively address the issues that might impede their progress and develop additional ways to assist them to move forward. Our outcomes-based assessment process assists us in helping students achieve the learner outcomes of their educational programs.

Goal 2: Make higher education accessible to the community we serve.

Rationale: Passaic County Community College's mission is "to provide academic, cultural and technological resources and experience to the residents of Passaic County." Many in our community face significant obstacles with their ability to get the education and job training that they need. These obstacles include financial problems, transportation issues, language barriers, lack of educational preparation, and family responsibilities. Being proactive requires that we devise ways to ensure that higher education financially and practically feasible for our community.

Goal 3: Educate students in high quality programs that respond to changing community needs.

Rationale: The College recognizes the need to adjust its programs to changing demographics and to the workforce requirements of the modern economy, while maintaining and strengthening academic quality as our student population grows. Technological changes and the globalization of the economy make retraining and lifelong learning imperatives for the workforce. We are committed to providing up-to-date programs that prepare our students for successful employment and future education. We must be responsive to market demand, whether for transfer programs or for workforce training.

Goal 4: Participate actively in the cultural, educational, and economic development of Passaic County.

Rationale: We serve a community with significant needs and are committed to being a positive force in the development of Passaic County. Partnering with high schools promotes student academic preparation for college-level work. Outreach to under-served areas and to schools, local businesses, government agencies, and community-based organizations assists us in achieving our primary mission.

Goal 5: Provide faculty and staff development opportunities that support the mission of the College.

Rationale: High quality, up-to-date programs require highly trained professionals. Changing demographics, a focus on accountability, the infusion of educational technology, and the movement towards learner-centered environments all require that faculty and staff continually work to stay abreast of these changes in order to serve students and community well. Even in time of diminishing financial resources, this remains a priority.

Goal 6: Demonstrate college-wide accountability through assessment.

Rationale: Systematic assessment is necessary for maintaining and improving institutional effectiveness at every level. The college is accountable to its stakeholders and must provide evidence of effectiveness in fulfilling its mission and goals.

Goal 7: Provide personnel, facilities, and services to support the College's Mission.

Rationale: Demand for community college education is expected to increase. Growth brings increasing demands on human resources, facilities and technological capacity. Analysis of assessment data will guide us as we determine our need for personnel, facilities and services.

II. Data by Category

A. ACCREDITATION STATUS

LICENSE

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

1. INSTITUTIONAL ACCREDITATION

Passaic County Community College is accredited by the:

- Middle States Commission on Higher Education
3624 Market Street, 2nd Floor West, Philadelphia, PA 19104

2. PROFESSIONAL ACCREDITATION

ELECTRONIC ENGINEERING TECHNOLOGY

- Technology Accreditation Commission of ABET

HEALTH INFORMATION TECHNOLOGY

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

HUMAN SERVICES

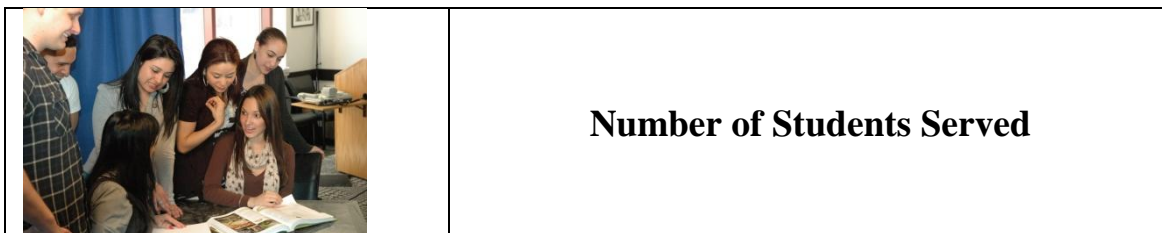
- Council for Standards in Human Services Education (CSHSE)

NURSE EDUCATION

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

RADIOGRAPHY

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



B. *Passaic County Community College served over 12,500 students during the academic year 2010-11. In the fall semester of 2010, the college opened its doors to more than 9,500 students, to pursue a degree or certificate in over 40 programs offered by the college. PCCC continues to be the fastest growing institution in its sector in New Jersey, and its enrollment has more than doubled, since fall 2000.*

Fall 2010 semester solicited over 4,900 applications from students seeking enrollment at PCCC of whom a little over 50 percent enrolled at the college. Among those who enrolled, approximately 64 percent joined the institution for the first-time. Roughly, another 10 percent transferred to PCCC from another institution, while another 26% returned to PCCC after an absence of at least one semester.

Also, among those who joined us as first-time freshmen, over 51 percent were recent graduates from high school.

Additionally, the college also served about 3,000 people through the continuing education area.

**Table II B1
Undergraduate Enrollment by Attendance Status: Fall 2010**

Full-time		Part-time		Total
N	Percent	N	Percent	
3,217	33.7	6,331	66.3	9,548

**Table II B.3
Non-Credit Enrollment, FY 2010**

	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs²
Open Enrollment	3,084	1,909	202,928	451
Customized Training	859		1,603	4

¹Includes all registrations in any course that started on July 1, 2009 through June 30, 2010.

²FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTE's (dividing by 30).

**Table II B.4
Unduplicated Enrollment, FY 2010**

	Number	Credit Hours	FTE
Headcount Enrollment	12,588	174,938	5,831



Characteristics of Undergraduate Students

C. 2. Enrollment in Remediation Courses by Subject Area

Incoming students at PCCC are tested on Accuplacer to identify if they need remediation in the areas of Reading, Writing or Mathematics. This year 2,500 students were tested on Accuplacer and almost 61 percent were identified to have remedial needs.

Over 75 percent of first-time, full-time degree seeking students required remediation in at least one area, i.e., reading, writing or math. A significantly higher proportion of them required remediation in Math (71 percent) compared to those requiring remediation in English, i.e., Reading (47 percent) and Writing (31 percent).

**Table II C.2
Total Number of Undergraduate Students Enrolled in Fall 2010**

Total Fall 2009 Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of total
9,548	1,686	17.7

Total Number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2010

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
786	592	75.3

**First-time, Full-time (FTFT) Enrolled in Remediation
in Fall 2010
by Subject Area**

Subject Area	Number of FTFT Enrolled In:	Percent of FTFT Enrolled In:
Computation	369	46.9
Algebra	187	23.8
Reading	371	47.2
Writing	244	31.0

3. Demographics: Race/Ethnicity, Sex and Age

In the fall of 2010, 9,548 students enrolled in various programs at Passaic County Community College, and among them 17 percent joined the institution for the first time. Among those who enrolled for the first time, over 57 percent started with remedial courses, 19 percent started with ESL courses and over 24 percent were enrolled in college-level courses.

Among all enrolled students, a large proportion comprised of degree-seeking students (over 94 percent), while over two-thirds enrolled as part-time students. Sixty-two percent of the enrolled students were females and among those who provided information regarding their race/ethnicity, 49 percent were Hispanics, over 21 percent were White, 18 percent were African-Americans and 4 percent were Asians. The average age of all enrolled students was 26.8 years, while the average age of first-time freshmen was less than 23 years.

Almost all of the students (99 percent) were from within the state of New Jersey and almost 90 percent represented were from Passaic County of New Jersey.

Table II C.3.a
Undergraduate Enrollment by Race/Ethnicity: Fall 2010

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
White	836	26.0	1,199	18.9	2,035	21.3
Black	599	18.6	1,068	16.9	1,667	17.5
Hispanic	1,427	44.4	3,243	51.2	4,670	48.9
Asian	98	3.0	259	4.1	357	3.7
American Ind.	17	0.5	22	0.3	39	.4
Alien	38	1.2	110	1.7	148	1.6
Unknown	202	6.3	430	6.8	632	6.6
Total	3,217	100.0	6,331	100.0	9,548	100.0

Table II C.3.b
Undergraduate Enrollment by Sex: Fall 2010

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Male	1,437	44.7	2,211	34.9	3,648	38.2
Female	1,780	55.3	4,120	65.1	5,900	61.8
Total	3,217	100.0	6,331	100.0	9,548	100.0

**Table II C.3.c
Undergraduate Enrollment by Age: Fall 2010**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Less than 18	22	.7	321	5.1	343	3.6
18 - 19	1,124	34.9	707	11.2	1,831	19.2
20 - 21	913	28.4	924	14.6	1,837	19.2
22 - 24	469	14.6	1,050	16.6	1,519	15.9
25 - 29	310	9.6	1,018	16.1	1,328	13.9
30 - 34	158	4.9	674	10.6	832	8.7
35 - 39	74	2.3	513	8.1	587	6.1
40 - 49	113	3.5	771	12.2	884	9.3
50 - 64	31	1.0	323	5.1	354	3.7
65 and more	2	0.1	23	0.4	25	.3
Unknown	1	0.0	7	0.1	8	.1
Total	3,217	100.0	6,331	100.0	9,548	100.0

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 2009-10**

Federal Programs	Recipients	Dollars (\$)	\$/ Recipient
Pell Grants	5,575	16,741,000	3,002.87
College Work Study	113	293,000	2,592.92
SEOG	1,164	206,000	176.98
Stafford Loans (Subsidized)	308	675,000	2,191.56
Stafford Loans (Unsubsidized)	235	647,000	2,753.19
SMART & ACG or other	45	34,000	755.56

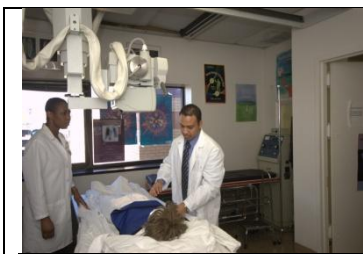
State Programs	Recipients	Dollars (\$)	\$/Recipient
TAG	2,586	2,938,000	1,136.12
EOF	268	200,000	746.27
Distinguished Scholars	38	25,000	657.89
Urban Scholars	-	-	-
NJStars	57	163,000	2,859.65

Institutional Programs	Recipients	Dollars (\$)	\$/ Recipient
Grants/Scholarships	798	378,000	473.68

