<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td><strong>Section I</strong></td>
</tr>
<tr>
<td>PCCC Mission and Institutional Goals</td>
</tr>
<tr>
<td><strong>Section II</strong></td>
</tr>
<tr>
<td>ACADEMIC CALENDAR</td>
</tr>
<tr>
<td><strong>Section III</strong></td>
</tr>
<tr>
<td>ACADEMIC REGULATIONS AND POLICIES</td>
</tr>
<tr>
<td>Academic Integrity/Responsibility</td>
</tr>
<tr>
<td>Advisement</td>
</tr>
<tr>
<td>Appealing Grades/Grievances</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>Attendance (Student)</td>
</tr>
<tr>
<td>Attendance Recording</td>
</tr>
<tr>
<td>Auditing a Course</td>
</tr>
<tr>
<td>Cancellation of Classes by Faculty/Substitutes</td>
</tr>
<tr>
<td>College Experience</td>
</tr>
<tr>
<td>College Writing Exam</td>
</tr>
<tr>
<td>Course syllabus</td>
</tr>
<tr>
<td>Dropping/Adding courses</td>
</tr>
<tr>
<td>Early Academic Warning Notices</td>
</tr>
<tr>
<td>Final Examinations</td>
</tr>
<tr>
<td>Final Grades</td>
</tr>
<tr>
<td>Guest Speakers/Field Trips</td>
</tr>
<tr>
<td>Grading Policy</td>
</tr>
<tr>
<td>Office Hours</td>
</tr>
<tr>
<td>Distance Education</td>
</tr>
<tr>
<td>Dual Enrollment</td>
</tr>
<tr>
<td>Teach-Out Plan</td>
</tr>
<tr>
<td>Withdrawal from Courses</td>
</tr>
<tr>
<td>Tk20</td>
</tr>
<tr>
<td>Writing Initiative/Writing Intensive Courses</td>
</tr>
<tr>
<td><strong>Section IV</strong></td>
</tr>
<tr>
<td>ACADEMIC SUPPORT</td>
</tr>
<tr>
<td>Academic Success Center</td>
</tr>
<tr>
<td>Bookstore</td>
</tr>
<tr>
<td>Center for Student Success</td>
</tr>
<tr>
<td>College Portal</td>
</tr>
<tr>
<td>Section</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Section V</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Section VI</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Section VII</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Section VIII</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Section IX</td>
</tr>
</tbody>
</table>
Section X

Appendices

Organizational Chart

PCCC Board Policies

Affirmative Action B108
Code of Ethics for College Employees A905
Equal Employment Opportunity B102
Faculty Evaluation, Promotion & Tenure Policy B302
Mental Health Policy And Procedure E395
Sabbatical Leave Policy: B107
Smoke Free Campus Policy: F203

Forms

Attendance Reporting Guidelines
Circulation & Library Lab Policies
College Fax Information
Counselor/Student Referral Form
Course Syllabus Master Format
Docu-Center Procedures
Drop/Add Form
Early Warning Form
Grade Change Form
Faculty Observation Form
Faculty Self-Evaluation Form
Faculty: Student Evaluation Form (SRI)
Faculty Tuition Reimbursement Form
Incomplete Grade Contract
Independent Study Contract
Petty Cash Form
Promotion Application
Travel Reimbursement Forms/Guidelines
Tuition Reimbursement Form
Introduction

Over the past year efforts have been made to streamline the Passaic County Community College Faculty Handbook by reducing and/or eliminating information contained in other College publications.

Thus, it is hoped, this new Handbook will serve as a more useful resource. It contains some of the essential information pertaining to faculty employment and responsibility and is meant to be used in conjunction with other publications.

Additional information is contained in the Faculty Association Agreement, the PCCC Academic Bulletin, the Student Handbook, and the Board of Trustees’ Policy Manual.

The provisions of this Handbook supersede the provisions of all previous Faculty Handbooks of the College and are subject to the laws of the United States and the State of New Jersey. Any policy, practice, or regulation of an individual department or other sub-division with the College is subordinate to the provisions of this Handbook.

Passaic County Community College reserves the right to withdraw or change the contents of this Handbook to the extent it is not inconsistent with applicable law or Board of Trustees policy.
SECTION I
Introduction
PCCC Mission and Institutional Goals

Vision: PCCC aspires to be a premier community college that leads, inspires, and supports individual in reaching their educational and career goals in a timely manner.

Mission: PCCC 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 our wide variety of student learning needs through excellence in teaching, the 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 respite.

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.
SECTION II

Academic Calendar
# Academic Calendar

**PASSAIC COUNTY COMMUNITY COLLEGE**

**Academic Calendar  Fall 2013 – Summer 2015**

<table>
<thead>
<tr>
<th>FALL 2013</th>
<th>2013 – 15 week</th>
<th>2013-12 week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin (15 week and 12 week)</td>
<td>Sept 4</td>
<td>Sept 25</td>
</tr>
<tr>
<td>Last Day to drop without Academic Penalty</td>
<td>Sept 17</td>
<td>Oct 4</td>
</tr>
<tr>
<td>Last Day Automatic Withdrawal</td>
<td>Oct 29</td>
<td>Oct 29</td>
</tr>
<tr>
<td>Last Day to Withdraw with Faculty Permission</td>
<td>Nov 26</td>
<td>Nov 26</td>
</tr>
<tr>
<td>Thanksgiving Recess (no classes)</td>
<td>Wed – Sun</td>
<td>Wed – Sun</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Mon Dec 2</td>
<td>Mon Dec 2</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Dec 14 - 20</td>
<td>Dec 14 - 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING 2014</th>
<th>15 week</th>
<th>12 week</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.L. King, Jr. Day</td>
<td>Jan 20</td>
<td>Jan 22</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Feb 12</td>
<td>Feb 4</td>
</tr>
<tr>
<td>Last Day to drop without Academic Penalty</td>
<td>Mar 17 - 23</td>
<td>Mar 17 - 23</td>
</tr>
<tr>
<td>Spring Recess (No Classes)</td>
<td>March 24</td>
<td>March 24</td>
</tr>
<tr>
<td>Classes Resume (Monday)</td>
<td>March 25</td>
<td>March 25</td>
</tr>
<tr>
<td>Last Day Automatic Withdrawal</td>
<td>April 19 - 20</td>
<td>April 19 - 20</td>
</tr>
<tr>
<td>No Classes</td>
<td>April 22</td>
<td>April 22</td>
</tr>
<tr>
<td>Last Day to Withdraw with Faculty Permission</td>
<td>May 7 - 13</td>
<td>May 7 - 13</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>May 20</td>
<td>May 22</td>
</tr>
<tr>
<td>Graduate Awards</td>
<td>Commencement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SESSION I 2014</th>
<th>6-week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Day</td>
<td>May 26</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>May 28</td>
</tr>
<tr>
<td>Last Day to drop without Academic Penalty</td>
<td>June 3</td>
</tr>
<tr>
<td>Last Day Automatic Withdrawal</td>
<td>June 16</td>
</tr>
<tr>
<td>Last Day to Withdraw w/Faculty Permission</td>
<td>June 25</td>
</tr>
<tr>
<td>Last Day</td>
<td>July 2</td>
</tr>
<tr>
<td>Independence Day Observed</td>
<td>Fri Jul 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER SESSION II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Last Day to drop without Academic Penalty</td>
</tr>
<tr>
<td>Last Day Automatic Withdrawal</td>
</tr>
<tr>
<td>Last Day to Withdraw w/Faculty Permission</td>
</tr>
<tr>
<td>Last Day of Classes</td>
</tr>
</tbody>
</table>
### FALL 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>15-week</th>
<th>12-week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Sept 3</td>
<td>Sept 24</td>
</tr>
<tr>
<td>Last Day to drop without Academic Penalty</td>
<td>Sept 16</td>
<td>Oct 3</td>
</tr>
<tr>
<td>Changes Last Day Automatic Withdrawal</td>
<td>Oct 28</td>
<td>Oct 28</td>
</tr>
<tr>
<td>Last Day to Withdraw w/Faculty Permission</td>
<td>Nov 25</td>
<td>Nov 25</td>
</tr>
<tr>
<td>Thanksgiving Recess (no classes)</td>
<td>Wed – Sun</td>
<td>Wed – Sun</td>
</tr>
<tr>
<td></td>
<td>Nov 26 - 30</td>
<td>Nov 26 - 30</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Dec 13 - 19</td>
<td>Dec 13 - 19</td>
</tr>
</tbody>
</table>

### SPRING 2015

<table>
<thead>
<tr>
<th>Event</th>
<th>15 week</th>
<th>12 week</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.L. King, Jr. Day (College Closed)</td>
<td>Jan 19</td>
<td>Feb. 11</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Jan 21</td>
<td>Feb 3</td>
</tr>
<tr>
<td>Last Day to drop without Academic Penalty</td>
<td>Feb 3</td>
<td>Mar 16-22</td>
</tr>
<tr>
<td>Spring Recess (No Classes)</td>
<td>Mar 23</td>
<td>Mar 23</td>
</tr>
<tr>
<td>Classes Resume (Monday)</td>
<td>March 24</td>
<td>March 24</td>
</tr>
<tr>
<td>Last Day Automatic Withdrawal</td>
<td>Easter Weekend no classes</td>
<td>Apr 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Last Day to Withdraw w/ Faculty Permission</td>
<td>April 21</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>May 6 - 12</td>
<td>May 6 - 12</td>
</tr>
<tr>
<td>Graduate Awards</td>
<td>May 19</td>
<td></td>
</tr>
<tr>
<td>Commencement</td>
<td>May 21</td>
<td></td>
</tr>
</tbody>
</table>

### SUMMER SESSION I 2015

<table>
<thead>
<tr>
<th>Event</th>
<th>6-week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Day (College Closed)</td>
<td>May 25</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>May 27</td>
</tr>
<tr>
<td>Last Day to drop without Academic Penalty</td>
<td>June 2</td>
</tr>
<tr>
<td>Changes Last Day Automatic Withdrawal</td>
<td>June 15</td>
</tr>
<tr>
<td>Last Day to Withdraw with Faculty Permission</td>
<td>June 24</td>
</tr>
<tr>
<td>Last Day</td>
<td>July 1</td>
</tr>
<tr>
<td>Independence Day Observed (College Closed)</td>
<td>Fri Jul 3</td>
</tr>
</tbody>
</table>

### SUMMER SESSION II 2015

<table>
<thead>
<tr>
<th>Event</th>
<th>6-week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Wed Jul 8</td>
</tr>
<tr>
<td>Last Day to drop without Academic Penalty</td>
<td>July 14</td>
</tr>
<tr>
<td>Last Day Automatic Withdrawal</td>
<td>July 27</td>
</tr>
<tr>
<td>Last Day to Withdraw with Faculty Permission</td>
<td>Aug 5</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Aug 12</td>
</tr>
</tbody>
</table>

Fall and Spring Sat/Sun classes will meet 14 times (165 min per session) in the 15 week session and 11 times (205 min per session) in the 12 week terms.
SECTION III

Academic Regulations and Policies
ACADEMIC INTEGRITY POLICY
All members of the academic community at Passaic County Community College must maintain a constant commitment to academic integrity. Academic integrity is central to the pursuit of education. For students at PCCC, this means maintaining the highest ethical standards in completing their academic work. By completing their academic goals with integrity and honesty, students can reflect on their efforts with pride in their accomplishments.

