

ANNUAL INSTITUTIONAL PROFILE

Academic Year 2013-14



One School 100 Reasons...

**Submitted to
the Office of the Secretary of Higher Education
by the
Office of Institutional Research and Planning
1 College Boulevard, Paterson, NJ 07505
September 2014**

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.



9/15/2014

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

Date

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*Not applicable for community colleges.

Profile of Passaic County Community College

Passaic County Community College received its charter in 1968 to serve the residents of Passaic County with educational and cultural programs. The College opened its doors in October 1971, offering programs in both transfer and career areas, and graduated its first class in 1973.

Since its inception more than 40 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 9,000 students in more than 60 Associate degree and certificate programs plus an extensive program of English as a Second Language, customized training and continuing education. The physical confines of the college have expanded over the years, from the original single building in Paterson to our expansion in various part 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 ESL programs that provide access to college-level programs. The College's supportive learning environment fosters student success and faculty excellence. Through a culture of evidence and inquiry, the College is an effective steward of its physical, financial, and intellectual resources.

PCCC Values

Academic Quality: We commit to educational excellence in teaching and learning.

Learning: We embrace a learner-centered philosophy, one that guides us in our efforts to improve student progress and program completion.

Diversity: We value our diversity because it enriches our learning environment and deepens our respect and appreciation for others.

Honesty and Integrity: We commit to an educational environment characterized by honesty, integrity and mutual respect.

Institutional Goals

Goal 1: Offer high quality programs through flexible and innovative instructional formats that respond to changing community needs.

Goal 2: Improve student progress and program completion rates.

Goal 3: Provide a supportive learning environment for members of the college community.

Goal 4: Expand strategic partnerships with educational, business, cultural, and government agencies.

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

- Engineering Technology Accreditation Commission of ABET

HEALTH INFORMATION TECHNOLOGY

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

NURSE EDUCATION

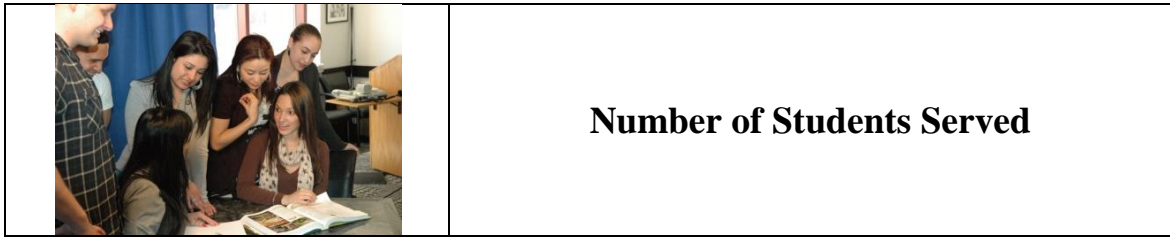
- Accreditation Commission for Education in Nursing
- Department of Law and Public Safety

OCCUPATIONAL THERAPY ASSISTANT

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

RADIOGRAPHY

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



B. *Passaic County Community College served over 12,500 students during the 2013-14 academic year. In the fall semester of 2013 the college opened its doors to more than 9,000 students who could pursue a degree or certificate in over 60 programs offered by the college.*

The fall 2013 semester solicited over 5,800 applications from students seeking enrollment at PCCC of whom about 49 percent enrolled at the college. Among those who enrolled, about 62 percent joined the institution for the first-time. Roughly 14 percent transferred to PCCC from another institution, while another 24 percent returned to PCCC after an absence of at least one semester.

Also, among those who joined PCCC as first-time freshmen, over 65 percent were recent graduates from high school.

Additionally, the college also served over 3,000 people through the continuing education area over the course of the year.

**Table II.B.1:
Undergraduate Enrollment by Attendance Status, Fall 2013**

Full-time		Part-time		Total
N	Percent	N	Percent	
3,369	36.9	5,760	63.1	9,129

Source: IPEDS Fall Enrollment Survey

**Table II.B.3:
Non-Credit Enrollment, FY 2013**

	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs²
Open Enrollment	2,582	2,070	173,951	387
Customized Training	596		12,531	28

¹Includes all registrations in any course that started on July 1, 2012 through June 30, 2013.