5. Percentage of Students Who Are New Jersey Residents

**Table II C.5
Fall 2010 First-time Undergraduate Enrollment
By State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,588	23	1,611	98.6



Student Outcomes

D. *Passaic County Community College stands unique within the state of New Jersey as it enrolls a significantly higher number of part-time students (typically two-thirds of the students) and the students who require remediation or who take ESL courses (80%). The one year retention rate of first-time full-time students (Fall 2009 cohort) was 66 percent that exceeds the national rate of about 56 percent.*

Over 26 percent of the first time, full-time, degree seeking students in fall 2007 graduated or transferred to another institution within the stipulated time period. Although almost 49 percent of the students who enroll at PCCC indicate to be of Hispanic ethnicity, the graduation rate (including transfer rate) of Caucasian (40 percent) and Asian (23 percent) students exceeded those of minority students, i.e., African-Americans (22 percent) and Hispanics (19 percent).

1. Graduation Rates

b. Two-year graduation rate:

Table II D.1.b
Two-Year Graduation Rate of Fall 2007 Full-time, First-time Degree/Certificate Seeking Students

	N	Percent
Fall 2007 Cohort	608	
Graduated within 2 Years	14	2.3

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

Table II D.1.c
Three-Year Graduation and Transfer Rate of Fall 2007 Full-time, First-time Degree/Certificate Seeking Students by Race/Ethnicity

Race/Ethnicity	Number	Graduated within 3 Years		Transferred within 3 Years	
		N	Percent	N	Percent
White	161	23	14.3	42	26.1
Black	111	4	3.6	20	18.0
Hispanic	248	15	6.0	33	13.3
Asian	22	4	18.2	1	4.5
Alien	20	3	15.0	4	20.0
Other *	46	4	8.7	8	17.4
Total	608	53	8.7	108	17.8

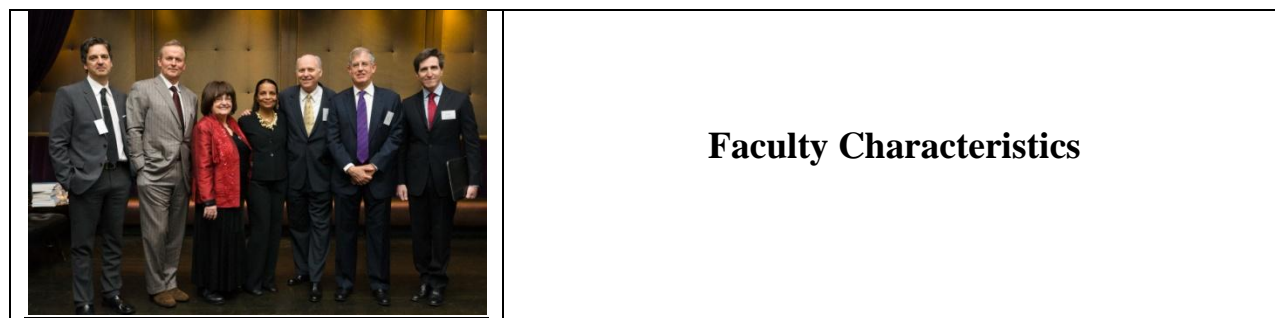
*Other includes American Indian and Unknown Race

2. Third-semester Retention Rates:

a. By attendance status

Table II D.2
Third Semester Retention of First-time Undergraduates, Fall 2009 to Fall 2010

Full-Time			Part-Time		
Fall 2009 First-Time Undergraduates	Retained in Fall 2010	Retention Rate	Fall 2009 First-Time Undergraduates	Retained in Fall 2010	Retention Rate
726	477	65.7	885	401	45.3



E. Almost 600 instructors imparted education to over 9,500 students who were enrolled in various courses during the fall 2010 semester. Thirty-seven percent of the classes were taught by full-time faculty. Among the 100 full-time faculty, 60 percent were tenured, 57 percent were female and 70 percent were Caucasians.

1. Full-time Faculty by Race/Ethnicity, Sex, and Tenure Status

Table II E.1
Full-time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank: Fall 2010

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
White						
<i>Tenured</i>						
Professors	3	9.4	5	13.2	8	11.4
Associate Prof.	3	9.4	8	21.1	11	15.7
Assistant Prof.	10	31.2	11	28.9	21	30.0
<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.	4	12.5	1	2.6	5	7.2
All others	12	37.5	13	34.2	25	35.7
Total White	32	100.0	38	100.0	70	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Black						
<i>Tenured</i>						
Professors	2	100.0	0	0.0	2	18.2
Associate Prof.	0	0.0	1	11.1	1	9.1
Assistant Prof.	0	0.0	5	55.6	5	45.4
All others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
All Others	0	0.0	3	33.3	3	27.3
Total Black	2	100.0	9	100.0	11	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Hispanic						
<i>Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	1	25.0	1	25.0	2	25.0
Assistant Prof.	2	50.0	3	75.0	5	62.5
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
All Others	1	25.0	0	0.0	1	12.5
Total Hispanic	4	100.0	4	100.0	8	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Asian						
<i>Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	1	20.0	1	10.0
Assistant Prof.	2	40.0	2	40.0	4	40.0
All Others	0		0			
<i>Non-Tenured</i>						
All Others	3	60.0	2	40.0	5	50.0
	5	100.0	5	100.0	10	100.0
Total Asian						