Violations of the principle of academic integrity include (but not limited to): Cheating and plagiarism. See the current Catalog for complete listing and explanation.

ADVISEMENT
Faculty members play an essential role in the academic activities of Passaic County Community College. In addition to the instructional concerns, the faculty recognizes another essential element of the academic process: advisement. Academic advisement is a partnership between the student and the faculty adviser. It consists of the exploration of academic programs, career choices, academic program and course selection. Careful attention is paid to students’ past academic performance, placement test results, prerequisites and the sequencing of classes to meet both students’ needs and graduation requirements.

All full-time faculty serve as advisors for 30 students in the faculty advisor’s discipline or are assigned to the Center for Student Success. A majority of first-year students receive academic guidance through the Center for Student Success.

Appealing Grades/Grievances
An appeal procedure is available should a student feel that a final grade is unjustified. Appeals must be taken seriously and should only be made when the student feels there is strong evidence of injustice.

1. The student must discuss his/her concerns with the instructor.
2. If no agreement can be reached, the student may appeal to the chairperson of the respective department.
3. If no agreement can be reached, the student may appeal to the Academic Appeals Committee, which will make a recommendation to the Senior Vice President for Academic and Student Affairs.

ASSESSMENT: Refer to IEP Section IX

ATTENDANCE POLICY (Student)
Students are expected to attend all scheduled classes and laboratory sessions for which they are registered. Absence for any reason does not excuse the student from responsibility for class work or assignments missed. Please refer to the Student Handbook for current attendance policy.
An attendance monitoring system calls for reports on the second, fifth, and ninth weeks of each semester, indicating those students whose academic standing is being jeopardized by their absenteeism or sporadic attendance. These reports must be filed in a timely manner due to auditing requirements. It should be noted that by law, the College is required to make attendance reports to various agencies for students who are funded by the Veterans Administration, the Social Security Administration, and various other federal, state, or private scholarship programs.

**ATTENDANCE RECORDING**
Student class attendance must be recorded from the very first class period. **Accurate attendance taking is essential.** Faculty will be asked to report 10th day absences. This directly impacts the state funding that the College receives. In addition, the award of financial aid to students may be affected negatively if attendance is not taken accurately. Official class rosters are available online through the faculty’s Campus Cruiser account (under the Web Advisor tab).

Students, whose names do not appear on this roster, should show a validated schedule to gain entrance into the class. **Faculty should review their rosters several times throughout the semester to make sure the students in class match the official class list.** If a student is in class, but not on the roster, they should be referred to the Registrar’s Office as soon as possible to resolve the discrepancy. When requests are made for attendance reports, it is imperative that they be done in a timely manner due to auditing requirements. (See Section X for Attendance Reporting Guidelines.)

**AUDITING A COURSE**
Students who wish to take courses regularly but do not wish to receive credit for the courses may request permission to register as auditors. To receive permission to audit a course, students must meet all admissions requirements expected of matriculated students enrolled in these courses including any course prerequisites and/or co-requisites. Permission to audit may be granted as appropriate for the entire course or for separate sections of the course, such as the lecture, lab, clinics, or studio as long as no credit is being sought for any part of the course. Permission to audit is granted on a space-available basis only after all students seeking the course for credit have been accommodated. Auditing students must pay the same tuition and fees for the entire course as students receiving credit. Attendance requirements for auditing a course are determined by the course instructor. Intention to audit a course must be declared at registration and to the instructor during the first class period. The appropriate form must be completed and submitted during registration to the Registrar’s Office. Changing from an audit to a credit basis during the semester is not permitted. Credit for audited courses cannot be established at a later date. To receive credit, students must enroll in the course in a subsequent semester and satisfy all course requirements.
CANCELLATION OF CLASSES BY FACULTY/SUBSTITUTIONS
Faculty members who will be missing a class must call their Department Chairs and the Office of the Senior Vice President (Ext. 6300). If the class is scheduled prior to 10:00 am, faculty should call the night before or, if possible, at least one hour prior to the time the class is scheduled to begin.

In the event of an absence due to illness, death in the family, or a scheduled conference, the faculty member should attempt to arrange for a Passaic County Community College colleague to take his/her class and inform the department chair.

THE COLLEGE EXPERIENCE
This required college-level course introduces skills necessary for success in college, including note-taking, test-taking, textbook reading, critical thinking, information literacy, technology, and general study techniques. Students also learn about the Colleges regulations, policies, procedures, and academic programs with special emphasis placed on advisement and career exploration. An important recent change in the course’s content is a focus on academic planning on the part of each student.

- *The College Experience* (COL102) is a required college-level course that all students should take during the first semester enrolled at Passaic County Community College.
- Part-time students who are taking a single course and have no intention of pursuing a degree at Passaic County Community College are not required to take COL102.
- Students transferring to Passaic County Community College from other colleges where they have successfully completed a minimum of 12 credits of college-level work with a 2.0 grade point average or better do not have to take COL102.
- Students who have successfully completed a minimum of 12 credits of college-level work at Passaic County Community College with a 2.0 grade point average or better may have the COL102 requirement waived.

COLLEGE WRITING EXAM
To graduate from the College, students must successfully complete the College Writing Exam (CWE). Students are eligible to take this exam after completing EN 101 and at least one Writing-Intensive (WI) course required for the degree. Students may attempt the examination more than once if necessary.

COURSE SYLLABUS
Each course offered at Passaic County Community College has a course description in the College Bulletin (catalog). Course outcomes and other pertinent materials are available from the appropriate Directors/Chairpersons. It is important to the welfare and credibility of the College course outcomes of each course be met. The College requires department chairs at the beginning
of each academic year to submit a master syllabus for each course to the Office of Academic and Student Affairs. Course outlines and objectives should be filed with department chairpersons prior to the beginning of the fall semester. A master file both electronic and hard copy of all current course syllabi is housed in the Office of the Senior Vice President for Academic and Student Affairs. Course syllabus format is included in Section X.

DROPPING AND ADDING COURSES
A student may drop or add a course by completing the required forms at the Office of the Registrar (See Section X for Add/Drop Form). Courses may be added only during the first week of class in a regular semester. Courses dropped during the permitted period will not be included on the student's permanent record or on official transcripts. However, if a student neglects to follow the official procedure and stops attending class, that student's instructor should record a grade of "F" at the end of the semester. Faculty may wish to explain this procedure to students during the first days of class to avoid unnecessary "F" grades at the end of the term. Students who add a course during the first week of class are required to make up any assignments missed. Courses officially dropped before the end of the first week of classes will not be included on the student's permanent record or on official transcripts.

EARLY ACADEMIC WARNING NOTICES
PCCC's Early Warning System is designed primarily to help identify students who exhibit behavior that may negatively affect their class performance, including, but not limited to, frequent absences, failure to complete assignments, poor class participation, and behavior problems. You can access the early warning system using the Colleague System, web-based program, or paper version. Once submitted, the Early Warning Academic Alert Forms are sent directly to the respective Counselors/Student Development Specialists. (See Section X Appendices for form)

FINAL EXAMINATIONS
Instructors are expected to give a comprehensive final exam on the date scheduled. For some courses, these are department-wide exams. Because of the College's "back-to-basics" policy and the belief that basic skills are learned competently only through continued reinforcement, all exams should include essay-type questions. Faculty shall evaluate essays with attention to the Student's grammatical and organization skills as well as mastery of the course material.

FINAL GRADES
Faculty are required to submit grades twice each semester. All final grades must be submitted within forty-eight (48) hours of the scheduled final exams.

GUEST SPEAKERS AND FIELD TRIPS
If funds are available in a department budget and meet with the approval of Department Chairs, faculty may invite guest speakers to their classes or arrange to have students attend events and performances off-site from the College. Only approved trips and speakers will be funded.
Faculty may also make arrangements for their classes to attend performances and lectures offered at the College at a reduced rate by calling the Office of Student Activities at extension 5571. In addition, they can make arrangements to have their classes participate in field trips sponsored by Office of Student Activities.

**GRADING POLICY**
The following revised grading system was effective as of the fall semester of 1996:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Above-average achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Fully acceptable academic performance</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Minimally acceptable academic performance for General Education but acceptable academic performance</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Academic Failure</td>
<td>0</td>
</tr>
<tr>
<td>Q</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>T</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

Grades may be assigned to non-credit courses to indicate the level of achievement. They do not earn quality points.

**Grading Procedures**

1. **Final Grades:** Final grades are due in the Registrar's office within 48 hours of the final exam.
2. **Grade change:** Grade changes are permitted for up to two years (four semesters, fall and spring) after the semester in which the grade is earned.

**OFFICE HOURS**

Article XIV of the faculty contract requires faculty members to maintain four office hours per week during four separate days in the work week. Both class hours and office hours are to be posted on the faculty member's office door. A copy of the schedule should also be on file in the Senior Vice President for Academic and Student Affairs Office.
DISTANCE EDUCATION
PCCC has a very active and growing Distance Education program. As of the spring, 2013 semester, the college had about 1,460 students enrolled in over 150 sections of classes which represent almost 2,500 seats filled per semester. Currently, the College uses Blackboard Learn 9.1 as its Learning Management System. While PCCC offers only two complete programs online (A.A.S in Health Information Technology and A.A. in Liberal Arts, Generalist Humanities) many more individual courses, particularly General Education classes, are offered online. About 80 full-time and part-time faculty teach both fully online and hybrid (partially in-person, partially online) courses in the fall, spring, summer and Express semesters at PCCC. Blackboard is increasingly used by face-to-face faculty as a supplemental resource for presenting syllabi, assignments and assessments which may be accessed and worked on by students outside of scheduled class times.

Faculty members who have never taught online at PCCC are required to participate in a semester-long training course conducted online by PCCC’s online faculty trainer. The faculty member will learn the basic elements of online course design and pedagogy as well as how to construct their own online class during this training. Any faculty member who wishes to teach or learn more about online education should contact Randy Jenkins, Director of Distance Education, at rjenkins@pccc.edu or x 5790 for further information. New online courses and additional sections of existing online classes are added as needed by joint decision of the department chairperson and the Distance Education Department. Interested faculty may apply to their department chairperson to determine the departmental needs are for online courses in their academic area.

DUAL ENROLLMENT
Dual enrollment provides high school students an opportunity to obtain college credit while completing their required course load for high school. Students take college-level courses at either their high school or Passaic County Community College (PCCC) as part of their normal high school curriculum or as enrichment after school. Upon successful completion of the course, students have a PCCC transcript with college credits. Course credits can be applied toward an undergraduate degree at most colleges and universities.

TEACH-OUT PLAN
Teach-out is the process by which the College will provide instructional and academic support services to students enrolled in a program that has been discontinued and/or at a site that has been closed. The college will make a good-faith effort to assist affected students so that they experience a minimal amount of disruption in the pursuit of their course of study. Students will be notified of the decision to close a program/site as soon as possible so that they can make appropriate plans. Students who have not completed their programs will be advised by faculty, counselors/student development specialists, or professional members of the CSS/EOF staff regarding suitable options, including completing the program at our college or transferring to comparable programs.
WITHDRAWAL FROM COURSES
Students withdrawing from courses who are receiving financial aid should be aware that the withdrawal may impact their financial aid status. For information regarding tuition refunds, see the Refund Policy in the current College Bulletin (catalog).

