

ANNUAL INSTITUTIONAL PROFILE

Academic Year 2014-15



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 2015**

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.



9/10/2015

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 44 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 nearly 13,000 students in more than 60 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 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

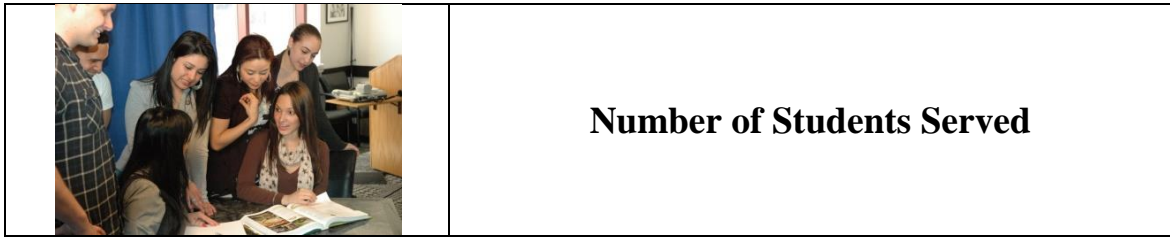
- Accreditation Commission for Education in Nursing
- Department of Law and Public Safety, Division of Consumer Affairs, New Jersey Board of Nursing

OCCUPATIONAL THERAPY ASSISTANT

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

RADIOGRAPHY

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



B. *Passaic County Community College served over 12,000 students during the 2014-15 academic year. In the fall semester of 2014 the college opened its doors to nearly 9,000 students who could pursue a degree or certificate in over 60 programs offered by the college.*

The fall 2014 semester solicited over 5,700 applications from students seeking enrollment at PCCC of whom about 46 percent enrolled at the college. Among those who enrolled, about 63 percent joined the institution for the first-time. Roughly 15 percent transferred to PCCC from another institution, while another 22 percent returned to PCCC after an absence of at least one semester.

Also, among those who joined PCCC as first-time freshmen, about 75 percent were recent graduates from high school.

Additionally, the college also served over 2,000 people through the continuing education area over the course of the year.

**Table II.B.1:
Undergraduate Enrollment by Attendance Status, Fall 2014**

Full-time		Part-time		Total
N	Percent	N	Percent	
3,412	38.0	5,556	62.0	8,968

Source: IPEDS Fall Enrollment Survey

**Table II.B.3:
Non-Credit Enrollment, FY 2014**

	Total Number of Registrations¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs²
Open Enrollment	2,451	1,691	211,965	471
Customized Training	634		12,170	27

¹Includes all registrations in any course that started on July 1, 2013 through June 30, 2014.

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 2014**

Headcount Enrollment	Credit Hours	FTE
12,591	183,610	6,120

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 1,700 students were tested for remedial needs and over 85 percent were placed into a developmental course.

About 72 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 (46 percent) and reading/writing (48 percent), as opposed to computation (21 percent).

**Table II.C.2:
Total Number of Undergraduate Students Enrolled in Fall 2014**

Total Undergraduate Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
8,968	2,796	31.2

Total Number of First-time, Full-time (FTFT) Students Enrolled in Remediation in Fall 2014

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
752	538	71.5

**First-time, Full-time Students (FTFT) Enrolled in Remediation
in Fall 2014 by Subject Area**

Subject Area	Number of FTFT Enrolled In:	Percent of FTFT Enrolled In:
Computation	160	21.3
Algebra	347	46.1
Reading	359	47.7
Writing	359	47.7
English	0	0.0

Source: SURE Fall Enrollment file

3. Demographics: Race/Ethnicity, Sex and Age

In the fall of 2014, 8,968 students enrolled in various programs at Passaic County Community College, and among them about 15 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 78 tested into basic skills, 13 percent tested into ESL, and 10 percent were tested into only college-level courses.