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
American Indian						
<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>						
All Others	0	0.0	0	0.0	0	0.0
Total American Indian						

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Alien						
<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>						
Assistant Prof.	0	0.0	0	0.0	0	0.0
All Others	0	0.0	0	0.0	0	0.0
Total Alien	0	0.0	0	0.0	0	0.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Race Unknown						
<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>						
Assistant Prof.	0	0.0	0	0.0	0	0.0
All Others	0	0.0	1	100.0	1	100.0
Total Race Unknown	0	0.0	1	100.0	1	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Total						
<i>Tenured</i>						
Professors	5	11.6	5	8.8	10	10.0
Associate Prof.	4	9.3	11	19.3	15	15.0
Assistant Prof.	14	32.6	21	36.8	35	35.0
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Assistant Prof.	4	9.3	1	1.8	5	5.0
All Others	16	37.2	19	33.3	35	35.0
Total	43	100.0	57	100.0	100	100.0

*The percentage calculation is specific for each race category

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

Table II E.2
Percentage of Course Sections Taught by Faculty Fall 2010

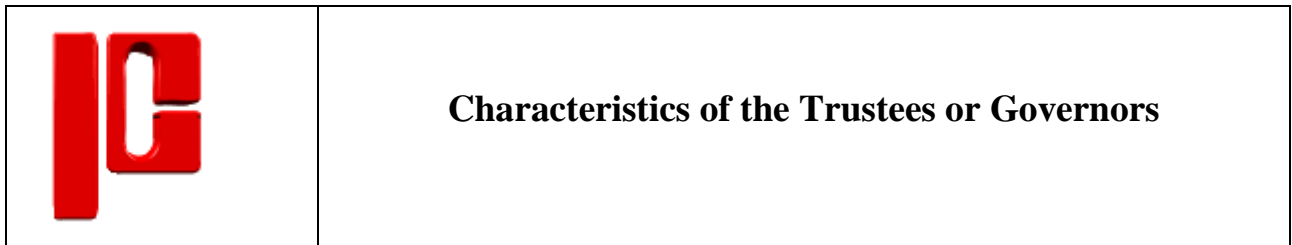
Total number of course sections			
			1,383
Number of Course Sections	# of Faculty	# of Courses Taught	Percent of Courses Taught
Taught by Full-time faculty	100	509	36.8
Taught by Part-time faculty	411	808	58.4
Taught by Others*	37	66	4.8

*Others: Includes College Administrators

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

**Table II E.3
Ratio of Full-time to Part-time Faculty, Fall 2010**

	Number	Percent
Total number of Full-time Faculty	100	17.2
Total number of Part-time Faculty	481	82.8
Total	581	100.0



**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	1	20.0	5	38.4
Black	3	37.5	1	20.0	4	30.8
Hispanic	0	0.0	3	60.0	3	23.1
Asian	1	12.5	0	0.0	1	7.7
Total	8	100.0	5	100.0	13	100.0

2. List of Trustees/Governors with Titles and Affiliations

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

Name	Title	Affiliation
Kenneth Sumter, Chairman	Educator	Eastside High School
Barbara Tanis, Vice Chairwoman	Retired	
Aurora Blanco	Educator	Passaic Board of Education
Yolanda Esquiche	Health Care	Mental Health Facility
William Farkas	Educator	Nutley High School
Robert Gilmartin	Executive County Superintendent	Passaic County
Harry B. Gourley	Law Enforcement	Warrant Squad Paterson
Calvin McKinney	Religious Leader	Calvary Baptist Church (Garfield)
Harvey Nutter	Businessman	Occupational Industrialization Center
Nitin Shukla	Income Maintenance Worker	Passaic County Board of Social Services
Taya J. Yancey	Educator	Paterson Public School (Grammar School)
Steven M. Rose	President	CEO
Darlene Ortiz, Alumni Representative	Student	Rutgers University

3. URLs of Webpages with Information on Trustees/Governors

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

www.pccc.edu/about-pccc/administration
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G. Profile of the Institution

1. Degree and Certificate Programs

**Table II G.1
Active Degree Programs: Fall 2010**

Associates of Arts (A.A.)

Communication
Criminal Justice
Early Childhood Education
English
Humanities
Journalism
Musical Studies
Psychology
Sociology
Teacher Education
Theater

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

Accounting
American Sign Language-
 English Interpreter Training Program
Criminal Justice
 Corrections
Early Childhood Education
Electronic Engineering Technology
Fire Science Technology
Health Information Technology
Information Technology
 Network Administration
 Technical Support
 Web Technology
Nurse Education
 LPN Mobility
Radiography
Technical Studies

Associate of Science (A.S.)