For students to officially withdraw from a course, the following terms and conditions apply:

First Two Weeks from the First Day of the Semester
Students may drop a course by using an Add/Drop form or by notifying the Registrar in writing of their intent to withdraw from the course. There is no academic penalty for withdrawing at this time, and the drop is not recorded on the permanent academic record.

Students must obtain the signature from either the course instructor, chairperson of the department, academic adviser or counselor.

Third through the End of the Eighth Week
Students may drop a course by using an Add/Drop form and submitting it to the Registrar's Office. A grade of "W" will appear on the permanent academic record. Students must obtain the signature from either the course instructor, chairperson of the department, academic adviser or counselor. Students who are experiencing any academic or personal difficulties should confer with a counselor.

Ninth through the End of the Twelfth Week
Students may drop a course by using an Add/Drop form and submitting it to the Registrar's Office. A grade of "W" will appear on the permanent academic record. Students must obtain the signatures of each course instructor and a counselor for every course that they are dropping.

After the Twelfth Week
Students are not permitted to withdraw from courses except under the most extraordinary circumstances and then only with the written approval of the Senior Vice President for Academic and Student Affairs or designee.

Students should note that the official date of withdrawal will be recorded as the date the Registrar's Office receives the approved Add/Drop form.

A refund of tuition (and certain fees*) will be granted in accordance with the following schedule to students who withdraw from all classes in writing during the fall or spring semester with the necessary approvals at the Registrar’s Office. (See Withdrawal Policy in current College Catalogue. The date the Registrar receives the written notice will determine the amount refunded.)
First Week 100%
Second Week 100%
Third Week 50%
Fourth Week 50%
After Fourth Week 0%

A refund of tuition (and certain fees*) will be granted in accordance with the following schedule to students who withdraw or add/drop from all classes in writing during the summer with the necessary approvals of the Registrar’s Office.

First Week 100%
Second Week 50%
After Second Week 0%

*Note: If a course is canceled by the College, enrolled students have the opportunity to enroll in other courses, or a 100% refund of tuition, course fees, College fees, and student activity fees will be made.

Failure to return a bill or failure to attend class does not constitute withdrawal. If a registered student does not plan to attend classes, intent must be made in writing and be presented to the Registrar's Office. If a student takes no formal action to withdraw, the student is responsible for payment of all tuition and fees relating to registration.

Exception for military service. Students who do not attend classes long enough to qualify for credit, but who continue to attend classes up to within one week of induction into military service, will receive a refund of tuition and fees in accordance with the above schedule.

Tk20
Tk20 Campus Wide Comprehensive software system is a comprehensive data management, assessment, and reporting system. Tk20 enables collection and management of program, departmental, and institutional data for academic and non-academic programs. It is important in terms of internal self-evaluation and external accreditation.

WRITING INITIATIVE/WRITING INTENSIVE COURSES
In 2007 PCCC was awarded a federal grant to support five years of the College Writing Initiative through which 20 distinct writing intensive courses would be developed across the curriculum. Also, part of the initiative, was the goal to increase the number of students who pass the college’s required College Writing Exam (CWE) on their first attempt.

fall 2007, incoming students who enroll at PCCC and intend to obtain an A.A. degree are required to take and pass, with a “C” or better two writing intensive courses prior to graduation.
In fall 2009, incoming students who enroll at PCCC intending to obtain an A.S. degree will be required to take and pass with a grade of “C” or better, one writing intensive course prior to graduation.
Beginning with the incoming class of fall 2009, students who enroll at PCCC, intending to obtain an A.A.S. degree will be required to take and pass with a grade of “C” or better, one writing-intensive course prior to graduation.
SECTION IV
Academic Support
**ACADEMIC SUCCESS CENTER**
The focus on developmental and ELS classes has resulted in college level tutoring only occurring sporadically, and services varying at the department level. To address this, resources were allocated to hire an Assistant Dean and to create a center for college level tutoring across all subjects. Scheduled to open in October 2013, this center will provide all placement testing as well as a centralized location for college level classes.

In addition, The Assistant Dean is responsible for streamlining testing and tutoring services on all campuses. To that end, training sessions and regular meetings for all tutoring and testing staff will be held each semester. Tutors have been hired to keep office hours at these remote campuses, and tutors from Paterson resources (like the Writing Center) also keep hours at these other locations.

**BOOKSTORE**
The College Bookstore is on the ground level of the Broadway Parking Garage, facing Wendy’s at 125 Broadway, Paterson. The phone number is (973) 247-9406.

HOURS: Mon., Tues., Wed., 9:00 a.m. – 4:30 p.m.  Fri. 9:00 am – 3:00 pm  Thurs., 9:00 a.m. – 7:30 p.m.

The Bookstore offers extended hours during the first several weeks of the fall and spring semesters. It is also open until 7:30 p.m. for the first three days of each summer session.

**COLLEGE PORTAL**
PCCC utilizes the Campus Cruiser Portal to manage information at the College. Faculty, students, and staff all have individual accounts, which include email. The Portal is an online application that provides learning management and productivity tools to facilitate communication and collaboration. Faculty and students can access all of their courses through the Portal in addition to information about individual courses and as a class discussion tool. Access to the Portal is gained by clicking on “My PCCC Account”, which is found on the College’s Webpage at www.pccc.edu. Any questions regarding navigation and use of the Portal may be directed to Ken Karol (kkarol@pccc.edu).

**COUNSELING AND SERVICES FOR STUDENTS**
There is a comprehensive counseling program for all students enrolled in the College. The Counseling Services Department is staffed by concerned and knowledgeable professional counselors who have experience working with an urban, multi-ethnic student population. All new students are assigned a counselor during registration or very soon thereafter.

Counselors provide a range of services, including: group counseling to discuss personal, academic, and vocational concerns; behavioral problem-oriented group workshops (e.g., in stress management, test anxiety, and assertiveness training; crisis intervention; and brief individual counseling. Counselors also provide information about College rules and regulations, programs, and services. Referrals are made to outside agencies as the need arises.
Part-time faculty members are encouraged to communicate with counselors regarding student needs, problems, and other matters of concern directly affecting a student’s academic well-being. A list of evening counselors on duty is posted outside the Registrar’s Office. Referral forms for initiating communication with counselors are available from the Counseling Department and departmental offices.

- THE CENTER FOR STUDENT SUCCESS

The mission of the Center for Student Success (CSS) is to engage and empower students in becoming active participants in their own education by providing mentoring and instruction designed to encourage the highest level of personal development, academic achievement and life planning.

Advising is part of the educational process at Passaic County Community College. It is a shared responsibility between students, faculty, and staff. The CSS staff is dedicated to facilitating an advisement process that connects students to supportive personnel and resources; encouraging self-understanding, informed decision making, and student success. We are committed to helping students understand the value of education and to achieve their personal, academic, and professional goals.

The CSS staff of counselors, student development specialist and peer mentors often partner with faculty to provide advisement and enrichment opportunities. Staff is available to facilitate workshops and give in-class presentations. CSS staff and faculty also work together through referrals and our early warning system to provide support to students when facing personal and/or academic obstacles. Advisement training and professional development programs for faculty and staff are sponsored by CSS each semester.

Services include:

- **Academic Advising** Advise students through 6 college level credits (Faculty advisors should be seen after 6 college level credits)
  - Teach students about course selection and degree requirements
  - Provide strategies and tools to monitor academic progress and help plan each semester
  - Train students on how to register using Web advisor (on line)
  - Mentor students on selecting or changing their major
  - Dropping or adding courses
  - Academic skill development (test taking, study skills, time management)

- **Career Development**
  - Assess interests, abilities, values and skills
  - Research career choices
  - Connect Majors to Careers
  - Create a career plan
  - Learn strategies for a successful job search
  - Review job postings
  - Learn how to interview
Create a resume
Link jobs to your future goals

- **Transfer Services**
  - Select a college
  - Learn to use Transfer Tools (NJTRANSFER)
  - Talk to a specialist on strategies for acceptance
  - Meet with College Recruiters

**Personal Enrichment**  Meet with a counselor to address personal needs
Attend wellness workshops on Anxiety, nutrition, healthy relationships and more seek referrals

**International Student Services**
Another service provided by the Center for Student Success is support for students attending PCCC holding an F-1 Visa. Advisors are available to help address questions regarding travel, transfer, maintaining status and any other issues you may have.
The **Center for Student Success** is located in room A-230. Drop in or schedule an appointment by calling 973-684-5525.

**Hours: When classes are in session**
- Monday - Thursday 9am -7pm
- Saturday 9am – 12:30pm
(See PCCC Website for summer hours)

**DUPLICATING**
The DOCU-CENTER is located on the Ground Floor of Founders’ Hall in S101, near the Security Office, copies are made “While you wait”, from 8:30 am to 7:00 pm week days, and 7:30 am to 11:30 am on Saturdays.

Other times there is a 48 hour turnaround time. All requests need a Copy Center Request Form, or email completely filled out including “Department Budget Code”. When DOCU-CENTER is closed, bring your requests to the Adjunct Faculty office. *(See Section X for DOCU-CENTER Procedures, Complete Hours & Forms)*

**EQUAL Opportunity Fund (EOF)**
Instituted and sponsored by the State of New Jersey, this is an academic support program providing access to higher education for students who show potential, but who need additional support services and financial aid to succeed academically.

**LEARNING RESOURCES CENTER**
The Learning Resources Center (LRC), located in Academic Hall, houses the Library, the Media Department, Distance Learning and the College Writing Center. In order to facilitate research and study, the Library provides an open-stack environment. Materials in the Library are classified and cataloged under the Library of Congress system. During the semester, on the Paterson campus, library hours are from 8:00 a.m. to 10:00 p.m., Monday through Thursday, 8:00 a.m. to 8:00 p.m. on Friday, and 8:00 a.m. to 3:00 p.m. on Saturday.

Faculty members are encouraged to visit and make use of library facilities and materials. Materials may be borrowed upon presentation of a valid PCCC ID card, and faculty is encouraged to
recommend materials for acquisition. Faculty may also e-mail their acquisition requests to gfallon@pccc.edu or mla@pccc.edu. They may also request that materials be placed on "closed reserve" either for a specific period of time or for the entire semester. For procedures, please visit the Circulation Desk in the Library. Additionally, the Library subscribes to a wide range of online databases that may be accessed remotely from the PCCC Library Web page.

At the Wanaque Academic Center (WAC), there are also circulating and reference books in its LRC, along with 30 computers available with Internet access.

At the new Passaic Academic Center (PAC), the LRC’s collection is made up primarily of reference books in support of the nursing program. A small number of computers are also available with internet access for internet research.

- **AUDIO VISUAL MATERIAL**
  To borrow an item from PCCC’s collection of videotapes, audiotapes, CD’s and DVD’s, visit the Circulation Desk of the Learning Resource Center (LRC). For a list of PCCC’s current titles, browse the Library’s Web page at [http://www.pccc.edu/library](http://www.pccc.edu/library).