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

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

**Table II.B.4:
Unduplicated Enrollment, FY 2013**

Headcount Enrollment	Credit Hours	FTE
12,586	190,521	6,351

Source: IPEDS 12-Month Enrollment Survey



Characteristics of Undergraduate Students

C. 2. Enrollment in Remediation Courses by Subject Area

Incoming students at PCCC are tested on Accuplacer to identify if they need remediation in the areas of reading, writing or mathematics. This fall over 1,900 students were tested on Accuplacer and over 85 percent were identified as having remedial needs.

About 70 percent of first-time, full-time degree-seeking students required remediation in at least one area, i.e., reading, writing or math. A higher proportion of them required remediation in algebra (47 percent) compared to reading and writing (42 percent), and computation (21 percent).

**Table II.C.2:
Total Number of Undergraduate Students Enrolled in Fall 2013**

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
9,129	2,733	29.9

Total Number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2013

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
809	579	71.6

**First-time, Full-time Students (FTFT) Enrolled in Remediation
in Fall 2013 by Subject Area**

Subject Area	Number of FTFT Enrolled In:	Percent of FTFT Enrolled In:
Computation	169	20.9
Algebra	383	47.3
Reading	341	42.2
Writing	341	42.2
English	0	0.0

Source: SURE Fall Enrollment file

3. Demographics: Race/Ethnicity, Sex and Age

In the fall of 2013, 9,129 students enrolled in various programs at Passaic County Community College, and among them about 17 percent joined the institution for the first time and were degree-seeking students. Among those degree-seeking students who enrolled for the first time, about 73 percent started with remedial courses, 14 percent started with ESL courses and 13 percent were enrolled in only college-level courses.

Among all enrolled students, a large proportion (about 63 percent) was comprised of part-time students. About sixty-one percent of the enrolled students were females, while 51 percent were Hispanic, 19 percent were white, 15 percent were African-American and 6 percent were Asian. The average age of all enrolled students was 25.6 years, while the average age of first-time freshmen was 21 years.

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

**Table II.C.3.a:
Undergraduate Enrollment by Race/Ethnicity, Fall 2013**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
White	684	20.3	1,078	18.7	1,762	19.3
Black	522	15.5	871	15.1	1,393	15.3
Hispanic	1,677	49.8	3,005	52.2	4,682	51.3
Asian*	183	5.4	329	5.7	512	5.6
American Ind.	6	0.2	9	0.2	15	0.2
Alien	16	0.5	45	0.8	61	0.7
Unknown*	281	8.3	423	7.3	704	7.7
Total	3,369	100.0	5,760	100.0	9,129	100.0

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

**Table II.C.3.b:
Undergraduate Enrollment by Sex, Fall 2013**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Male	1,445	42.9	2,138	37.1	3,583	39.2
Female	1,924	57.1	3,622	62.9	5,546	60.8
Total	3,369	100.0	5,760	100.0	9,129	100.0

**Table II.C.3.c:
Undergraduate Enrollment by Age, Fall 2013**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Less than 18	32	0.9	438	7.6	470	5.1
18 - 19	1,209	35.9	839	14.6	2,048	22.4
20 - 21	917	27.2	955	16.6	1,872	20.5
22 - 24	524	15.6	966	16.8	1,490	16.3
25 - 29	284	8.4	829	14.4	1,113	12.2
30 - 34	133	3.9	555	9.6	688	7.5
35 - 39	97	2.9	371	6.4	468	5.1
40 - 49	107	3.2	524	9.1	631	6.9
50 - 64	62	1.8	254	4.4	316	3.5
65 and more	1	0.0	22	0.4	23	0.3
Unknown	3	0.1	7	0.1	10	0.1
Total	3,369	100.0	5,760	100.0	9,129	100.0

Source: IPEDS Fall Enrollment Survey

4. Numbers of Students Receiving Financial Assistance Under Each Federal-, State- & Institution-Funded Aid Program

**Table II.C.4:
Financial Aid from Federal, State & Institution-Funded Programs, AY 2012-13**

Federal Programs	Recipients	Dollars (\$)	\$/ Recipient
Pell Grants	6,506	20,965,000	3,222.41
College Work Study	107	341,000	3,186.92
Perkins	0	0	-
SEOG	4,496	309,000	68.73
PLUS Loans	0	0	-
Stafford Loans (Subsidized)	712	1,988,000	2,792.13
Stafford Loans (Unsubsidized)	329	1,036,000	3,148.94
SMART & ACG or other	0	0	-