Among all enrolled students, a large proportion (62 percent) was comprised of part-time students. About 61 percent of the enrolled students were females, while 52 percent were Hispanic, 19 percent were white, 15 percent were African-American and 5 percent were Asian. The average age of all enrolled students was 25.7 years, while the average age of first-time freshmen was 20.8 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 2014**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
White	625	18.3	1,076	19.4	1,701	19.0
Black	555	16.3	817	14.7	1,372	15.3
Hispanic	1,773	52.0	2,865	51.6	4,638	51.7
Asian*	187	5.5	335	6.0	522	5.8
American Ind.	5	0.1	6	0.1	11	0.1
Alien	9	0.3	46	0.8	55	0.6
Unknown*	258	7.6	411	7.4	669	7.5
Total	3,412	100.0	5,556	100.0	8,968	100.0

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

**Table II.C.3.b:
Undergraduate Enrollment by Sex, Fall 2014**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Male	1,423	41.7	2,122	38.2	3,545	39.5
Female	1,989	58.3	3,434	61.8	5,423	60.5
Total	3,412	100.0	5,556	100.0	8,968	100.0

**Table II.C.3.c:
Undergraduate Enrollment by Age, Fall 2014**

	Full-time		Part-time		Total	Percent
	N	Percent	N	Percent		
Less than 18	29	0.8	190	3.4	219	2.4
18 - 19	1,195	35.0	791	14.2	1,986	22.1
20 - 21	991	29.0	977	17.6	1,968	21.9
22 - 24	534	15.7	1,021	18.4	1,555	17.3
25 - 29	304	8.9	870	15.7	1,174	13.1
30 - 34	122	3.6	542	9.8	664	7.4
35 - 39	81	2.4	396	7.1	477	5.3
40 - 49	108	3.2	498	9.0	606	6.8
50 - 64	44	1.3	237	4.3	281	3.1
65 and more	3	0.1	21	0.4	24	0.3
Unknown	1	0.0	13	0.2	14	0.2
Total	3,412	100.0	5,556	100.0	8,968	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 2013-14**

Federal Programs	Recipients	Dollars (\$)	\$/ Recipient
Pell Grants	6,330	20,913,010	3,303.79
College Work Study	99	306,035	3,091.26
Perkins	0	0	-
SEOG	2,506	276,147	110.19
PLUS Loans	0	0	-
Stafford Loans (Subsidized)	557	1,607,094	2,885.27
Stafford Loans (Unsubsidized)	217	695,601	3,205.53
SMART & ACG or other	0	0	-

State Programs	Recipients	Dollars (\$)	\$/Recipient
TAG	1,827	2,624,096	1,436.29
EOF	308	233,001	756.50
Outstanding Scholars (OSRP)	47	17,871	-
Distinguished Scholars	10	8,000	800.00
Urban Scholars	0	0	-
NJStars	37	83,693	2,261.97
NJ CLASS Loans	0	0	-

Institutional Programs	Recipients	Dollars (\$)	\$/ Recipient
Grants/Scholarships	1,281	775,841	605.65
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 2014 First-time Undergraduate Enrollment
By State Residence**

State Residents	Non-State Residents	Total	% State Residents
1,356	4	1,360	99.7

Source: IPEDS Fall Enrollment Survey

**Fall 2014 Undergraduate Enrollment
By State Residence**

State Residents*	Non-State Residents	Total	% State Residents
8,948	20	8,968	99.8

* includes State unknown

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 degree-seeking students (fall 2013 cohort) was 65 percent, which exceeds the national rate from 2012 of about 59 percent.*

About 23 percent of the first time, full-time, degree seeking students who enrolled in fall 2011 graduated or transferred to another institution within a three year period. The graduation rate (including transfer rate) of White (30 percent) and Asian (26 percent) students exceeded those of minority students, i.e., African-Americans (14 percent) and Hispanics (20 percent).