- **AUDIO VISUAL EQUIPMENT AND TECHNICAL SUPPORT**
  For audio visual services or equipment needs, the Media Services Department of the Information Technology Division is located at A122 in the LRC. Media Services staff includes a manager, full-time technician, as well as part-time and student employees. Current semester operational hours are posted on the college portal and office door.
  The Media Services Department provides AV equipment and technical support on all four PCCC campuses for multimedia-equipped classrooms, lecture halls, lecture capture equipped classrooms and meeting rooms that might include a projector, screen, DVD/VHS player, TV, document camera, and a touch-panel control system.
  The Media Services Department can convert most audio and videotapes to CD and DVD as well as duplicate CDs and DVDs; all for instructional use.
  The department supports specialized Video Teleconferencing (VTC) Rooms at each PCCC campus which have all the capabilities of multimedia-equipped classrooms, and also have an Internet teleconferencing system, microphones, robotic cameras and TV screens. VTC enables an instructor or presenter at one campus to connect live with students at various campuses and around the world.
  The department regularly shoots and edits videos for institutional and classroom purposes. We have High Definition Camcorders, sound and lighting gear, and the desktop video production suit Final Cut Studio. Advanced notice is required to coordinate scheduling. Please refer to request procedures for more information.
  The department supplies trained staff at PCCC’s Theater to operate sophisticated sound, lighting, and 16-foot rear-screen video projection. In addition to handling all kinds of live activity, the
Theater is multimedia-equipped for playing CD’s DVD’s, VHS tapes, and computer applications using the projector/screen and sound system.

The Media Services Department accepts requests to put messages on the TV Bulletin Boards on all four campuses. We encourage your artistically designed PowerPoint frames, but gladly accept plain text messages also. Media will reformat messages, if necessary, to fit the TV screen. Media updates these electronic message boards on a semiweekly schedule.

**MEDIA Services Request Procedure**

**Requests for presentation Equipment (Projector/Computer/Document Camera/ TVs with DVD-VHS / CD Players)**

- Email requests to media@pccc.edu, or drop by room A122 and fill out a form. *(A minimum of 24HRS notice is requested to coordinate scheduling)*
- Make sure the subject of the email has the headline PRESENTATION REQUEST
- Please Provide us with:
  - Name:
  - A Telephone Number to reach you:
  - Class:
  - Day or dates for requested equipment (e.g. September 15th or every Tuesday and Thursday)
  - Room:
  - Time class begins and ends:
  - Equipment requested and any special needs such as training

Once we receive your request with all the information, we will schedule your setup. You may call to confirm (973) 684-6560. If at any time you need to cancel a request please call or email us immediately.

**NOTE:** Semester Requests run until the first day of finals. Faculty requiring equipment during finals, should make a separate request.

**Request for Echo360 to record a classroom presentation (STEM Lab, H210, W115, PAC209, A211, A213, Library Classroom, and Writing Center Annex Room)**

- Email Echo@pccc.edu *(1 Week Notice Required)*
- Make sure the subject of the email has the headline CLASSROOM ECHO360 REQUEST
- Please Provide:
  - Name:
  - A Telephone Number to Reach you:
  - Class:
  - Day or dates for requested services:
  - Room:
  - Time class begins and ends:
- An Echo Technician will contact you to finalize scheduling and configurations of the recording settings.

**Request for Videographer to record a classroom presentation**

- Email media@pccc.edu *(1 Week Notice Required)*
- Make sure the subject of the email has the headline CLASSROOM VIDEOGRAPHER REQUEST
- Please Provide:
  - Name:
  - A Telephone Number to Reach you:
  - Class:
• Day or dates for requested services:
• Room:
• Time class begins and ends:
• No editing can be provided. A DVD copy of the presentation will be given to the person requesting services.
• A confirmation email will be sent when scheduling has been completed.

Request for Posting to Bulletin Boards

• Email PowerPoint slide, High Resolution Image or Text file to media@pccc.edu with time frame for slide to run (e.g. September 15th to October 24th) (1 Week Notice Required)
• Make sure the subject of the email has the headline BULLETIN BOARD SUBMISSION

If, at any time, you find equipment not working, Please email MEDIA with the subject: REPAIR REQUEST

MAIL, MAILBOXES, VOICE MAIL and OFFICE SUPPLIES
Mailboxes should be checked for incoming mail on a regular basis. The College supplies postage only for official College business. All communications (including College and the U.S. Postal Service mail, memos from supervisors and administrators, notes from students, and inter-departmental correspondence) are received by the faculty via the mailboxes.

Supplies such as roll books, exam booklets, pads, pens, pencils, College letterhead, and envelopes for in-house mailings are available from department secretaries.

The College has a voice mail system for faculty to assist in communicating more effectively with colleagues and students. Whenever faculty is not available to answer phone calls, callers can leave personal messages or transfer to live assistance. All faculty will be assigned a personal security code to their voice mailbox to help protect the privacy of messages. Assistance with all aspects of voice mail can be obtained by calling Information Technology [(973) 684-6655].

OFFICE OF DISABILITIES SERVICES (ODS)
PCCC, in compliance with federal law, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, is committed to providing accommodative services to physically, emotionally, and/or cognitively-challenged students.

All college syllabi should include a statement such as the one below informing student of the ODS and its services:

If you have a disability, and believe you need accommodations in this class, please contact Disability Services staff at 973-684-6395, or email ods@pccc.edu, to make an appointment. You should do so as soon as possible at the start of each semester. If you require testing accommodations, you must remind me (the instructor) one week in advance of each test. More information @ pccc.edu/ods.

[If you make your syllabus available online, please keep the links within the syllabus statement active. If you still print copies, double check that the blue links above are all visible on your master copy.]
It is the responsibility of the student to self-identify or disclose his/her disability to ODS. However, the student may do this with a faculty member by presenting an ACADEMIC ADJUSTMENT or ACCOMMODATIONS FORM/LETTER.

**PANTHER ALERT SYSTEM**

Panther Alert is the PCCC Emergency Notification system that is used to communicate important information to students, faculty, and staff in regard to College closings and other emergencies. The system communicates via voice messages to your home, work, and cell phone; e-mail messages; and cell phone text messages. It is imperative for faculty to be part of the system in order to receive these important messages, some of which may be considered life safety issues.

To enroll faculty should go to the Campus Cruiser and open Panther Alert where they can register by providing email addresses and phone and cell numbers.
SECTION V
FACULTY INFORMATION
EVALUATION OF FACULTY
Faculty members are evaluated at PCCC both to ensure that students receive high quality instruction and to provide a professional means for the faculty member and the evaluator to work together to improve teaching quality. Evaluation of faculty is conducted through class observation by an academic administrator or a peer, and through surveys of student opinion. (See Section X for forms in use). A full explanation of the evaluation process follows:

BOARD POLICY
B302 FACULTY EVALUATION, PROMOTION AND TENURE-

Procedures for promotion are set forth in Article XIX of the Agreement Between PCCC and the Faculty Association of PCCC dated July 1, 2008 – June 30, 2011. (This section is included as Appendix X in this handbook.)

GUIDELINES ON OUTSIDE EMPLOYMENT
The primary work obligation of a full-time faculty member is to the institution in which he or she is employed. Outside employment is considered to be any employment of a regular and continuing nature. A full-time faculty member of a public college may engage in outside employment only if the outside employment does not:

1. Constitute a conflict of interest.
2. Occur at a time when the employee is expected to perform his or her assigned duties.
3. Diminish the employee's efficiency in performing his or her primary work obligation at Passaic County Community College.

No full-time faculty member at Passaic County Community College may perform part-time work of any kind for another public institution or agency unless that work conforms fully with the spirit of the above guidelines and unless that work has been approved by the chief executive officer at the public institution or agency for which it is to be performed.

It is difficult to clearly define "regularly or continuing" as opposed to "irregular or infrequent" outside employment. The following examples of outside employment activities are given in order to illustrate the guidelines' intent. They are not meant to be an exhaustive listing of such activities.

Any teaching assigned at another institution except for a single or limited number of guest lectures.

A clinical or professional practice (for example, in accounting, clinical psychology, or law).

Appointment as a consultant to a school district, corporation or public or private enterprise for an indeterminate period, even if actual time demands are intermittent.

Operation or management of (or employment in) any enterprise related or unrelated to a faculty member's professional interest.
These guidelines shall not apply to outside employment undertaken during annual leave or vacation periods, except that the employee may not engage any time in outside employment constituting a conflict of interest.

**PROFESSIONAL DEVELOPMENT & TUITION REIMBURSEMENT**

Full-time members of the College faculty and administrative staff are expected to develop their professional careers directly related to their position at the College.

Such development includes attendance at conferences and meetings. Therefore, the following regulation is adopted to provide assistance in such development by the College.

1. All requests for Professional Development assistance shall be made in writing to the Senior Vice President for Academic Affairs.

2. The request must include:
   a) The name and location of the conference/meeting
   b) The charge for the conference/meeting
   c) The purpose of the conference/meeting, including how the requestor will benefit in his/her professional development
   d) A copy of the agenda or program description

3. Assistance may be limited to a percentage of the cost (exclusive of travel) of the conference/meeting or a set amount.

4. Assistance may be limited to one conference/meeting per year.

5. Faculty may be required to obtain a no-cost substitute for scheduled classes approved by the Sr. Vice-President for Academic Affairs.

6. A brief report of the conference/meeting must be submitted with the request for pre-approval assistance AVAILABLE ONLINE (request for payment must be on a purchase requisition form – SECTION X FOR TRAVEL EXPENSE REIMBURSEMENT.

**SABBATICAL LEAVE - Board Policy B107 (See Section X)**
SECTION VI

FACILITIES AND TRAVEL
ACCIDENTS AND EMERGENCIES
Public Safety stations are located at each entrance to the College. Public Safety Officers should be notified immediately of any accident or emergency on College property. College-wide emergencies are communicated through the Panther Alert System.

If you become injured or severely ill while at work at the College you should: Call the Office of Public Safety at Ext. 5403 or 811 from a campus phone or Call Human Resources at ext. 6108

COLLEGE CLOSINGS
Announcements regarding delayed openings, complete closings of each campus and other emergency situations will be communicated through the Panther Alert System and over WNBC4, WCBS Radio Station 880 AM and New Jersey Channel 12.

COPYRIGHT PROTECTION: See College Policy A902
It is the policy of Passaic County Community College to comply with the provisions of the U.S. Copyright Act of 1976, the Digital Millennium Copyright Act of 1998, the Teaching, Education, and Copyright Harmonization Act of 2002, and any statutory revisions. All members associated with the College community—teachers, administrators, staff, and students—are encouraged to have a basic understanding of these federal laws and to apply them responsibly in the educational environment. This includes copying, scanning, distributing, or otherwise making available any copyrighted work in any medium.

The four evaluative factors of the “fair use” provision of U.S. Code (Title 17, §107) should serve as the primary guide in determining compliance:

1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for, or value of, the copyrighted work

College members are forbidden from knowingly violating federal copyright law when using copyrighted materials for any purpose associated with the College. The College will not be held legally accountable for such violations, and individuals assume all liability for infringement.

LOST AND FOUND
All articles found in College buildings or on College property should be turned over to the Lost and Found Department in the Public Safety Office located in Founders’ Hall (E100, ext. 5403).

PARKING ON COLLEGE PREMISES
Parking is available in the Paterson Parking Authority Garage located at 125 Broadway. Anyone parking on College Property must Display a Hang Tag and/or Window ID Decal and when parking in the garage, and possess an Electronic Access Device. Electronic Access Devices and vehicle ID
tags/stickers are available in the Public Safety Office E-100. Parking is a privilege granted through the registration of a vehicle with the Public Safety Department of the College. The parking of an authorized vehicle on College premises is, in effect, an agreement by the motorist to adhere to the College's parking regulation. The motorist acknowledges by this agreement that PCCC is in no way liable for personal injury, property damage, or loss of parts or contents of his/her vehicle.