Applied Computer Science
Business Administration Accounting/
Management/Marketing
 Fashion Marketing
 Hospitality Management
 Information Technology
 International Business
 Professional Sales
 Public Administration
Health Science
Human Services Generalist
 Addictions Option
 Gerontology Option
Liberal Arts
 Biotechnology
 Engineering Science
 Environmental Science
 Exercise Science
 Mathematics
 Pre-Professional Scientific
 Science

Credit Certificate (30 Credits or More)

Corrections
Criminal Justice
Fire Science
General Studies
Human Service Specialist
Information Technology
 Network Administration
 Technical Support
 Web Technology
Legal Administrative Assistant
Medical Coding
Medical Transcription
Word Processing Specialist

Certificate of Achievement

American Sign Language and Deaf Studies
AutoCAD Drafting
Child Development Associate
Computerized Accounting
Cyber Security & Computer Forensics
E-Commerce
Emergency Management
Fitness Specialist
Graphic Design & Digital Media
Infant and Toddler
Microcomputer Software Specialist
Network Administration
PC Basic Skills
Sales Associate
Web Technology

Non-Credit Program

Culinary Arts

2. Continuing Education Programs

Table II G.2

<p>Business Courses Basic Skills Communications - Customer Service Communications - Team Building Computer Basics Computer Training ESL 1 ESL 2 ESL 3 Project Management Supervisory training</p> <p>Career Programs Culinary Arts Program Customer Service and Retail Training Program Industry Center Training Project 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 Notary Public Education Pharmacy Technician Certification Program Phlebotomy Technician Certification Program Project Learn ServSafe Substitute Teacher Training TLD Careers Wedding Planner</p> <p>Certificate Programs Entrepreneur Certificate Program Legal 1-Start Up Specifics Legal 2-Contracts Marketing Strategies for Business Success Small Business Recordkeeping Small Business Taxes The Business Plan Understanding Financial Statements Human Services Specialist Certificate</p>	<p>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</p> <p>Emergency Response Arson Detection for the First Responder Automobile Firefighting Basic Automobile Extrication Basic Trauma Life Support Building Construction Principles: Fire Resistive & Non-Combustible Building Construction Wood & Ordinary Coaching Emergency Vehicle Operator Company Officer Course Confined Space Awareness Confined Space Operations CPR Training Critical Incident Stress Management Electrical Emergency Response Elevator Rescue Lecture Emergency Response to terrorism- Basic Concepts Emergency Response to terrorism: Tactical Considerations for Company Officers EMT Basic EMT Core Fire Official Firefighter I Firefighter II First Responder Incident Command Level I-100, I-200, and NIMS 700 Incident Command System (ICS 300) International Trauma Life Support</p>
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<p>Paramedic assistant Rope Rescue Technician Weapons of Mass Destruction Awareness</p> <p>GED</p> <p>GED Testing GED Test Preparation</p> <p>Online Courses</p> <p>A+ Certification Preparation Accounting Fundamentals Accounting Fundamentals II Achieving Success with Difficult People Achieving Top Search Engine Positions Administrative Assistant Applications Advanced Grant Proposal Writing Advanced Microsoft Excel Advanced Microsoft Word Assisting Aging Parents Big Ideas in Little Books Certificate in Bioenergy and Spiritual Healing Certificate in End of Life Care Certificate in Gerontology Certificate in Growth and Development Through the Lifespan Certificate in Oxygenation Issues Certificate in Spirituality, Health, and Healing Computer Skills for the Workplace Creating a Successful Business Plan Creating Web Pages Design Projects for the Adobe Illustrator CS2 Designing Effective Websites Discover Digital Photography Enhancing Language Development in Childhood Everyday Math Film Literacy Fundamentals of Supervision and Management GED Math Test GED Preparation Genealogy Basics Get Paid To Travel Grammar Refresher Grammar Refresher (US) GRE Preparation - Course 1 (Verbal and Analytical)</p>	<p>GRE Preparation - Course 2 (Quantitative) Growing Plants for Fun and Profit Guiding Kids on the Internet Handling Medical Emergencies Integrating Technology in the K-5 Classroom Intermediate C3 Programming Intermediate Java Programming Intermediate Microsoft Access Intermediate Microsoft Excel Intermediate Microsoft Word Intermediate PHP and MySQL Introduction to Alice 2.0 Programming Introduction to ASP.NET Introduction to C++ Programming Introduction to Microsoft Access Introduction to Microsoft Excel Introduction to Microsoft FrontPage 2003 Introduction to Microsoft PowerPoint Introduction to Microsoft Word Introduction to Natural Health and Healing Introduction to Perl Programming Introduction to Photoshop CS2 Introduction to Python 2.5 Programming Introduction to QuickBooks 2007 Introduction to Ruby Programming Introduction to the Internet Introduction to Windows XP Keys to Effective Communication Learn to Buy and Sell on eBay Making Movies with Windows XP Managing Customer Service Marketing Your Nonprofit Medical Terminology Merrill Ream Speed Reading Paralegal Preparation Photographing People with Your Digital Camera Photoshop 7 for the Absolute Beginner Principals of Sales Management Resume Writing Workshop SAT/ACT Preparation – Part I SAT/ACT Preparation – Part II Secrets of Better Photography</p>
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<p>Solving Classroom Discipline Problems Start Your Own eBay Drop-Off Store The Craft of Magazine Writing The Creative Classroom Understanding Adolescents Understanding the Human Resource Function Writing Effective Grant Proposals</p> <p>Personal Improvement</p> <p>Civics Education and Naturalization College Placement Test English Refresher College Placement Test Math Refresher Create a LinkedIn Profile for your job search English for the Workplace Job Hunting on the Internet LinkedIn Basics for Your Job Search Pest Control - Bed Bug Basics Pest Control - Rodents Pest Control-Cockroaches Resume Tips to Land an Interview Watercraft & Boating Certification</p> <p>Professional Development</p> <p>Accent Reduction Autism and Applied Behavior Analysis for Educators Cooperative Discipline: A Different Approach to Classroom Management for Educators SHRM Learning System</p> <p>Retail & Customer Service</p> <p>Communication & Listening Skills Dealing with Difficult People Leadership Skills for Managers Overcoming Math Anxiety for Retail Employment Providing Personalized Customer Service Communications - Team Building Communications - Customer Service</p> <p>TLD Careers ESL Level 1 ESL Level 2 ESL Level 3 Computer Basics Basic Skills</p>	
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Major Research and Public Service Activities

