QUICK FACTS
AY 2004-2005

The Office of Institutional Research and Planning is pleased to offer the Academic Year 2004-2005 PCCC Quick Facts. This booklet is designed to present the most often requested statistics in an easy to comprehend format.

Quick Facts is a work in progress and we are interested in your feedback. Please let us know your thoughts and suggestions by sending an email to placay@pccc.edu.

OFFICE OF INSTITUTIONAL RESEARCH & PLANNING

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Enrollment 04/FA

Enrollment over the past 5 years

Headcount increase over 5 years: 2,356
Percentage increase over 5 years: 50.9%

Full-time vs. Part-time Attendance 04/FA

Student Gender Distribution 04/FA

Student Age Distribution 04/FA
Student Ethnicity 04/FA

- Hispanic: 45%
- Black: 18%
- White: 21%
- Other: 16%

Admissions Status 04/FA

- Regular: 78%
- Transfer: 3%
- Other: 11%
- E.O.F.: 8%

Class Level 04/FA

- Freshman: 80.6%
- Sophomore: 19.4%

Matriculation Status 04/FA

- A.A. Degree: 31%
- A.S. Degree: 26%
- Certificate: 2%

Registration Status 04/FA

- Continuing: 75%
- Stop-out/Re-admit: 1%
- First-Time: 21%
- Transfer: 3%
Basic Skills and ESL students 04/FA

- Basic Skills: 42.0%
- ESL: 27.8%
- Basic Skills and/or ESL: 65.8%

Top Five Programs by Enrollment 04/FA

- Liberal Arts and Sciences
- Nursing
- Business
- Early Childhood Education
- Information Technology

Number of years since last attending school

- > 5 years: 28%
- < 1 year: 38%
- 1-5 years: 34%

State/County of Residence 04/FA

- New Jersey: 99.3%
- Passaic County: 87.9%
- Outside New Jersey: 0.7%

Country of Birth other than USA 04/FA

Out of 76 countries, the top five are:

- Peru: 646
- Dominican Republic: 634
- Colombia: 238
- Jamaica: 168
- India: 128
Percent of Students with E-mail / Web Access

(source: Faces of the Future Survey 2005)

Employment: Hours per week

(source: Faces of the Future Survey 2005)

Number of Graduates 2000-2005

Full-time Faculty (05/SP)

Total number of Faculty 93

<table>
<thead>
<tr>
<th>Number Tenured</th>
<th>count</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Non-Tenured</td>
<td>37</td>
<td>40%</td>
</tr>
</tbody>
</table>

Full-time Faculty with Doctorates

18 (21%)
Total number of seats in Continuing Education courses (AY 2004-2005)

2,259

Total number of unduplicated students receiving Financial Aid (AY04-05)

4195 (60%)

Total amount of Financial Aid awarded (AY04-05)

$9,538,887.52

New Jersey STARS (AY 2004-2005)

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition/Fees</td>
<td>13%</td>
</tr>
<tr>
<td>Fed./State/Local</td>
<td>36%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
<tr>
<td>County Appropriation</td>
<td>26%</td>
</tr>
<tr>
<td>State Appropriation</td>
<td>18%</td>
</tr>
</tbody>
</table>

Sources of Revenue (source: PCCC Financial Statements 2004)

Tuition and Fees (03/FA)

Of the 19 NJ Community Colleges, 14 charge higher tuition and fees than PCCC.

New Jersey STARS (AY 2004-2005)

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essex</td>
<td>$3,098.00</td>
</tr>
<tr>
<td>Brookdale</td>
<td>$3,041.00</td>
</tr>
<tr>
<td>Hudson</td>
<td>$2,993.00</td>
</tr>
<tr>
<td>Salem</td>
<td>$2,975.00</td>
</tr>
<tr>
<td>Bergen</td>
<td>$2,851.00</td>
</tr>
<tr>
<td>Union</td>
<td>$2,804.00</td>
</tr>
<tr>
<td>Ocean</td>
<td>$2,760.00</td>
</tr>
<tr>
<td>Middlesex</td>
<td>$2,730.00</td>
</tr>
<tr>
<td>Cumberland</td>
<td>$2,610.00</td>
</tr>
<tr>
<td>Warren</td>
<td>$2,580.00</td>
</tr>
<tr>
<td>Gloucester</td>
<td>$2,565.00</td>
</tr>
<tr>
<td>Sussex</td>
<td>$2,540.00</td>
</tr>
<tr>
<td>Raritan Valley</td>
<td>$2,510.00</td>
</tr>
<tr>
<td>Mercer</td>
<td>$2,490.00</td>
</tr>
<tr>
<td>Passaic</td>
<td>$2,483.00</td>
</tr>
<tr>
<td>Atlantic Cape</td>
<td>$2,440.00</td>
</tr>
<tr>
<td>Morris</td>
<td>$2,415.00</td>
</tr>
<tr>
<td>Camden</td>
<td>$2,310.00</td>
</tr>
<tr>
<td>Burlington</td>
<td>$2,067.00</td>
</tr>
</tbody>
</table>