The parking garage is open from 7:00 am to 10:30 pm Monday to Friday, and from 7:00 am to 5:00 am on Saturdays. No parking is permitted except in designated areas, and then only between parking lines. Do not park in spaces reserved for the people who are disabled. Public Safety Officers will check Department of Motor Vehicles permit and State of New Jersey issued handicapped ID card for persons with disabled parking hang tags or placards to assure that only authorized persons utilize the Disabled Persons parking spaces. Violators will be issued a summons under State Statute 39:4-138O or City of Paterson ordinance 01-030-HP and towed at the vehicles owner's expense.

Parking in the Broadway Parking Garage for Passaic County Community College personnel is designated in the area painted with red lines. The area painted with yellow lines is for cash paying customers. All persons driving in the garage are expected to operate their vehicles in a safe manner and be aware of pedestrians.

Any violation of these regulations is subject to a fine:

a. Speeding or Reckless Driving  
b. Failure to Register Vehicle  
c. Failure to Display Decal Properly on Vehicle  
d. Fraudulent Use or Purchase of Decal  
e. Misuse of Special Permit  
f. Parking in Restricted Area  
g. Disobeyed Public Safety Officer  
h. Parked in Fire Lane  
i. Parked in No Parking Zone  
j. Parked in Faculty/Staff Space  
k. Parked in Handicapped Space  
l. Parked in Two Spaces

Any violation of these regulations is subject to a fine, towing at the expense of the vehicle’s owner and/or revocation of any parking privileges. Violations will be enforced by the Passaic County Community College’s Public Safety Department, Passaic County Sheriff’s Department, City of Paterson Police Department or the City of Paterson’s Parking Authority.

Double parking or parking in travel lanes is not permitted. Vehicles extending more than 36 inches beyond the end of lines will be considered to be in violation.
Any appeal of a violation notice (issued by the PCCC Public Safety Office ONLY) must be made in writing to the Director of Security. The appeal must be made within ten days of the issuance of the violation. The decision of the Director of Security is final.

Note: Lot 3, an open air lot located at the corner of College Boulevard and Church Street is designated as a lot for specialized parking only. College Boulevard and Van Houten Street is the same street.

**PETTY CASH REIMBURSEMENT POLICY** – See Appendices for Guidelines and Instructions
Requests for reimbursement for funds spent through petty cash must be submitted on a Petty Cash Voucher Form. This form is available on-line through Outlook Email under PUBLIC FOLDERS, under All Public Folders, under Finance Public Forms. All data must be completed in full or payment will not be made. Prior to payment being issued, all vouchers will be reviewed for reasonableness and proper business expense. Petty cash reimbursement is limited to $60.00 and no more than one (1) petty cash voucher can be submitted per calendar month per individual.

**PROCEDURES FOR INJURIES AND ILLNESS**
If you become injured or severely ill while at work at the College:
- Call the Office of Public Safety immediately at extension 5403 or 811
- Call Human Resources at extension 6108
- If your condition is the result of a work-related condition and is not an emergency, report to the Human Resources Department (third floor, Founders’ Hall E307)

**TRAVEL AND MILEAGE** - See Section X for Guidelines and Instructions
Travel Expense Reimbursement: It is the policy of the College to reimburse employees and others who represent the College for certain expenses incurred in conjunction with legitimate conduct of College business.

All travel and related expenses by college employees must be authorized by the employee’s supervisor and the appropriate Vice President and/or President, prior to its execution. Travel by others representing the College must be coordinated and authorized by the President’s Office. The College’s unique location affords members of the College an opportunity to participate in meetings and conferences covering almost all, if not all, of the professional development needs of the staff. Thus, **travel is to be limited to the Boston through Washington corridor**. Travel outside of this area is restricted and must contain such rationale with the appropriate request that will demonstrate unusual circumstances warranting such travel. In some cases, cost sharing by the traveler may be required.

The College Regulations contain maximum dollar limits on mileage allowances, meal allowances, and lodging allowances.
SECTION VII

ACADEMIC COUNCIL and ADMINISTRATIVE STRUCTURE
ACADEMIC COUNCIL
The Academic Council is an organization of faculty and professional personnel that serves as an open forum for debate and discussion of important College issues. Resolutions passed by this body are forwarded to the President as recommendations.

The Academic Council Standing Committees generally initiate resolutions that come to be floor of the Academic Council. These Committees meet regularly and their meeting times and places are posted.

Participation in Academic Council committee meetings ensures contributions to the functioning and the future of the College.

CONSTITUTION OF THE ACADEMIC COUNCIL
Revised May 1, 2007

PREAMBLE:
IN RECOGNITION OF THE NEED TO ASSUME RESPONSIBILITY FOR THE ACADEMIC AFFAIRS OF THE COLLEGE, WE HEREBY ESTABLISH THE ACADEMIC COUNCIL AND ADOPT THIS CONSTITUTION AND BY-LAWS AS REVISED ON MAY 1, 2007

ARTICLE I: NAME
The name of the organization shall be the Academic Council.

ARTICLE II: PURPOSES AND RESPONSIBILITIES
Section 1: Purposes
To provide a means for participation and governance over the academic matters of the college by faculty and professional personnel associated with the academic affairs of the college.

To promote the general academic climate by ensuring academic quality, securing academic integrity, and protecting academic freedom.

To provide a means for the exchange of information and ideas about College affairs.

Section 2 Responsibilities

To review and make recommendations to the College President regarding all matters of an academic nature related to the well-being and future of the College; to include but not be limited to the following:

Curricular matters
Academic regulations, procedures and standards
Instruction and instructional resources
Student development
Academic planning, budgeting, development and assessment
Matters related to academic governance
Establishment of ad hoc committees or other groups to consider issues important to the general welfare of the college.

**ARTICLE III: MEMBERSHIP**

Section 1: Regular Members (voting)
Regular members shall be full time employees who have the primary responsibility in the title or position that confers membership as further indicated.
The members holding the following titles or positions shall have voting rights:
all full time faculty holding rank, including those who administer academic departments and programs

The Registrar
Professional staff holding the title of "Dean", "Associate Dean", "Assistant Dean", "Director" or "Coordinator" in the academic area(s) and student affairs area(s); to include the functions of academic support services, library/LRC, advisement, testing, grants, institutional research, student development, financial aid, EOF, admissions, student activities, athletics, cultural affairs, extension centers, contract training, non-credit programming, *continuing education*, and other professional functions directly involved with students and/or academic programming and/or student development.

*student development professionals*
counselors
librarians
two officers of the student government organization

*three adjunct faculty with at least 6 semesters of service selected by Academic Council Officers*

Section 2: Ex-Officio Members (non-voting)
The members holding the following titles/positions shall be non-voting:
The President of the College
*Vice-presidents*
The chief academic officer
The chief personnel/human resources officer
Executive *Directors*

Section 3: Participating Members (non-voting)
All other full time members of the professional staff and adjunct faculty will be deemed as participating members of the Academic Council. They shall hold the privilege of participating in the discussion at all meetings of the Academic Council and its committees. Participating members shall hold non-voting status.
ARTICLE IV. OFFICERS
The Officers of the Academic Council shall be a President, a Vice-President, a Recording Secretary, a Corresponding Secretary, and a Parliamentarian. The President and Vice-President shall be members of the tenured full time teaching faculty. The officers shall perform the duties prescribed by the By-laws of the Academic Council and by the authority adopted by the Academic Council. The officers and the immediate past President will constitute the Executive Committee.

ARTICLE V. MEETINGS
Section 1: Regular Meetings
There shall be at least four (4) regular meetings per year.

Section 2: Annual Meeting
There shall be an annual meeting with the presentation of committee reports and elections, if necessary.

Section 3: Special Meetings
Special meetings may be called as specified in the By-laws of the Academic Council. Special meetings may be called which are open to and allow for participation by the college community for discussion of college wide issues.

ARTICLE VI. STANDING COMMITTEES
Section 1: Standing Committees
The standing committees of the Academic Council are:

- Academic Appeals Committee
- Academic Standards Committee
- Advisement Committee
- Assessment Committee
- Budget and Finance Committee
- College Writing Committee
- Curriculum Committee
- Educational Technology Committee
- Faculty Review Committee
- Judicial Affairs Committee
- Professional Development Committee
- Student Development Committee

Section 2: Ad Hoc Committee(s)
Ad Hoc committee(s) may be formed when needed and may be appointed by the President of the Academic Council for a specific period of time.

Section 3: Nominating Committee
The Nominating Committee shall nominate Academic Council officers and shall be composed of three (3) members elected at a regular meeting at least one month prior to election(s).

ARTICLE VII: AUTHORITY
The rules contained in (the current edition of) Robert's Rules of Order, Newly Revised, shall govern the Academic Council in all cases except where they are inconsistent with the By-laws of the Organization and any special rules of order that the Academic Council may adopt.

ARTICLE VIII: AMENDMENT OF CONSTITUTION
This Constitution may be amended at any scheduled meeting of the Academic Council by two-thirds (2/3) vote of the membership, provided that the amendment has been submitted in writing to the membership at a regular meeting at least 10 class session days prior to the meeting at which time the vote is to be cast. If 2/3 of the membership is not present at such a meeting, a mail ballot may be substituted subsequent to such meeting.

ARTICLE IX: RATIFICATION OF THE CONSTITUTION AND BY-LAWS
Ratification of the Constitution and By-laws of the Academic Council shall be by signature of two-thirds (2/3) of the voting membership described herein, excluding those not yet appointed, and the approval of the Board of Trustees of Passaic County Community College of Paterson, New Jersey.

BY-LAWS OF THE ACADEMIC COUNCIL
Revised May 2011

PREAMBLE:

These by-laws are established in accordance with the Constitution of the Academic Council as revised by the Academic Council on May 3, 2011

ARTICLE I: OFFICERS

Section 1: Nomination

- A Nomination Committee shall consist of three (3) members elected at a regular meeting and shall present a slate to the entire Membership at least three (3) weeks prior to the annual meetings. Additional nominations may be made from the floor at the time of the election.
- Additional nominations must be submitted to the recording secretary at least one (1) week before elections. The recording secretary shall then notify the membership regarding additional nominations.

Section 2: Election

- Officers shall be elected by the voting membership except for the parliamentarian, who is appointed by the President.
- Election shall be by secret ballot. A simple majority of the votes cast shall constitute an election.

Section 3: Term of Office

The usual term of office shall be two (2) years, from June 1 until May 31 of the next election year.
Vacancies in any office except Parliamentarian may be filled at any regular meeting by special election. Such elections shall require written notice of all members at least ten (10) days prior to the election. Office nominations shall be from the floor, and a simple majority of the votes cast shall constitute an election.

Section 4: Duties

4.1 President

The President of the Academic Council shall:

- Call and conduct meetings of the Academic Council.
- Set the agenda in consultation with the executive officers.
- Serve as ex-officio member, without vote, of all committees.
- Appoint the Parliamentarian.
- Perform the duties commonly associated with executive leadership, the jurisdiction and declared policies of the Academic Council.
- Be a tenured member of the full time teaching faculty.

4.2 Vice-President

The Vice-President of the Academic Council shall:

- Perform the duties of the President in case of the absence or incapacity of the President.
- Formulate, with the President and the Corresponding Secretary, the agenda of all meetings.

4.3 Corresponding Secretary

The Corresponding Secretary of the Academic Council shall:

- Conduct all necessary correspondence.
- Distribute the agenda of the regular and annual meetings at least three (3) days prior to the meetings.
- Distribute the meeting minutes to the regular membership, the ex-officio members, the student government organization, and the Board of Trustees.