State Programs	Recipients	Dollars (\$)	\$/Recipient
TAG	1,922	2,659,000	1,383.45
EOF	319	232,000	727.27
Outstanding Scholars (OSRP)	72	28,000	-
Distinguished Scholars	7	7,000	1,000.00
Urban Scholars	0	0	-
NJStars	24	48,000	2,000.00
NJ CLASS Loans	0	0	-

Institutional Programs	Recipients	Dollars (\$)	\$/ Recipient
Grants/Scholarships	1,223	527,000	430.91
Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of Students Who Are New Jersey Residents

**Table II.C.5:
Fall 2013 First-time Undergraduate Enrollment
By State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,549	3	1,552	99.8

Source: IPEDS Fall Enrollment Survey



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 about two-thirds of the students) and students who require remediation or who take ESL courses. The one year retention rate of first-time full-time students (fall 2012 cohort) was 60 percent, which exceeds the national rate from 2011 of about 58 percent.*

About 26 percent of the first time, full-time, degree seeking students who enrolled in fall 2010 graduated or transferred to another institution within a three year period. Although 40 percent of students indicated they were Hispanic, the graduation rate (including transfer rate) of Caucasian (38 percent) and Asian (38 percent) students exceeded those of minority students, i.e., African-Americans (17 percent) and Hispanics (20 percent).

1. Graduation Rates

b. Two-year graduation rate:

**Table II D.1.b:
Two-Year Graduation Rate of Fall 2010 Full-time, First-time Degree/Certificate Seeking Students**

	N	Percent
Fall 2010 Cohort	786	
Graduated after 2 Years	18	2.3

Source: IPEDS Graduation Rate Survey

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

**Table II D.1.c:
Three-Year Graduation and Transfer Rate of Fall 2010 Full-time, First-time Degree/Certificate Seeking Students by Race/Ethnicity**

Race/Ethnicity	2010 Cohort	Graduated within 3 Years		Transferred within 3 Years	
		N	Percent	N	Percent
White	253	42	16.6	55	21.7
Black	151	7	4.6	19	12.6
Hispanic	317	27	8.5	36	11.4
Asian	32	7	21.9	5	15.6
Alien	4	1	25.0	0	0.0
Other *	29	3	10.3	4	13.8
Total	786	87	11.1	119	15.1

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

Source: IPEDS Graduation Rate Survey

2. Third-semester Retention Rates:

a. By attendance status

**Table II D.2:
Third Semester Retention of First-time Undergraduates, Fall 2012 to Fall 2013**

Full-Time			Part-Time		
Fall 2012 First-Time Undergraduates	Retained in Fall 2013	Retention Rate	Fall 2012 First-Time Undergraduates	Retained in Fall 2013	Retention Rate
867	524	60.4	825	330	40.0

Source: IPEDS Fall Enrollment Survey, Part E



Faculty Characteristics

E. Over 550 instructors imparted education to over 9,100 students who were enrolled in various courses during the fall 2013 semester. About thirty-eight percent of the classes were taught by full-time faculty. Among the 103 full-time faculty, 54 percent were tenured, 62 percent were female and 62 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 2013**

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
White						
<i>Tenured</i>						
Professors	2	7.4	5	13.5	7	10.9
Associate Prof.	6	22.2	7	18.9	13	20.3
Assistant Prof.	8	29.6	8	21.6	16	25.0
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	0	0.0	0	0.0
Assistant Prof.	4	14.8	6	16.2	10	15.6
All others	7	25.9	11	29.7	18	28.1
Total White	27	100.0	37	100.0	64	100.0