1. Professor Areche, from the Science department, was involved in the following activities:
 - Served as a member of the “Adjunct Evaluation Committee” in December 2010.
 - Presented a STEM workshop on “The Molecules of Life” in March 2011.
 - Initiated and coordinated the STEM-Montclair State University and William Paterson University academic bridges program for research.
 - Presented a seminar “Japan’s Nuclear Crisis, Understanding the Real Risks” in April 2011.
 - Served as a member of the “Sociology Faculty Search Committee” in June 2011.
 - Served as program editor and spokesman of the Peruvian American Teachers Association of Paterson NJ during the summer of 2011.

2. Professor Austin, from the English department, was involved in the following activities:
 - Had a short story accepted for an anthology published by Ignavia Press, an independent publisher focusing on experimental and transgressive fiction. The anthology, “Virtues”, explores the opposite of the Seven Deadly Sins and was published in Spring 2011.
 - Had a flash fiction piece "Cars" published in the 2ndHand, a print and online literary magazine featuring new short writing from working authors across the US. <http://www.the2ndhand.com/web69/cars.html>

3. Professor Bender, from the English department, was involved in the following activities:
 - Presented (along with Elizabeth Nesius of the Writing Center) "Collaborative Assessment: Working Together Toward Institutional Change." at the 2010 Two-Year College Association (TYCA) Conference in Washington D.C, in November.
 - Presented “Curriculum and Syllabus Revision: Process and Practice” at several conferences: The League of Innovations Conference in San Diego, California in February 2011, NJEdge.Net Conference, at The College of New Jersey in March and at Faculty For the Future Conference, at Bucks County Community College in June 2011.

4. Professor Alexandra Della Fera, from the English department, (along with Elizabeth Nesius & Ken Ronkowitz of the Writing Center) presented "Writing Connection: Bridging the Gap between High School and College" at the 2010 Two-Year College Association (TYCA) Conference in Washington D.C. in November.

5. Professor DeLiberto, from the Health Information Technology department, was involved in the following:
 - Was a speaker at the New Jersey Health Information Management and Systems Society Fall Event in September 2010 and at the New Jersey Health Information Management Association Annual Meeting in June 2011.
 - Served as Advisory Team Member at the National Coding Training Advisory Team at American Hospital Association Press, 2009 – current.

6. Professor Hillringhouse, from the English department, was involved with the following:
 - His photograph, "Great Falls Paterson," was chosen by the National Parks Service for its latest parks brochure and for its new national parks calendar which will be in National Parks Visitor's Centers nation-wide.
 - Was a featured guest on National Public Radio on Art Silverman's news report on the Passaic River.
 - Had his review of Gustav Sobin's "Collected Poems" published in the Fall 2010 issue of *The Literary Review*, an International Journal of Contemporary Writing.
 - His photography earned 4th place as well as being among the 15 finalists in the first "Urban Paterson Photography Contest" held at William Paterson University. The 15 finalists' work will be part of an exhibition at William Paterson early next year.
 - Had review of "Seacoast Maine" by George Tice published by the *Photo Review*, an international quarterly of fine art photography.
 - Had art displayed "Paterson in Color and Black & White" at Broadway & LRC Galleries April 30-June 29, 2011.
 - Presented at the Fourth Biennial William Carlos Williams Society Conference at William Paterson University in June. This conference is hosted every two years at William Paterson, and gathers literary scholars from around the world. This year's conference featured his photo-essay on the Passaic River which was published in the *American Poetry Review* in 2010. In addition, William Paterson chose one of his Passaic River photographs for its conference poster, as well as several other photographs for its Webpage.
 - Had reading at the Hamilton Township Public Library in September as part of the celebration of "What's Your Exit" an anthology of forty of the best writers from all across New Jersey. "What's Your Exit" was hailed by the *New Jersey Monthly* as one of this year's best reads and is available at all bookstores.