4.4 Recording Secretary

The Recording Secretary of the Academic Council shall:

- Keep minutes of the meeting and other official records of the meetings.
- Keep official membership lists and accurate attendance records at the meetings.
- Keep accurate records of all votes and tallies.
- Be responsible for maintaining current information on the Academic Council Web Page.

### 4.5 Parliamentarian

The Parliamentarian of the Academic Council shall be appointed by the Academic Council President and shall:

- Assume responsibility for adherence to the rules and order and procedures for all meetings.
- Give consultative assistance upon request of committee members to clarify responsibilities and eliminate procedural problems and difficulties.

### Section 5: Executive Committee

The Officers identified in the previous section and the immediate past President shall constitute the Executive Committee. For planning purposes, the President may at times include the chairpersons of standing committees at Executive Committee meetings.

### ARTICLE II: MEETINGS

#### Section 1: Regular Meetings

At least two (2) regular meetings shall be held during the fall semester and at least two (2) in the spring semester.

#### Section 2: Annual Meetings

- The annual meeting shall take place at the end of the spring semester (in late April or early May).
- The election of officers and members of standing committees shall take place at the annual meeting.
- Election to standing committees is by Academic Council membership unless stated otherwise in by-law sections on committee membership.
- Written annual reports shall be received from all standing committees and ad hoc committees at the annual meeting.
Section 3: Special Meetings

- Special meetings may be called by the President or petition of one-third (1/3) of the voting membership.
- No business shall be conducted at a special meeting except the business stated in the call for the meeting. Written notice of a special meeting must be given to the membership at least 24 hours prior to the meeting, and notice shall be posted at the main entrance of each building of the College.

Section 4: Quorum

- Twenty-five percent (25%) of the regular membership shall constitute a quorum for voting purposes.

ARTICLE III: STANDING COMMITTEES

Section 1: Chairpersons

The chairperson of standing committees shall be chosen through committee elections.

Section 2: Terms of Office

The term of membership shall be for a two (2) year period, June 1 until May 31 of the next election year, except in these cases where membership in a standing committee is ex-officio.

Section 3: Attendance

If a member of any committee misses three (3) consecutive meetings membership will be forfeited and a new election will be held at the next regular Academic Council meeting.

Section 4: Academic Appeals Committee

4.1: Membership

The membership of the Academic Appeals Committee shall consist of the following:

- Thirteen (13) teaching faculty from the following areas:
  - two (2) ESL
  - two (2) Mathematics
  - two (2) Developmental faculty teaching any basic skills area
o one (1) English
o one (1) Humanities/Social Science/Education
o one (1) Health Sciences
o four (4) Faculty at large

- Three (3) administrators (one from each of these campuses: Passaic, Wanaque and the Main Campus) appointed by the Chief Academic Officer or the Chief Campus Administrator
- Three (3) student development specialists (one from each of these campuses: Passaic, Wanaque and the Main Campus) appointed by the Dean of Student Affairs
- One (1) representative from the student affairs area
- One (1) representative from the EOF/Trio Program(s)

4. 2: Duties

To make recommendations to the Academic Council and to perform the following:

- Hold hearings concerning continuation or reinstatement for students on suspension for academic reasons.
- Hear and adjudicate grade appeals.
- Make recommendations concerning appeals resolution to the Chief Academic Officer.
- Review and make recommendations regarding policies and procedures as related to academic appeals to the Chief Academic Officer.

Section 5: Academic Standards Committee

5.1 Membership

The membership of the Academic Standards Committee shall consist of the following:

- Seven (7) teaching faculty, one (1) of whom shall teach in each of the following departments/areas:

  - Health Sciences
  - Business/CIS/OST
  - Math/Science/Engineering Technologies
  - Humanities/Social Sciences/Human Services /ASL/Education
  - English
  - English as a Second Language (ESL)
- One faculty member at large
  - Chief academic officer or designee
  - Registrar
  - Chief student affairs officer
  - One (1) counselor elected at large
  - One (1) student appointed by the chief student affairs/development officer

5.2 Duties:

To review and recommend to the Academic Council matters relating to academic standards and academic quality including, but not limited to, the following:

- Grading system and practices.
- Attendance policy and practices.
- Admissions policy and practices.
- Requirements for graduation.
- College calendar.
- Academic integrity.
- Academic probation and dismissal.

Section 6: Advisement Committee

6.1 Membership

The membership of the Advisement Committee shall consist of the following:

- Director of the Center for Student Success (CSS)
- Eight (8) faculty members from the following areas:
  - Allied Health
  - Math, Science
  - Humanities, Social Sciences, Human Services, ASL, Education
  - English
  - Business, CIS, Engineering
  - English as a Second Language (ESL)
- Two (2) faculty members at large
- Three (3) Counselors
- Chief Academic Officer or Designee
- One (1) registrar or designee
6.2 Duties

To review, identify problems and recommend means for improvement in matters relating to Academic Advisement and its quality including, but not limited to, the following:

- Advisement policies and procedures.
- Advisement practices, in person, on-line, and other.
- Faculty advisor/counselor training.
- Academic requirements and regulations.
- Academic support services (career, transfer, etc).
- Resources and technology.
- Review assessment results.

Section 7: Assessment Committee

7.1 Membership

The membership of the Assessment Committee shall consist of the following:

- Chief academic officer or designee
- Chief research officer or designee
- Dean of Students or designee
- Administrative liaison from the administrative assessment group
- Eight (8) faculty members from the following areas:
  - Allied Health
  - Math, Science
  - Humanities, Social Sciences, Human Services, ASL, Education
  - English
  - Business, CIS, Engineering
  - English as a Second Language (ESL)
  - Two (2) faculty members at large
- One (1) student representative selected by student governance

7.2 Duties

The duties of the Assessment Committee include, but are not necessarily limited to:
- review and make recommendations regarding assessment in the academic area, specifically:
  - the assessment grids for academic departments and programs
  - course assessment grids
  - use of assessment results
  - assessment activities, including workshops and training
  - assessment plans.
- disseminate information about assessment.
- periodically review and make recommendations regarding the Institutional Effectiveness Process (IEP).
- In conjunction with the Professional Development Committee, participate in training for assessment and dissemination of assessment results.
- serve as a liaison between
  - the Planning and Emerging Issues Committee regarding college-wide assessment issues
  - the administrative assessment group.

Section 8: College Writing Committee

8.1 Membership

The membership of the College Writing Committee shall consist of the following:

- Two (2) English faculty
- One (1) ESL faculty
- Three (3) faculty from other areas as follows:
  - Math, Science, Engineering, CIS, Business
  - Nursing, Allied Health, HIT
  - Humanities, Education, Criminal Justice, Human Services, ASL
- One (1) faculty member at large
- Academic testing administrator
- Writing center professional appointed by the Chief Academic Officer

8.2 Duties:

The functions of this Academic Council committee will be to:

- Participate in CWE norming and grading sessions.
- Review and make recommendations for policies and procedures for the College Writing Exam.
- Develop and support writing initiatives encouraging writing in all disciplines.
- Research and make recommendations for appropriate facilities and programs that support student writing.
- Develop and design the CWE topics, including the topics in the major(s) in collaboration with academic departments.
- Develop rubric(s) and standards for the CWE.
- Serve as a resource for training faculty in improving the incorporation of writing into courses.
- Participate with the General Education Committee by sending a designee to the General Education Committee meetings.

Section 9: Curriculum Committee

9.1 Membership

The membership of the Curriculum Committee shall consist of the following:

Seven (7) teaching faculty, one of whom shall teach in each of the following departments/areas:
- Health Sciences
- Business/CIS/ Engineering
- Math/Science
- Humanities/Social Sciences/Human Services /ASL/Education
- English
- English Language Studies (ELS)
- One (1) faculty member at large
  - The chief continuing education administrator or designee
  - Librarian
  - Chief academic officer or designee
  - One (1) counselor elected at large
  - One (1) student appointed by the chief student affairs/development officer

9.2 Duties:

To make recommendations to the Academic Council regarding the following:

- General education and all curricular matters related to program requirements.
- Addition and deletion of all academic programs and courses.
- Addition and modifications of course titles, descriptions, and objectives.
- Changes in pre-requisite/co-requisites for courses.
• Adoption of articulation agreements for transfer with four year colleges and universities.
• Review offerings of the continuing education department.
• Participate with the General Education Committee by sending a designee to the General Education Committee meetings.

Section 10: Educational Technology Committee

10.1 Membership

The membership of the Educational Technology Committee shall consist of the following:

• Five (5) faculty teaching distance courses, one from each of the following areas:
  o Health Sciences
  o Business/CIS/Engineering
  o Math/Science
  o Humanities/Social Sciences/Human Services/ASL/Education
  o English

• Three (3) faculty members elected at large
• Chief academic affairs officer or designee
• Director of Distance Learning
• One additional representative from the Instructional Technology area.
• Administrator in charge of the Learning Resource Center or designee
• Chief information technology officer or designee
• Coordinator of instructional technology
• One (1) student member with experience in an online or ITV course, selected by the President of the Student Government Association.

10.2 Duties:

The functions of the Educational Technology Committee will be to:

• Assist in the development of long-range plans for educational technology.
• Develop criteria for evaluating distance courses, programs and certificates.
• Make recommendations regarding consortia and contractual arrangements affecting distance education.
• Make recommendations regarding college services and technology affecting distance education courses.
- Develop guidelines and policies related to technology.
- Make recommendations about the integration of technology into the curriculum and the teaching/learning/assessment process.
- Assist in the selection, development and application of new technologies.
- Assist in the assessment and evaluation of educational technology.
- Make recommendations for training in technology to the Professional Development Committee.

Section 11: Faculty Review Committee

11.1 Membership

The membership of the Faculty Review Committee shall consist of the following:

- Nine (9) full-time tenured teaching faculty elected at large, excluding those holding the title of department chairperson and excluding the President of the Faculty Association. No more than two (2) faculty shall be elected from any academic department.
- One (1) college counselor elected at large who has served the college for at least five (5) years.

11.2 Duties:

The functions of this Academic Council committee will be to:

- Review and evaluate credentials and performance material of faculty, and make recommendations to the chief academic officer or designee concerning their renewal, non-renewal and tenure.
- Make recommendations regarding the criteria and process for the renewal, non-renewal and tenure of faculty.

Section 12: General Education Committee

12.1: Membership

The membership of the General Education Committee shall consist of the following:

- Faculty members from the following areas/disciplines:
  - one (1) English faculty member
  - one (1) Literature faculty member
  - one (1) Public Speaking faculty member
  - two (2) Mathematics faculty members
  - one (1) CIS faculty member
o two (2) Social Science faculty members
o one (1) Philosophy faculty member
o one (1) History faculty member
o one (1) Foreign language faculty member
o one (1) Science faculty member
o one (1) Aesthetics faculty member
o one (1) faculty member at large appointed by the Chief Academic Officer

- Chief Academic Officer or designee
- Coordinator of Dual Enrollment and Academic Assessment
- Director of Distance Learning
- Chairperson of the Curriculum Committee or designee
- Chairperson of the Writing Committee or designee

12.2: Duties

The functions of this Academic Council committee will be to:

- Review and make recommendations to the Curriculum Committee on proposed additions and deletions to the PCCC general education course list.
- Review and make recommendations on general education policy changes based on state mandates.
- Coordinate assessment of the General Education Program.
- Assist in coordination of general education course assessment.
- Review the process and procedures for general education assessment.
- Make recommendations for the offering of writing intensive courses.
- Review and make recommendations regarding standards and assessment results for writing intensive courses.