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Black						
<i>Tenured</i>						
Professors	2	50.0	0	0.0	2	15.4
Associate Prof.	1	25.0	1	11.1	2	15.4
Assistant Prof.	0	0.0	4	44.4	4	30.8
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	0	0.0	0	0.0
Assistant Prof.	0	0.0	1	11.1	1	7.7
All others	1	25.0	3	33.3	4	30.8
Total Black	4	100.0	9	100.0	13	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.	0	0.0	2	22.2	2	15.4
Assistant Prof.	2	50.0	2	22.2	4	30.8
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	0	0.0	0	0.0
Assistant Prof.	1	25.0	0	0.0	1	7.7
All others	1	25.0	5	55.6	6	46.2
Total Hispanic	4	100.0	9	100.0	13	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.	1	25.0	1	14.3	2	18.2
Assistant Prof.	1	25.0	2	28.6	3	27.3
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	0	0.0	0	0.0
Assistant Prof.	1	25.0	3	42.9	4	36.4
All others	1	25.0	1	14.3	2	18.2
Total Asian	4	100.0	7	100.0	11	100.0

*Note: Asian includes Pacific Islanders.

	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>						
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
Total American Indian	0	0.0	0	0.0	0	0.0

	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>						
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
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	1	50.0	1	50.0
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	0	0.0	0	0.0
Assistant Prof.	0	0.0	1	50.0	1	50.0
All others	0	0.0	0	0.0	0	0.0
Total Race Unknown	0	0.0	2	100.0	2	100.0

*Note: Race Unknown includes 2 or More Races.

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Total						
<i>Tenured</i>						
Professors	4	10.3	5	7.8	9	8.7
Associate Prof.	8	20.5	11	17.2	19	18.4
Assistant Prof.	11	28.2	17	26.6	28	27.2
All Others	0	0.0	0	0.0	0	0.0
<i>Non-Tenured</i>						
Professors	0	0.0	0	0.0	0	0.0
Associate Prof.	0	0.0	0	0.0	0	0.0
Assistant Prof.	6	15.4	11	17.2	17	16.5
All others	10	25.6	20	31.3	30	29.1
Total	39	100.0	64	100.0	103	100.0

Source: IPEDS Human Resources Survey

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

**Table II E.2
Percentage of Course Sections Taught by Faculty Fall 2013**

Total number of course sections		1,226	
Number of Course Sections	# of Faculty	# of Courses Taught	Percent of Courses Taught
Taught by Full-time faculty	103	471	38.4
Taught by Part-time faculty	389	640	52.2
Taught by Others*	64	115	9.4

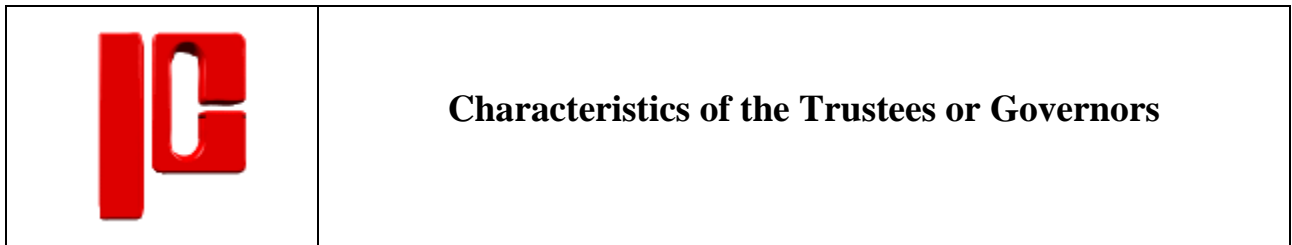
**Others: Includes College Administrators*

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

**Table II E.3
Ratio of Full- to Part-time Faculty, Fall 2013**

	Number	Percent
Total number of Full-time Faculty	103	18.5
Total number of Part-time Faculty	453	81.5
Total	556	100.0

Source: IPEDS Human Resources Survey



**F. Characteristics of the Trustees or Governors:
1. Race Ethnicity and Sex (simultaneously)**

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

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
White	5	71.4	2	40.0	7	58.3
Black	1	14.3	1	20.0	2	16.7
Hispanic	0	0.0	2	40.0	2	16.7
Asian	1	14.3	0	0.0	1	8.3
Total	7	100.0	5	100.0	12	100.0