1. Graduation Rates

b. Two-year graduation rate:

**Table II D.1.b:
Two-Year Graduation Rate of Fall 2011 Full-time, First-time Degree/Certificate Seeking Students**

	N	Percent
Fall 2010 Cohort	757	
Graduated after 2 Years	20	2.6

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 2011 Full-time, First-time Degree/Certificate Seeking Students by Race/Ethnicity**

Race/Ethnicity	2011 Cohort	Graduated within 3 Years		Transferred within 3 Years	
		N	Percent	N	Percent
White	254	36	14.2	39	15.4
Black	167	9	5.4	14	8.4
Hispanic	261	20	7.7	33	12.6
Asian	34	3	8.8	6	17.6
Alien	0	0	NA	0	NA
Other *	41	8	19.5	4	9.8
Total	757	76	10.0	96	12.7

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

Source: IPEDS Graduation Rate Survey

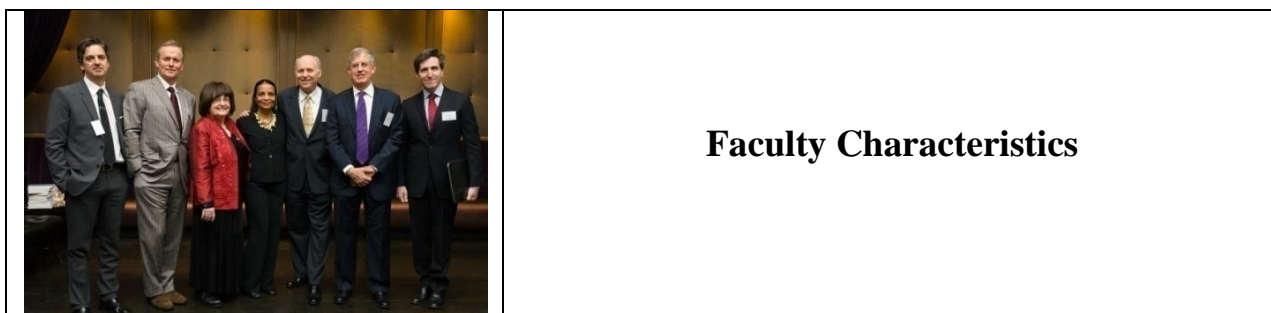
2. Third-semester Retention Rates:

a. By attendance status

**Table II D.2:
Third Semester Retention of First-time Undergraduates, Fall 2013 to Fall 2014**

Full-Time			Part-Time		
Fall 2013 First-Time Undergraduates	Retained in Fall 2014	Retention Rate	Fall 2013 First-Time Undergraduates	Retained in Fall 2014	Retention Rate
1,810	1,280	70.7	406	178	43.8

Source: IPEDS Fall Enrollment Survey, Part E



E. Over 500 instructors imparted education to nearly 9,000 students who were enrolled in various courses during the fall 2014 semester. About thirty-eight percent of the classes were taught by full-time faculty. Among the 101 full-time faculty, 53 percent were tenured, 60 percent were female, and 61 percent were white.

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 2014**

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
White						
<i>Tenured</i>						
Professors	3	10.7	4	11.8	7	11.3
Associate Prof.	7	25.0	7	20.6	14	22.6
Assistant Prof.	6	21.4	7	20.6	13	21.0
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	14.3	6	17.6	10	16.1
All others	8	28.6	10	29.4	18	29.0
Total White	28	100.0	34	100.0	62	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	14.3
Assistant Prof.	2	40.0	2	22.2	4	28.6
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	20.0	0	0.0	1	7.1
All others	2	40.0	5	55.6	7	50.0
Total Hispanic	5	100.0	9	100.0	14	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	0	0.0	1	10.0
Assistant Prof.	1	25.0	2	33.3	3	30.0
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.	1	25.0	3	50.0	4	40.0
All others	1	25.0	1	16.7	2	20.0
Total Asian	4	100.0	6	100.0	10	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	1	50.0	1	50.0
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	1	50.0	1	50.0
All others	0	0.0	0	0.0	0	0.0
Total Race Unknown	0	0.0	0.0	0.0	2	0.0

*Note: Race Unknown includes 2 or More Races.