Section 13: Judicial Affairs Committee

13.1 Membership

The membership of the Judicial Affairs Committee shall consist of the following:

- Chief student affairs officer or designee
- Five (5) faculty elected at large
- Two (2) counselors elected at large
- President of the student government organization or designee
- Two (2) students selected by the chief student affairs officer or designee
13.2 Duties

The functions of this Academic Council committee will be to:

- Make recommendations to the chief student affairs officer or designee with respect to specific discipline cases, including holding hearings.
- Develop and/or review procedures for addressing discipline cases and student grievances.
- Make recommendations to the Chief Student Affairs/Development Officer or designee with respect to academic integrity issues and cases, and hold hearings as may be warranted.
- Review and, if necessary, revise the Student Code of Conduct.

Section 14: Professional Development Committee

14.1 Membership

The membership of the Professional Development Committee shall consist of the following:

- Six (6) teaching faculty elected at large
- Chief academic officer or designee
- One (1) counselor elected at large
- One (1) administrator elected at large

14.2 Duties

To make recommendations to the Academic Council regarding the following:

- Review and recommend appropriate professional development activities and projects that meet the needs of the academic mission and strategic planning
- Work closely with the chief academic officer or designee in the planning and implementation of professional development activities
- Assess development activities and projects
- Develop long range plans for professional development and make recommendations to the Academic Council regarding these activities

Section 15: Student Life Committee

15.1 Membership

The membership of the Student Development Committee shall consist of the following:
- Dean of Student Affairs or designee
- Four (4) faculty:
  - two (2) elected at large
  - two (2) elected from club advisors
- Faculty adviser to the Student Government Association
- Enrollment management area designee
- Two (2) counselors elected at large
- President of the student government organization or designee
- Two (2) students selected by the chief student affairs officer or designee

15.2 Duties

The functions of this Academic Council committee will be to:

- Review and make recommendations concerning student government and student activities.
- Review and make recommendations about policies and procedures concerning student development.
- Review and make recommendations regarding the criteria for scholarships and selection for scholarship recipients.
- Review the budget of the student governance organization twice a year, and make recommendations regarding expenditures and programming.

Section 16: Ad hoc Committee(s)

Ad hoc committees(s) may be appointed by the President of the Academic Council for a specific period of time.

ARTICLE IV: AMENDMENTS

These By-laws may be amended by a majority vote of the membership provided the amendment is submitted to the membership in writing or e-mail at least [15] 10 class session days prior to the regular meeting at which the vote is to be cast. Failing sufficient attendance, the by-laws may be amended by official mail ballot subsequent to such meeting

ADVISORY COUNCIL

Advisory Council shall be established, as appropriate, for the purpose of providing curriculum program advice and support to the College. Council members will be representative of College instructional areas and/or fields of interest. Passaic County Community College, as a comprehensive community college, believes that there must be an effective liaison between the College and the community if it is to meet County and Community needs. Council member appointments will be made by the Board of Trustees for one year renewable periods on the
recommendation of the President. Advisory Council should have 7 to 15 members, and in every case, serve in an advisory capacity without remuneration.

**FACULTY/DEPARTMENT MEETINGS**
The Senior Vice President for Academic and Student Affairs will schedule meetings of all the faculty. Dates and agendas of program area meetings will be distributed to all faculty. While attendance at these meetings is not mandatory for part-time faculty, all are invited, with full participation privileges. Faculty are expected to attend meetings of their respective academic department; these meetings are held frequently during the academic year.

**COLLEGE ADMINISTRATION**

**THE PRESIDENT**
The president shall be appointed by the Board of Trustees and shall direct all activities of the community college in accordance with pertinent laws, by-laws, regulations, standards and policies concerning the operation of the community college. The duties of the President include, but are not limited to, the following:

1. To administer and carry out all policies of the Board of Trustees.
2. To establish academic and administrative procedures dealing with:
   - (a) Curriculum
   - (b) Personnel appointments and reappointments, tenure and promotions
   - (c) Budget
   - (d) Salary schedules
   - (e) Organizational structure
   - (f) Granting of degrees, diplomas and certificates
   - (g) Community service
3. To assure relevance of the College programs and services of the boundary area, and to conform to state-wide regional areas of specialization.
4. To submit an annual report on operations to the Board of Trustees and prepare such other reports as required by the Commission on Higher Education.
5. To provide for faculty and student handbooks, a College Academic Bulletin, and other related documents or publications.

**SENIOR VICE PRESIDENT FOR ACADEMIC & STUDENT AFFAIRS**
The Sr. Vice President for Academic and Student Affairs is the College’s chief academic and student development officer and reports directly to the President, with responsibility for planning and coordination, supervision, evaluation, and development of academic and student affairs programs.

**SENIOR DEAN FOR ACADEMIC AFFAIRS**
The Senior Dean for Academic Affairs provides leadership, vision, and administrative oversight for ESL, Developmental English, English and Science Departments. The Senior Dean oversees the Director of Adjunct Faculty Services and Testing and Tutoring Center. Reporting to the Senior Vice President for Academic and Student Affairs, the Senior Dean assists the Senior Vice President with
the overall operation of the academic unit. In the absence of the Senior Vice President, the Senior Dean serves as chief academic officer.

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS
The Associate Dean for Academic Affairs reports to the Senior Vice President for Academic and Student Affairs, and is responsible for providing leadership, vision, and administrative oversight of the Business, Early Childhood Education and Teacher Education Departments. Other areas of responsibility include, New Faculty Program, Dual Enrollment, Co-Leader of the Achieving the Dream initiative and the College’s Distinguished Lecturer Series.

ASSISTANT DEAN OF DEVELOPMENTAL EDUCATION
The Assistant Dean for Developmental Education reports to the Senior Dean for Academic Affairs, and provides leadership and vision for developmental education. The Assistant Dean is responsible for managing and coordinating all aspects of the developmental education program, including instructional, administrative, and tutoring services. Other responsibilities include developing and implementing new policies and procedures, overseeing the curricular and instructional activities of the program, and improving program delivery to meet diverse student needs.

DEAN OF STUDENT AFFAIRS
The Dean of Student Affairs provides leadership, vision and supervision for Athletics, Center for Student Success, Student Immunizations, Judicial Affairs, Office of Disability Services, Student Activities, and Veteran Services. Reporting to the Senior Vice President of Academic and Student Affairs, the Dean of Student Affairs serves as the Chief Student Affairs Officer and assists the Senior Vice President with linking Student Affairs to the instructional areas of the College.

ASSOCIATE DEAN FOR LEARNING RESOURCES
The Associate Dean for Learning Resources reports to the Senior Vice President for Academic/Student Affairs. The Associate Dean for Learning Resources supervises the Library, the College’s Distance Learning programs, Human Services, Honors Program, Phi Theta Kappa and The College Experience.

ASSISTANT DEAN FOR TESTING AND TUTORING
Reporting to the Senior Dean for Academic Affairs, the Assistant Dean for Testing and Tutoring is responsible for overseeing testing and tutoring services on all campuses throughout the college. The Assistant Dean directs all activities pertaining to placement tests, as well as online exams, the CWE, and any outside testing services. In addition, this position is responsible for coordinating tutoring services with the academic departments, and supervising any and all functions of the Testing and Tutoring Center.

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION
The Vice President for Finance and Administration reports to the President. He or she is responsible for all financial operations, physical plant, purchasing, college support services and the budget. The Controller, Budget Manager, Executive Director of Facilities Management and Planning, and
Security, College Support Services, Purchasing, Food Services, and Bursar report to the Vice President for Finance and Administration.

**VICE PRESIDENT FOR PASSAIC ACADEMIC CENTER**
The Vice President for Passaic Center is responsible for managing the Passaic Center. This position reports to the President.

**OFFICE OF CONTINUING EDUCATION / CONTRACT TRAINING, AND WORKFORCE DEVELOPMENT**
The Office of Continuing Education provides leadership in developing, and delivering non-credit educational programs that meet the diverse needs of the citizens and businesses of Passaic County. The department’s focus on lifelong learning is designed to meet the community’s need for professional development and non-credit certificate programs by providing basic skills, occupational and professional learning opportunities to businesses, industries, individuals, and health and government agencies throughout Passaic County. This office also administers workforce related grants, provides customized training at area businesses, and oversees the scheduling and operations of the Hamilton Club.

**EXECUTIVE DIRECTOR OF INSTITUTIONAL ADVANCEMENT**
The Executive Director of Institutional Advancement reports to the President. The Institutional Advancement Office serves as a clearinghouse for all grants. The Executive Director is responsible for identifying appropriate public and private funding sources for the institution. The Executive Director assists faculty and staff in drafting proposals for submission to funding sources. Duties also include identifying and directing fundraising activities as well as serving as a liaison to the College's Foundation. The Executive Director also oversees the College's Alumni Office and Continuing Education.

**VICE PRESIDENT FOR HUMAN RESOURCES, PLANNING AND INSTITUTIONAL EFFECTIVENESS**
The Vice President for Human Resources reports to the President and is responsible for the administration of human resources, labor relations, affirmative action, compliance, employee services and institutional effectiveness activities and programs. The Vice President serves as the negotiator of labor contracts as well as the Affirmative Action Officer and Custodian of the College’s personal records.

**VICE PRESIDENT FOR INFORMATION TECHNOLOGY**
The Vice President for Information Technology reports to the President and provides leadership for the continued development of a modern information technology environment throughout the College. The primary responsibility of this Office is the development and use of information technology in support of the College’s vision for excellence in teaching, outreach, and lifelong learning.

**ASSOCIATE DEAN FOR NURSE EDUCATION AND SCIENCES**
The Associate Dean for Nurse Education and Health Science reports to the Senior Vice President for Academic and Student Affairs, and is responsible for providing leadership, vision, and administrative oversight of the Nurse Education, Radiography and Health Information Technology programs.
EXECUTIVE DIRECTOR OF ENROLLMENT MANAGEMENT
Reporting to the President, the Executive Director of Enrollment Management is responsible for ensuring that enrollment is maximized. The Executive Director develops and implements the PCCC Enrollment Management Plan, provides leadership for Admissions, Financial Aid and Registrar, supervises all College communications and directs all registration activities.

THE GENERAL FACULTY AND ADJUNCT FACULTY
The general faculty consists of 103 full-time and about 400 part-time faculty to service approximately 9,000 full-time and part-time students. Three categories of degree programs are offered: Associate in Arts Degree [AA], Associate in Science Degree [AS], and Associate in Applied Science Degree [AAS].

Part-time instructors teach in the various degree programs and majors. These instructors are trained academic professionals, most of who are employed full-time in the professional fields they teach and bring direct knowledge of the requirements of the job market and various careers to students.