2. List of Trustees/Governors with Titles and Affiliations

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

Name	Title	Affiliation
Harvey J. Nutter	Chairman	Businessman, Opportunities Industrialization Center
Barbara Tanis	Vice Chairman	Retired
Aurora Blanco	Trustee	Educator, Passaic Board of Education
Robert Davis	Trustee	Interim Executive County Superintendent, Passaic County
Richard A. DuHaime	Trustee	Businessman, Valentine's Beauty Supply
Yolanda Esquiche	Trustee	Health Care, Mental Health Facility
Jeffrey P. Gardner	Trustee	Lawyer
Harry B. Gourley	Trustee	Law Enforcement, Warrant Squad (Paterson)
Patricia Kebrdle	Trustee	Educator, Lakeland Board of Education
Nitin Shukla	Trustee	Income Maintenance Worker
Sharon C. Smith	Trustee	Retired
Steven M. Rose	President/Secretary	President/CEO; Secretary to Board

3. URLs of Webpages with Information on Trustees/Governors

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

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 2013**

Associate in Arts (A.A.)

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

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

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

Associate in Science (A.S.)

Applied Computer Science
Business Administration
 Accounting/Management/Marketing Generalist
 Fashion Marketing
 Hospitality Management
 International Business
 Management Information Systems
 Professional Sales
 Public Administration
 Sports Management
Health Science
Homeland Security
Human Services
 Generalist
 Addictions Option
 Gerontology Option
 Mental Health Option
Liberal Arts
 Biology
 Engineering Science
 Environmental Science
 Exercise Science
 Mathematics
 Physical Science
Occupational Therapy Assistant
Psychosocial Rehabilitation

Career Certificate (30 Credits or More)

Corrections
Criminal Justice
Fire Science
General Studies
Human Service Specialist
Information Technology
 Network Administration
 Technical Support
 Web Technology
Medical Coding

Certificate of Achievement

Alcohol and Drug Certification
American Sign Language and Deaf Studies
AutoCAD Drafting
Automation Control
Computerized Accounting
Cyber Security and Computer Forensics
Emergency Management
Field Service Technician
Fitness Specialist
Graphic Design and Digital Media
Implementation Technical and Software
 Support Specialist for Electronic
 Health Record Systems
Infant/Toddler
Mental Health
Microcomputer Software Specialist
Trainer for Electronic Health Record Systems
Network Administration
PC Basic Skills
Internet Web Page Developer
Workflow Redesign and Information
 Management Specialist for Electronic
 Health Record Systems

2. Continuing Education Programs

Table II G.2

<p>Business Courses Computer Basics Computer Skills for Workplace Customer Service Training Database Fundamentals Emailing ESL 1 ESL 2 ESL 3 Supervisory training</p> <p>Career Programs Administrative Medical Assistant (w/o Medical Coding & Billing) Culinary Arts Program Customer Service and Retail Training Program Industry Center Training Project Occupational Computer Skills-Wanaque 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 ServSafe Certificate Program Substitute Teacher Training</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 Program Watercraft & Boating Certification Trench Rescue Operations – Awareness</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 Basic Trauma Life Support Building Construction Wood & Ordinary Coaching Emergency Vehicle Operator CPR Training Critical Incident Stress Management Electrical Emergency Response Emergency Response to terrorism- Basic Concepts Emergency Response to terrorism: Tactical Considerations for Company Officers EMT Basic EMT Core EMT Refresher A EMT Refresher B EMT Refresher C EMT Transition Program EMT Supplementary Fire Official First Responder Hazardous Material Awareness Incident Command Level I-100, I-200, and NIMS 700 Incident Command System (ICS 300) International Trauma Life Support Live Burn Training Mask Confidence Mass Decontamination Natural Gas Emergencies Paramedic Assistant Propane Firefighting</p>
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<p>Truck Company Operations Weapons of Mass Destruction Awareness</p> <p>GED</p> <p>GED Test Preparation</p> <p>Online Courses</p> <p>A to Z Grantwriting A+ Certification Preparation Accounting Fundamentals Accounting Fundamentals II Administrative Medical Specialist with Medical Billing and Coding Advanced Grant Proposal Writing Advanced Microsoft Excel Advanced Microsoft Word Basic CompTIA A+ Certification Preparation C++ for the Absolute Beginner Certificate in Pain Assessment & Management Certificate in Spirituality, Health, and Healing Cisco CCNA Certification Training Computer Skills for the Workplace CompTIA Network + Certificate Program Creating Mobile Apps with HTML Creating a Successful Business Plan Creating Web Pages Difficult Customer, Stress Mayer B Discover Digital Photography Effective Business Writing Excel Key Impact Genealogy Basics Grammar Refresher Hear Your Heart & Success Will Come Human Anatomy & Physiology 1 & 2 Individual Excellence Integrating Technology in the K-5 Classroom Intermediate CSS3 & HTML5 Intermediate Java Programming Intermediate Microsoft Excel Intermediate Microsoft QuickBooks Introduction to Illustrator CS5</p>	<p>Pump Operator Rope Rescue Technician Introduction to In Design CS5 Introduction to Microsoft Excel Introduction to Natural Health and Healing Introduction to Networking Introduction to Microsoft Word Introduction to QuickBooks Lose Weight & Keep it Off Luscious, Low Fat, Lightning Marketing Your Nonprofit Medical Coding Medical Terminology QuickBooks for Contractors Resume Writing Workshop Secrets of Better Photography Skills for Making Great Decisions Solving Classroom Discipline Problems Speed Spanish Start Your Own Business Teaching Students with ADHD Windows Fujitsu Wow, What a Great Event Writing Essentials</p> <p>Personal Improvement</p> <p>Civics Education and Naturalization Beginning English as a Second Language College Track TEAS Test Preparation</p> <p>Professional Development</p> <p>Anxiety Disorders in Students: How to Spot It and What To Do About It Differentiated Instruction in the Classroom Spanish for Educators Tourette Syndrome and Associated Disorders Autism Spectrum Disorder Introduction to Applied Behavior Analysis</p>
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Major Research and Public Service Activities