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Total						
<i>Tenured</i>						
Professors	5	12.2	4	6.7	9	8.9
Associate Prof.	9	22.0	11	18.3	20	19.8
Assistant Prof.	9	22.0	15	25.0	24	23.8
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.	6	14.6	11	18.3	17	16.8
All others	12	29.3	19	31.7	31	30.7
Total	41	100.0	60	100.0	101	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 2014**

Total number of course sections		1,275	
Number of Course Sections	# of Faculty	# of Courses Taught	Percent of Courses Taught
Taught by Full-time faculty	101	478	37.5
Taught by Part-time faculty	351	669	52.5
Taught by Others*	72	128	10.0

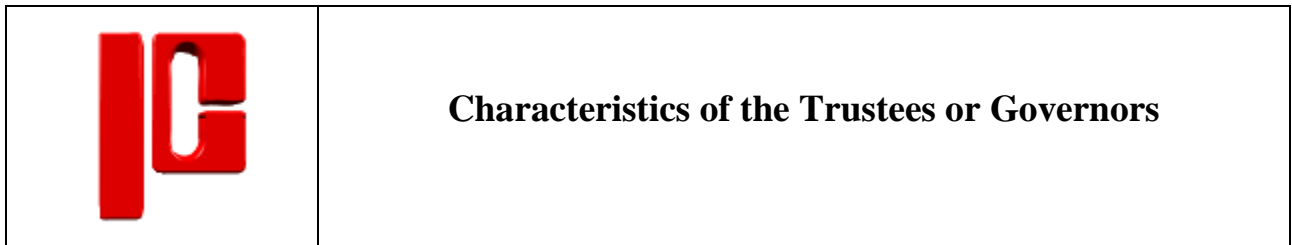
**Others: Includes College Administrators*

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

**Table II E.3
Ratio of Full- to Part-time Faculty, Fall 2014**

	Number	Percent
Total number of Full-time Faculty	101	19.3
Total number of Part-time Faculty	423	80.7
Total	524	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	Educator, 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	Judge
Harry B. Gourley	Trustee	Law Enforcement, Warrant Squad (Paterson)
Patricia Kebrdle	Trustee	Educator, Lakeland Board of Education
Nitin Shukla	Trustee	Administrator, Board of Social Services
Sharon C. Smith	Trustee	Educator, 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 2014**

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
Early Childhood Education
Electronic Engineering Technology
Fire Science Technology
Graphic Design
Health Information Technology
Information Technology
 Network Administration
 Technical Support
 Web Technology
Music 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
 Public Administration
 Sports Management
Health Science
Homeland Security
Human Services
 Generalist
 Addictions Option
 Gerontology Option
 Mental Health Option
Liberal Arts
 Biology
 Engineering Science
 Environmental Sustainability
 Exercise Science
 Mathematics
 Physical Science
Medical Informatics
Occupational Therapy Assistant
Psychosocial Rehabilitation

Career Certificate (30 Credits or More)

Criminal Justice
Early Childhood Education
Emergency Management
Fire Science
General Studies
Hospitality/Retail Management
Human Service Specialist
Information Technology
 Network Administration
 Technical Support
 Web Technology
Medical Coding
Sports Management

Certificate of Achievement

Alcohol and Drug Certification Domains
American Sign Language and Deaf Studies
Auto CAD Drafting
Automation Control
Child Development Associate
Computerized Accounting
Cyber Security and Computer Forensics
Fitness Specialist
Field Service Technician
Gerontology
Graphic Design and Digital Media
Medical Coding
Infant and Toddler
Mental Health
Microcomputer Software Specialist
Network Administration
Plumbing Technology
Web Technology
Welding