7. Professor Hobson, from the Radiography department, was involved with the following:
 - Served as President of the New Jersey Society of Radiologic Technologists.
 - Served as N.J. delegate to the American Society of Radiologic Technologists House of Delegates.
 - Served as vice chair person of the American Society of Radiologic Technologist Education and Research Foundation Board.

- Appointed Chair of the College's Planning Committee in April 2011
8. Professor Holton, from the Science department, was involved with the following:
- Appointed member of the American Association of Physics Teachers Two Year College Standards Committee. The committee consists of eight professors from around the country and is charged to rewrite the national standards for TYC physics programs.
 - Presented paper at the American Association of Physics Teachers Summer National Meeting "Effectiveness of an Active Web-based Tutorial in Introductory Physics".
 - Was invited Session Organizer and Chair of the American Association of Physics Teachers National Meeting, "Undergraduate Research and Two-Year Colleges".
 - Was participant of the National Science Foundation Transforming Undergraduate Education in Science, Mathematics and Engineering for Two Year Colleges Workshop Program. The project is designed to assist targeted two year college faculty prepare and submit competitive grant proposals to the TUES program.
 - Appointed Member of the New Jersey Section of the American Association of Physics Teachers Executive Board.
9. Laurie Ketzenberg, from the ESL department, gave a presentation in February at the University of Pennsylvania Ethnography Forum entitled, "Unintended Social Reproduction in Community College VESL: An Ethnographic Lens".
10. Anita Kumar, from the Early Childhood Teacher Education department, agreed to serve on the Workforce Development Committee for the New Jersey Council for Young Children as of January 2010.
11. Professor Marranca, from the English department, was involved with the following:
- Served as the president of NJ Fulbright Association. Responsibilities include: setting up talks and seminars and assisting people who apply for teaching or study grants, etc.
 - Published three online books by Bangkok Book House in January: *Dragon Cafe: East West Reader* (essay collection); *New York Interviews: First Thoughts* (interviews); *Alexander in India: Sunburst Upanishad* (novel).
 - Served as a campus liaison for Community College Humanities Association, especially relating to CCHA/National Endowment for the Humanities summer study grants. Assisted Guinevere Shaw, an adjunct at PCCC, who received a grant for Concord to study the Transcendentalists.
 - Gave a talk on Ralph Waldo Emerson at the annual Community College Humanities Association Conference in Hartford, CT in October and at the Spring 2011 Core Text Conference in New Haven, CT, which was sponsored by Yale University.

- Took numerous classes: Italian Class at Westfield Adult School in Spring, Myth and Hero at the Jung Foundation in NYC and various cultural classes during summer travel in Cambodia, Burma and Germany.
 - Volunteered by bringing books and supplies to a village outside Phnom Penh, Cambodia.
 - Posted two educational/travel videos on Youtube: one on Alexander the Great, the other on Phnom Penh, Cambodia (August 2011).
12. Maria Mazziotti-Gillan, Executive Director of the Poetry Center and Cultural Affairs department, was involved with the following:
- Published a new book “What We Pass On: Collected Poems 1980-2009” (Guernica, 2010).
 - Had poetry readings in November and December of 2010 and January 2011 throughout the state.
 - Received 2011 Barnes & Noble Writers for Writers Award in March which recognizes authors who have given generously to other writers or to literary community.
13. Professor Maloney, from the Radiography department, served as President of the American Registry of Radiologic Technologists. She is also a member of the Radiologic Technology Board of Examiners of New Jersey. She lectured at state and regional meetings representing the American Registry of Radiologic Technologists.
14. Professor Rader, from the English department and Coordinator of the Theater Program, has been interviewed by the internationally recognized news blog, Scholars and Rogues, for two special features the site will be uploading over the next few months. The first is a special feature on Professor Rader’s small press, Muse-Pie Press (www.musepiepress.com), and another feature on the topic “What it Means to be a Poet”.
15. Professor Redman-Waldeyer, from the English department, was involved in the following:
- Published article in the Fall WBGO Literacy Project Newsletter. This newsletter is part of a collaboration between Rutgers University, Newark professor Allan Wolper; Newark’s National Public Radio station, WBGO; and New Jersey county colleges. “Listening, Researching, Writing” is a literacy project, partially funded by the Verizon Check into Literacy program.
 - Had poems “Sunflower” and “Crystal Ball” published in the fall issue of “Shot Glass Journal”, an online international poetry journal. Both poems are part of her upcoming third collection of poetry “The Red Zone” that will be published soon by Muse-Pie Press.
 - Had poem "Masquerade" accepted for publication in the fall issue of "Caduceus," a Literary Journal sponsored by the Yale Medical Group and Art Place. The publication celebrates with readings at the Yale Physician's Building, the Yale

Bookstore and other local venues during spring. The anthology will be available to patients visiting the Physician's building in the reception areas.