*Students that graduated in the top 20% of their high school class in Spring of 2004

Survey Highlights

New Student Orientation- AY 04-05 ~ an annual in-house survey of new student data and attitudes.

- **Age**
  - >34 yrs old: 20%
  - <23 yrs old: 52%
  - 23-34 yrs old: 28%

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- **Prior education level**
  - Complete high school/ GED: 77%
  - College degree from another country: 5%
  - Some college: 13%
  - Did not complete high school/other: 5%

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Student’s main academic goal

- Obtain an associate degree from PCCC: 39%
- Transfer to a 4-year institution after graduation: 26%
- Complete the ESL program: 16%
- Transfer to a 4-year institution before graduation: 15%
- Take courses for personal enrichment: 4%
- Take courses for personal enrichment: 4%

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Faces of the Future Survey-04/FA~ an annual survey of continuing students developed by ACT providing standardized evaluation survey services.

**PCCC vs. National norms**

- Less PCCC students are age 20 or under (30.6%) compared to national data (51.0%).
- More PCCC students are female (77.9%) than compared to national data (61.6%).
- More PCCC students are Hispanic and black compared with national data.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>PCCC</th>
<th>National Data*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>31.0%</td>
<td>12.1%</td>
</tr>
<tr>
<td>White</td>
<td>37.2%</td>
<td>69.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40.0%</td>
<td>12.0%</td>
</tr>
</tbody>
</table>
• Typically, parents of PCCC students have less education than compared with national data.

<table>
<thead>
<tr>
<th>Percent with less than a High School Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCCC</td>
</tr>
<tr>
<td>Mother</td>
</tr>
<tr>
<td>Father</td>
</tr>
</tbody>
</table>

• PCCC students are employed more hours than students elsewhere.

<table>
<thead>
<tr>
<th>Employment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCCC</td>
</tr>
<tr>
<td>Employed Full-Time</td>
</tr>
<tr>
<td>40-50 Hour weeks</td>
</tr>
</tbody>
</table>

About PCCC Students

• Consistent with national data, more than half of PCCC students learned about PCCC through a HS teacher/Counselor, family member, or friend. Very few learned about PCCC through TV/Radio.

• Overall students are satisfied with PCCC (79.5%).

*The National Data is gathered from 120 community colleges.

Perceptionnaire- AY 04-05 ~ an in-house attitudinal survey of faculty/staff/administration conducted annually.

• 91% of respondents feel that PCCC is successful in achieving its mission
• 89% of respondents feel that assessment at PCCC is a continuous process
• 88% of respondents feel that the use of technology on campus has improved instruction.
• 19% of respondents feel that parking is adequate.

Graduating Student Survey- 05/SP ~ an annual in-house survey of graduating student data and attitudes.

• 89% of PCCC graduates intend to continue their education at another college. A majority of which plan to attend Montclair State University (28%) or William Paterson University (27%).
• 60% began their program in either basic skills or ESL.
• 38% began their program in 2002 or later. The remaining began their program as far back as 1981.
• 8% found their current job through PCCC placement services.
• 92% are satisfied with the quality of instruction they received.
• 90% feel they are well prepared for work in their career.
• In response to what do you like about PCCC, students answered: people (52%), convenience (29%) and programs/facilities (20%).
• In response to what do you dislike most about PCCC, students answered: parking (45%).
• Students would like to see better facilities (53%), courses (26%), and services/support (13%).
MISSION STATEMENT

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.

Quick Facts AY 2004-2005 can easily be accessed through Campus Cruiser. Simply log into Campus Cruiser from the PCCC home page and find the Institutional Research and Planning Office. The Quick Facts are located in our ‘shared files’ tab.