2. Continuing Education Programs

Table II G.2

<p>Basic Skills & Test Preparation High School Equivalency (GED) Praxis Core Test Prep TEAS Test Prep Business Courses Computer Basics Computer Skills for the Workplace Contract/Customized Training Customer Service Training ESL 1 ESL 2 ESL 3 Supervisory training Career Programs Administrative Medical Assistant (w/o Medical Coding & Billing) Culinary Arts & ServSafe Certification 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 ServSafe Certificate Program Substitute Teacher Training Certificate Programs Applied Technology Entrepreneur Certificate Program (7 classes) Medical Terminology Human Anatomy and Physiology AMS-w/Med Bill & Cod/Med Term AMS w/Medical Billing & Coding Grammar for ESL Beginning Writers Workshop Freight Broker/ Agent Training</p>	<p>Human Services Specialist Certificate Program Watercraft & Boating Certification Online Courses A to Z Grant writing Intro to ASP.NET Creating Mobile Apps W/HTML5 Admin. Assist. Fundamentals Intro to Java Programming Intermediate InDesign CS5 Intro to Programming Accounting Basics (online) 12 Steps to a Successful Job Search Cisco CCNA Cert. Intermediate Excel 2010 Intro to MS Excel 2010 Intro to MS Word 2010 Intro to PowerPoint 2010 Intro to Ruby Programming Intro to Sql Basic Comp TIA A+ Cert. Prep Help Desk Analyst: Tier-1 Sup Forensic Computer Examiner Chemistry: Semester 2 Chemistry: Semester 1 Career in Admin Med Assist Med Code/Bill Career Cert Program Med Billing & Coding Intro to Photoshop CS6 Advanced MS Excel 2010 Comp TIA Network + Cert Program Mobile & Desktop Web Developer M/S Cert. Solutions Assoc. Systems Security Cert Practice Intro to Natural Health & Heal</p>
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Key to Effective Communication
 Creative Classroom
 Effective Business Writing
 Get Assertive!
 Intro to Criminal Law
 Teaching Preschool: a Year Ins
 Spanish in the Classroom
 Praxis Core Prep
 Introduction to Algebra
 Everyday Math
 Intro to JavaScript
 Understanding HR Function
 Accounting Fundamentals
 Payroll W/ QuickBooks
 Prof Bookkeeping W/ QuickBooks
 Just Start W/LinkedIn
 Intro to QuickBooks 2013
 Intro to QuickBooks 2012
 Cisco CCNA Cert.
 Photoshop Elements II
 Intro to Pc Troubleshooting
 Intro to MS Excel 2010
 Intro to Windows 8
 Computer Skills for Workplace
 Freight Broker/ Agent Training
 Handling Medical Emergencies
 Human Anatomy & Physiology II
 Human Anatomy and Physiology
 Intro to Journaling
 Intro to M S Access 2007
 Intro to Photoshop CS6
 Intro to Teaching ESL/EFL
 Intro to Word 2010
 Lose Weight and Keep It Off
 Mac, iPhone, and iPad Program
 Mastering Public Speaking
 Med Code/Bill Career Cert Program
 Project Mgmt. Application
 Project Mgmt. Fundamentals
 Six Sigma: Total Quality Application

Career in Admin Med Assist
 Medical Terminology
 Human Anatomy and Physiology
 Medical Coding
 Medical Transcript
 Cert in Food, Nutrition and Health
 Certified Personal Trainer
 Writing Essentials
 Fund of Tech Writing
 Project Mgmt. Fundamentals
 Real Estate Law
 Interpersonal Communication
 Paralegal
 Writeriffic: Creativity Training
 HS Diploma w/ Child Care Training
 Six Sigma: Total Quality Fund
 Supply Chain Management Fund
 Real Estate Investing
 Accounting Fundamentals
 Intermediate JAVA
 Admin Prof W/Ms Office 2013 M
 Admin Prof w/MS Office Spec
 Comp TIA A+ Cert.
 End of Life Care Cert.
 MS Power Point
 MS Windows
 MS Word Part 1
 MS Word Part 2
 Emergency Response
 Basic Trauma Life Support
 Building Construction Wood &
 Ordinary
 Coaching Emergency Vehicle Operator
 CPR Training
 Critical Incident Stress Management
 Dispatcher Trainer Basic 911 Officer
 Electrical Emergency Response
 Emergency Response to terrorism-
 Basic Concepts
 Emergency Response to Terrorism:
 Tactical Considerations for
 Company Officers
 EMT Basic
 EMT Core