1. Professor Martha Brozyna of the History department was involved in the following activities:
 - Presented, with Professor Linda Chang and Professor Katie Webster, “Flip for Success! Improving Student Success and Satisfaction by Creating Student-Centered Learning Experience Based on Active Learning and Classroom-Flipping Strategies” at the New Jersey Council of County Colleges Best Practices Conference at Mercer County Community College in April 2014. This presentation was selected as a “Featured Presentation” of the Conference and was presented twice during the Conference.
 - Presented “‘Flipping’ the Class: A Strategy for Enhanced Course Outcomes” at the Bucks County Community College’s Faculty of the Future Conference in May 2014.
2. Professor Linda Chang of the Science department was involved in the following activity:
 - Presented, with Professor Martha Brozyna and Professor Katie Webster, “Flip for Success! Improving Student Success and Satisfaction by Creating Student-Centered Learning Experience Based on Active Learning and Classroom-Flipping Strategies” at the New Jersey Council of County Colleges Best Practices Conference at Mercer County Community College in April 2014. This presentation was selected as a “Featured Presentation” of the Conference and was presented twice during the Conference.
3. Professor Mark Hillringhouse of the English department was involved in the following activities:
 - Presented “The Ongoing Moment” at the University Galleries of William Paterson University in October 2013.
 - Won the Light Space & Time Gallery’s “Cityscapes” competition in March 2014.
 - Won First Place at the juried SOHO Art House exhibition in New York City, NY in April 2014.

4. Professor Anita Kumar of the Early Childhood Education department was involved in the following activities:
 - Served as member of the writing team for the NJ Core Knowledge and Competencies for Early Childhood professionals document, a collaborative project of NJ Council for Young Children and Professional Impact NJ.
 - Served on the Policy Advisory Board of Professional Impact NJ.
 - Served on the executive board of the New Jersey Association of Early Childhood Teacher Educators.
 - Presented, with Professor Kristina Oriente, "How to Identify and Write Good Student Learning Outcomes" at the NJ Community Colleges Faculty Summit On Student learning Outcomes at Middlesex County College in February 2014.

5. Professor Richard Marranca of the English department was involved in the following activities:
 - Presented at the Community College Humanities Association in Baltimore, MD in November 2013.
 - Presented at the New Jersey Education Association at Seton Hall University in April 2014.
 - Acted as president of the New Jersey Fulbright until March 2014 and is currently a member of the board.
 - Is currently a trustee of the New Jersey College English Association.
 - Featured poet at the Hunterdon Art Museum Poetry Series in April 2013, the Bryn Mawr Poetry Series in June 2013, the Princeton University Poets as the Library in July 2013, and the Fourth Annual New York City Poetry Festival in July 2014.