- Had a poem "Growing Poems" accepted for publication in the "River Poets Journal", Winter edition.
- Published article "Making Connections in Literature" in Innovation Abstracts, the academic newsletter of the National Institute for Staff and Organizational Development (NISOD) of the College of Education, The University Texas at Austin.
- Served as a contest judge for the recent photography contest, "Urban Paterson Photography Contest," held at William Paterson University. Dr. Franklin Rodriguez, Assistant Professor of Spanish at William Paterson University and coordinator of the contest, requested her services because of her association with the Passaic County Community College newspaper Visions as the advisor and her development and coordination of the PCCC Journalism Option Program.
- Presented "Public Writing: Linking Journalism, the college newspaper, and composition," at the 2010 Two-Year College Association (TYCA) Conference, Washington D.C. in November.
- Published "The Man at the Gate of the Garden of Eden" in "The Texas Review," a literary journal, in the issue celebrating the memory of Stephen Gardner April 8, 1948-November 10, 2009. Volume 30, Numbers 3 & 4.

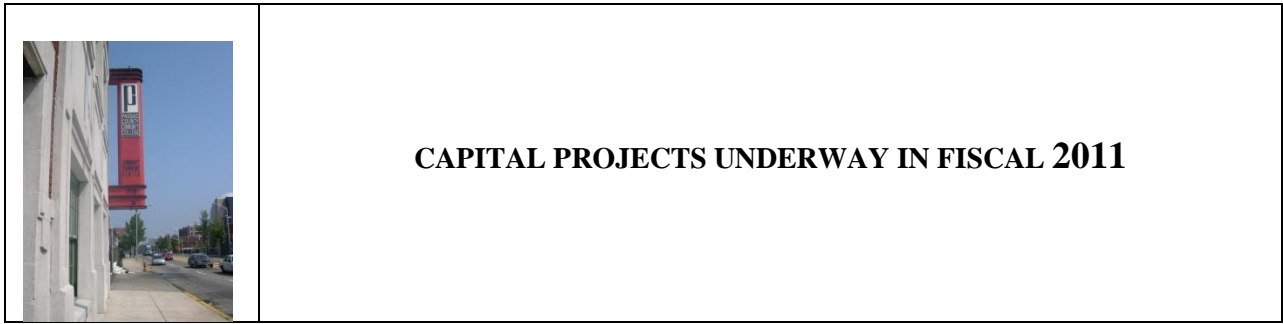
16. Professor Rinkerman, from CTC, was involved in the following:

- Was awarded a HUD-HSIAC grant. The 3-year grant would allow PCCC to deliver important services to its community.
- Presented, "Create a Music Video for Grammar Learning" at the Electronic Village during the 45th International Teachers of English to Speakers of other languages Conference in New Orleans in March.
- Presented, "Pathways to Learning and Employment: PCCC's Neighborhood University Project", at HUD 's Hispanic Serving Institutions Assisting Communities (HSIAC) National Conference in Monterey, California in February.

17. Professor Nancy Silvestro, Chair of the ESL department, was involved in the following:

- Attended the NJTESOL-NJBE Annual Spring Conference in Somerset, NJ in May where she gave a workshop, "Assessment Made Fun & Easy" and participated in a panel discussion on assessment. She also presented findings of a state-wide survey on ESL placement tests which she and Jerry Paris at NJIT, collaborated.
- Worked with Candi Rodriguez to refine the pilot course for pre-001 ESL students. In Fall 2010, the pilot ran through the ESL Department. Through collaboration with the Continuing Education Program and the Testing Department, the courses were moved to Continuing Ed eliminating the need to continue offering pre-001 instruction through the ESL Department.

- Several ESL faculty members attended the annual NJTESOL Convention in Somerset, NJ in May.
 - ESL Department Faculty are active members of international TESOL, NJTESOL-NJBE, NYSTESOL, PCCC Alumni Association's Paterson Education Fund, and the Paterson Full Service Community Schools Steering Committee.
 - The ESL Department revived the ESL Crossroads Conference in April 2011. Claire Ribeiro, Maggie Holland and Rich Lauria gave presentations about their successful pedagogical practices. (The use of iTunes and Wikis for instruction.) Three publishing companies displayed and discussed their latest publications with the faculty.
 - The ESL Department hosted two professional development events for adjuncts and full-time faculty during the 2011-2012 academic year, *Reading Explorer Presentation* and *Taking Multi-level Instruction to the Next Level*.
18. Professor Mark Tambone, from the English department, has recently been active as a reader for the New Jersey Playwrights Contest and will be directing a staged-reading of one of the finalists in the competition for the Seventh Annual New Jersey Playwrights Contest. The play is "Women and Guns" by Steve Gold, which will be read November 30 and December 1 and 2 in the Hunziker Black Box on the campus of William Paterson University.



I. Major Capital Projects Underway in Fiscal Year 2011

Additional Classrooms: Began construction of the New Academic classroom building in Paterson.

Additional Day Care Classrooms: Reconstructed space in 126 Broadway to accommodate two Day Care classrooms.