<p>Teaching Math: Grades 4 - 6 Writing the Fantasy Novel Fund. of Supervision and Mgmt. Employment Law Fund. GED Test Prep (online) Comp T1A Network + Cert Train Web Application Developer</p> <p>Computer Courses</p> <p>MS Access Part 1</p> <p>MS Excel Part 1</p> <p>MS Excel Part 2</p> <p>MS Excel Part 3</p> <p>MS Outlook</p> <p>Mass Decontamination</p> <p>Natural Gas Emergencies</p> <p>Paramedic Assistant</p> <p>Propane Firefighting</p> <p>Weapons of Mass Destruction Awareness</p> <p>Grant-funded Programs</p> <p>High School Equivalency (GED)</p> <p>Industry Centered Training Project (ICTP)</p> <p>Intensive Math for Vocational Trades</p> <p>NJ Health Professions Consortium Grant (NRC)</p> <p>Retail Store</p> <p>Trade Adjustment Assistance Career Training (TAACCCT)</p>	<p>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</p> <p>Personal Improvement</p> <p>Civics Education and Naturalization</p> <p>Beginning English as a Second Language College Track</p>
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Major Research and Public Service Activities

1. Professor Nina Alsbrook-Jackson of the English department was involved in the following activity:
 - Presented at the EOFPANJ Director's Development Conference at Bloomfield College in the summer of 2015.
2. Professor Kelly Bender of the English department was involved in the following activities:
 - Presented on the incorporation of technology in the writing classroom at the Two Year College Association Conference in October 2014.
 - Presented on how technology can deepen student learning at the League of Innovations Conference in Boston, MA in March 2015.
 - Served as treasurer for the Two Year College Association Conference.
3. Professor Martha Brozyna of the History department was involved in the following activities:
 - Presented, with Alexandra Della Fera, Suzanne Hickey and James Wallace, "Retention and Roadblocks: Redesigning Gateway Courses for Success" at the Community College Humanities Association, Eastern Division Conference, Baltimore MD in November 2014.
 - Presented, with Gregory Fallon, Alexandra Della Fera, Suzanne Hickey and James Wallace, "The Gateway Initiative: Redesigning High Enrollment Gen Ed Course for Student Success" at the New Jersey Council of Community Colleges Best Practices Conference in April 2015.
 - Presented with Alexandra Della Fera, Suzanne Hickey and James Wallace, "Course Redesign for Retention and Success Through the Gateway Initiative" at the Faculty of the Future Conference at Bucks County Community College in May 2015.
4. Professor David Burger of the Math department was involved in the following activity:
 - Presented at STEMTECH 2014 at Denver Colorado in November 2014.

5. Professor Linda Carter of the Early Childhood Education department was involved in the following activities:
 - Served as a board member of the New Jersey Coalition of Infant and Toddler Educators (CITE).
 - Served on a sub-committee of CITE: The New Jersey Infant and Toddler Credential Committee Review.
 - Presented “Let Your Light Shine: Self Nurturing Techniques for Early Childhood Educators” at the New Jersey Coalition of Infant and Toddler Educators’ 30th Annual Conference.
 - Served as a panel guest/speaker for the New Jersey Child Development Associate (CDA) Symposium at Kean University.
 - Served as a member of the New Jersey Northern Regional Senior Leadership Team of the New Jersey Early Learning Training Academy (NJELTA).