6. Professor Kristina Oriente of the Math department was involved in the following activity:
 - Presented, with Professor Anita Kumar, "How to Identify and Write Good Student Learning Outcomes" at the NJ Community Colleges Faculty Summit On Student learning Outcomes at Middlesex County College in February 2014.

7. Professor Octavio Paez Osuna of the Math department was involved in the following activity:
 - Presented "Explicit Endomorphism of the Jacobian of a Hyperelliptic Function Field of Genus 2 Using Base Field Operations" at the 2014 Central European Conference in Cryptography, in Budapest, Hungary in May 2014.

8. Professor Latoya Reid of the Development Studies department was involved in the following activities:
 - Presented "Virtual Timelines & Pin Boards: Using Engaging Digital Media Tools to Craft Interdisciplinary Writing Assignments" at the Tri-State Best Practices Conference at Bergen Community College at the Meadowlands in Lyndhurst, NJ in March 2013.

- Presented a paper entitled “Then ‘We’ Came to the End: The Inevitable Dismantling of the Collective in First-Person Plural Narratives” at The College English Association – Middle Atlantic Group’s Annual Spring Conference at Montgomery College in Rockville, MD in March 2014.
9. Professor Linda Siegrist of the Nursing department was involved in the following activities:
- Presented “Technologize your Teaching” at the SUNY Conference on Instructional Technology at Cornell University in May 2014.
 - Presented “Explosive Pedagogy with TNT (Teaching Nursing with Technology)” at the Centennial Area Health Education Center’s Nurse Educator’s Conference in Breckenridge, CO in July 2014.
 - Inducted into the East Carolina University Hall of Fame in March 2014.
10. Professor Nancy Silvestro of the ELS department was involved in the following activities:
- Presented “Redesigning an ESL Program to Enhance Student Success” at the New York State TESOL Conference in White Plains, NY in November 2013.
 - Presented “Responding to the Challenge: An ESL Program Redesigned” at the Achieving the Dream Conference: Emerging Ideas Exchange at Lake Buena Vista, FL, in February 2014.
11. Professor Michael Walker of the Criminal Justice department was involved in the following activities:
- Appointed as a Subject Matter Expert to the Federal Bureau of Investigation, Law Enforcement Support Section, Crime Statistics Management Unit, Law Enforcement Officers Kill and Assaulted Program in April 2014.
 - Published a chapter in *The Encyclopedia of Criminology and Criminal Justice (1st Edition)* by J.S. Albanese in 2014.
 - Chaired a Panel entitled “Organization and Strategic Considerations in Policing” at the Annual Meeting of the Academy of Criminal Justice Sciences in Philadelphia, PA in February 2014.
 - Presented, with W. LaRaia, “A Multi-Jurisdictional Effort to Enhance Information Sharing: The Passaic River Corridor (PRC) Initiative” at the Annual Meeting of the Academy of Criminal Justice Sciences in Philadelphia, PA in February 2014.
 - Participated in a “Featured Roundtable: Terrorist Threat Perceptions of Police Leaders from Small and Medium Police Departments” at the Annual Meeting of the Academy of Criminal Justice Sciences in Philadelphia, PA in February 2014.
 - Developed and instructed a one and one-half day block of instruction in Developing Effective Police Strategies and Engaging the Community in Crime and Safety Issues for Police Executives from the Uruguayan National Police at John Jay College of Criminal Justice in January 2014.

12. Professor Heather Wojdylo of the Developmental Studies Department was involved in the following activities:

- Presented, with S. Cathey, “Oprah’s Book Club in the Classroom” at the Tri-State Best Practices Conference in March 2014.
- Presented “Book Clubs, Active Reading, and Media Oh My!: Transforming the Developmental Classroom for Today’s Learner” at the NJAll/NJNade Annual Conference in April 2014.



CAPITAL PROJECTS UNDERWAY IN FISCAL YEAR 2014

I. Major Capital Projects Underway in Fiscal Year 2014

Enrollment & Student Services Center – This project/building was completed and the various student services departments utilizing this area were relocated.

Wanaque Academic Center – A contract was awarded to build an additional 30,000 square feet to this campus. The project should break ground in the fall of 2014 and be complete in the fall of 2015.

Wanaque Academic Center – A new 200 car parking lot was built.