6. Professor Kathy Kelly of the English Language Studies department was involved in the following activity:
 - Presented, with Bob Salvato and Leo Kazan, “Acceleration Options for English Language Learners” at the ESL Summit at Middlesex Community College in May 2015.

7. Professor Anita Kumar of the Early Childhood Education department was involved in the following activities:
 - Served on the Senior Leadership Team of NJ Early Learning Training Academy, a NJ RTT-ELC initiative.
 - Served on the executive board of the New Jersey Association of Early Childhood Teacher Educators.
 - Presented, with Nicole DeNude, at the NJAEYC Annual Conference in October 2014 at a workshop entitled “Family Literacy Workshops.”
 - Led a team of Early Childhood Education professionals under the NJ Council for Young Children to revise the state’s “Core Knowledge and Competencies for Early Childhood Professionals.”

8. Professor Richard Marranca of the English department was involved in the following activities:
 - Served as a trustee for the New Jersey College English Association.
 - Served as a board member for NJ Fulbright.
 - Served as the campus liaison for NEH Summer Seminars and Community College Humanities Association.
 - Published a poem in Rockhurst Review in spring 2015.
 - Published an essay entitled “Nourishing the Temple” in Watkins Magazine in spring 2014.
 - Presented at the NJ College English Association Conference at Seton Hall University in March 2015.
 - Presented at the Community College Annual Conference in Baltimore, MD in November 2014.

9. Professor Octavio Paez-Osuna of the Math department was involved in the following activity:
 - Published, with Eduardo Ruiz Duarte, “Explicit endomorphism of the Jacobian of a hyperelliptic function field of genus 2 using base field operations” in *Studia Scientiarum Mathematicarum Hungarica* in June 2015.

10. Professor Nancy Silvestro of the English Language Studies department was involved in the following activities:
 - Hosted the New Jersey AtD College Summit and presented “Summary of PCCC’s AtD Activities” in July 2014.
 - Presented, with Kathy Kelly, Bob Salvato, and Lisa Egle, “Empowering ELLs through Acceleration Options” at the New York TESOL Conference in Albany, NY, in November 2014.
 - Presented “How to Design a Dazzling Data Summit” at the Achieving the Dream: DREAM conference in Baltimore, MD in February 2015.
 - Presented “Acceleration Options for English Language Learners” at the Achieving the Dream: DREAM conference: Emerging Ideas Exchange in Baltimore, MD in February 2015.
 - Presented “Achieving the Dream at PCCC” and participated in a panel discussion at the Bergen Community College Professional Development Day in Paramus, NJ, in April 2015.
 - Presented “Promoting ESL Student Success through Transition to College and Career Readiness” at the New Jersey Association for Life Long Learning Conference in April 2015.

11. Professor David Wasmuth of the English Language Studies department was involved in the following activity:
 - Published *Moving Up in Academic Writing: A Process Approach with Integrated Grammar* in Spring 2015.



CAPITAL PROJECTS UNDERWAY IN FISCAL YEAR 2015

I. Major Capital Projects Underway in Fiscal Year 2014

Wanaque Academic Center – The 30,000 square foot addition is almost complete and should be operational during the 2015 Fall Semester.

Continuing Education & Workforce Development – A new 6,000 square foot addition to Memorial Hall was completed over the summer and will be occupied in the fall.

Hamilton Hall – The first, second and third floors of this building are undergoing renovations to create the PCCC Center for STEM Innovation. Classes have resumed on the first floor and the remaining areas will be completed this fall.

Academic Hall – A230 was renovated to make a new home for the Academic Affairs Division and A204 was renovated to create an improved environment for the Developmental Studies Department.

Passaic Academic Center – The installation of a whole building emergency generator has started.

Public Safety Academy – The installation of a whole building emergency generator has started.