The Adjunct Office is the center for part-time faculty activities located at 3 Church Street in Paterson. Meeting space and mailboxes. Messages for adjunct faculty is to be left in this office.
SECTION VIII
HUMAN RESOURCES
CONFIDENTIALITY OF STUDENT RECORDS

Students' educational, counseling, and financial records are confidential. Access to these records without the student's written consent is restricted by College regulations and by law. The College reserves the right to make public without the student's consent "directory information," in particular, the student's name, address, age, sex, dates of registration, major, and diploma or degree. The policy at Passaic County Community College is that no information, including “directory information”, may be given to anyone other than the student. All requests for student information need to be directed to the Registrar’s office. Also, students who wish not to have directory information released have the option to notify the Registrar's Office in writing each year.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;
Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

**Affirmative Action Plan B108**

It will be the policy of Passaic County Community College to recruit, employ, retain, and promote professional and support personnel without regard to race, sex, creed, color, national origin, ancestry, age (40 and above), marital status, handicap, military status (disabled or Vietnam era veteran), religion or sexual orientation. To achieve this policy, the College will eliminate or modify existing personnel practices that could be interpreted as discriminatory and actively recruit qualified persons of protected classes (racial minorities, women, and the handicapped) as required by law.

This Plan will be amended from time to time as deemed appropriate and necessary to keep current with legal decisions, the latest legislation, and campus programs.

**EQUAL EMPLOYMENT OPPORTUNITY:** BOARD POLICY B102 (SEE SECTION X Appendices)

**MENTAL HEALTH POLICY:** (SEE SECTION X Appendices)

**SMOKE FREE CAMPUS:** BOARD POLICY F203 (SEE SECTION X Appendices)

**Payroll**

The College will no longer be mailing out paychecks or pay stubs to its employees. Arrangements have been made for a new payroll statement distribution system available via internet access. All employees must be enrolled into the new system beginning with the 1st pay period of November. Below are steps for enrolling in iPay:

Register for the iPay Statements service with these steps:

1. Upgrade to Adobe 8.0 document reader if that version is not already installed on your computer. (The free Adobe Reader 8.0 version can be downloaded from www.adobe.com)
2. Open the following website: [http://www.ipay.adp.com](http://www.ipay.adp.com)
3. Use the following PCCC Self Service Registration Pass Code: EGB-1234
4. Have your most recent pay statement available for reference.
5. Once you register, click on the “Go Paperless” feature located on the right side of the screen.

The iPay Statements will allow you to:
• View, save, and print images of your paychecks and W-2s.
• View and save your paystubs up to 24 hours prior to pay dates.
• Access your payroll history for loans, mortgages, or other financial needs.
• Perform “what if” scenarios with the Paycheck Modeling feature.

Special Note: In order to enroll into the iPay system, you must have direct deposit

As soon as you register for iPay Statements, you will be able to access the service anytime with your own password via Internet access.

Documents Required for Employment
IRS W-4 Form: needed for tax information
US Dept. of Justice 1-9: needed for employment eligibility verification
Transcript Release: needed to obtain transcripts
Direct Deposit Authorization Form: needed for direct deposit of pay

Documents Requiring Your Review and Signature
Labor Contract
Code of Ethics for College Employees
Sexual Harassment Fact Sheet
PCCC Academic Bulletin
Statement of Outside Employment

Facts About Sexual Harassment
What is sexual harassment?: Sexual harassment is “any repeated, unwanted verbal or physical advance, sexually explicit derogatory statements, or discriminatory remarks that are offensive or objectionable to the recipient, or that cause the recipient discomfort or humiliation. It is a violation of federal law, state law and College Policy.
Verbal harassment may include:
• propositions, invitations or other subtle pressures for sexual activity
• demands for sexual favors accompanied by clear or implied threats about your scholastic standing or your job security
• heckling, taunting, whistling or other suggestive or insulting sounds
• jokes about your gender or sexual orientation, or demeaning remarks connecting your gender with your intellectual ability

Harassment can be physical and may include:
patting, pinching or other inappropriate touching or brushing against your body
attempted or actual kissing or fondling
forced sexual intercourse

Where does sexual harassment usually occur?
Sexual harassment occurs most often in situations in which the harasser has some power or authority over the victim.
It may involve a faculty member or administrator trying to pressure a student into granting sexual favors.

It may involve a supervisor using influence or authority to extract sexual favors
The reverse may also be true. Employees can harass supervisors and peers and students can harass students or faculty members.
SECTION IX
INSTITUTIONAL EFFECTIVENESS PLAN
The following Institutional Effectiveness Process (IEP) document is current as of January 2014. It is the product of many years worth of work by the Assessment Committee of the Academic Council. The document is reviewed and revised periodically. However, the very nature of the IEP is such that it is always going to be a work in progress and never a "finished product." Nonetheless, great strides have been made. The rewarding part is that fruition of these plans, if successful, will lead toward a measurable improvement in institutional and academic effectiveness.
The PCCC Institutional Effectiveness Process

TABLE OF CONTENTS

I. Introduction
   A. Background 4
   B. Foundational Elements 5
      1. Vision, Mission, Values and Goals 6
      2. Planning and Resource Allocation 6
      3. Assessment 6
         a. Bloom’s Taxonomy 7
         b. Nichols’ Model 7
         c. Tk20 Campus Wide™ Assessment system 8

II. Overview of the PCCC Institutional Effectiveness Process
   A. Evolution of “Plan” Into “Process” 9
   B. Diagram and Description of Components Diagram and Description of Components 9-12

III. Assessment at the Institutional Level
   A. Office of Institutional Research and Planning 12
   B. Institutional Surveys 13
   C. PCCC’s Key Performance Indicators and Benchmarks 14
   D. Achieving the Dream™ 16

IV. Assessment of Academic Support and Non-Teaching Areas
   A. Introduction 16
   B. The Non-Teaching Assessment Group: Statement of Purpose and Membership 17

V. Leadership of Assessment of Institutional Effectiveness 18

VI. Program Review Process 18

VII. Assessment of Student Learning
   A. Introduction 19
   B. Organization of Student Learning Outcomes Assessment 20
      1. Institutional Level 20
         a. General Education 20
         b. Other Institution-Wide Assessments 21
      2. Program Level 22
         a. Degree, Option-, and Certificate-Levels 22
         b. Developmental Education 24
         c. English Language Studies 25
      3. Course Level 25
   C. The Assessment Committee of the Academic Council 28
      1. Duties 28
      2. Membership 28

VIII. Communication of Findings
   A. Introduction 29
   B. Levels of Sharing Assessment Information 29
      1. Institutional Level 29
      2. Departmental Level 29
      3. Community and Public Level 29
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Institutional Backmap</td>
<td>36</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Template of Assessment Plan for Academic Support and Non-Teaching Areas</td>
<td>41</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Non-Teaching Activities to be Assessed</td>
<td>44</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Flowchart Showing Non-Teaching (administrative) Assessment Activities</td>
<td>46</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Non-Teaching Assessment Group Members</td>
<td>47</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>General Education Learning Goals</td>
<td>48</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Tentative Timetable for Assessment of General Education Student Learning Outcomes</td>
<td>49</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Flowchart showing Student Learning Outcomes Assessment Timeline</td>
<td>50</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>Template for Curriculum Mapping</td>
<td>51</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Template for mapping program outcomes to course outcomes</td>
<td>52</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Sample Tk20 Comprehensive Report on Program Assessment Plan</td>
<td>53</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Sample Tk20 Comprehensive Report on Course Assessment Plan</td>
<td>56</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Academic Assessment Committee Members</td>
<td>59</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Sample Template of a Program Review Self-Study</td>
<td>60</td>
</tr>
</tbody>
</table>
I. Introduction

A. Background

How good are we? What is our overall academic quality? By what standards are we measuring our performance? Are we effective as an organization in all of our activities? If not, then how can we improve our current practices to improve effectiveness?

The Institutional Effectiveness Process (IEP) document helps the college address and effectively answer these important questions that are increasingly being asked by the public, our students, accreditation agencies, and funding sources.

Institutional effectiveness is defined as the extent to which an institution achieves its mission and goals. It is an ongoing, college-wide process of planning and outcomes assessment to ensure that the college is achieving its mission and goals and continuously improving its programs and services.

Today regional accreditation, particularly the Middle States Commission on Higher Education, is placing an even greater emphasis on institutional effectiveness as a result of the increased public demand for accountability. Their most recent 2006 revision of Characteristics of Excellence indicates an increasing shift away from earlier concentrations on resources and facilities toward a belief that results matter most. There is a corresponding paradigm shift from a focus on planning towards a “culture of evidence,” particularly evidence-based learning improvements. While regional and professional accreditation requirements may differ in terms of semantics, the components of institutional effectiveness, as described by Standard 7 and Standard 14 in Characteristics of Excellence, include:

1. Executing a clearly defined statement of mission, vision and institutional goals
2. Developing measurable institutional, educational, and administrative goals and outcomes consistent with the mission of the institution
3. Implementing institution-wide planning and resource allocation for achieving these goals and outcomes
4. Implementing institution-wide assessment of these goals and outcomes, using effective measures, and benchmarks
5. Using the assessment results to improve institutional functions, programs and services

Accordingly, PCCC’s framework for institutional effectiveness flows from its mission and goals and utilizes an evidence-based systematic and cyclical process through which college units and departments develop, implement and assess plans that support the achievement of the college mission and goals.
B. Foundational Elements

1. Vision, Mission, Values and Goals
PCCC’s Vision, Mission, Values and Goals were revised and approved in 2012.

Vision
PCCC aspires to be a premier community college that leads, inspires, and supports individuals in reaching their educational and career goals in a timely manner.

Mission
PCCC 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.

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
1. Offer high quality programs through flexible and innovative instructional formats that respond to changing community needs.
2. Improve student progress and program completion rates.
3. Provide a supportive learning environment for members of the college community.
4. Expand strategic partnerships with educational, business, cultural, and government agencies.
2. Planning and Resource Allocation

Planning is the process of setting goals, developing strategies, and outlining tasks and timelines to accomplish goals. Effective planning improves the efficiency, and provides for optimum use of available resources.

At the college, planning includes a two-part process: strategic planning and operational planning. Strategic planning focuses on over-arching strategic priorities that are clearly linked to the mission, span multiple years, and create the context for Operational planning and budget decisions. Operational planning focuses on the short-term objectives of the strategic plan priorities and include activities often initiated, completed and assessed as part of an annual process.

The planning process involves identifying Institutional Priorities: steps, actions, directions or initiatives, established by order of urgency or importance to the institutional mission, vision and goals. The college leadership uses important and urgent initiatives in the strategic plan and emerging issues, to identify institutional priorities. For the identified institutional priorities, action steps, success/progress indicators and timelines for achievement are then planned. Planning in the college is a coordinated effort of multiple departments and units. The college uses an academic plan, financial plan, enrollment management plan, facilities master plan and a technology plan. These plans are interrelated and serve to fulfill the institutional goals.

Resource allocation is the mechanism to distribute available resources to tasks, activities, or plans critical to meeting the institution’s mission. Planning and resource allocation go hand in hand.

On May 20th, 2013, the Board of Trustees approved the Passaic County Community College Strategic Plan for AY 2013 to AY 2016. The Strategic plan document details the rationale, intended outcomes/success indicators, allocated resources, timelines and divisions responsible for the planning, implementation and evaluation of forty-one (41) initiatives aligned to the four institutional goals.

3. Assessment

The College community accepts ongoing assessment to be a critical component in demonstrating how effectively the Institutional Goals are being met. Further, there is recognition that the purpose of assessment is to examine, enhance, and improve our functioning at all levels. In understanding and utilizing assessment as a means to measure effectiveness, the College relies on a definition by Thomas A. Angelo in the American Association of Higher Education (AAHE) Bulletin:

“Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting
information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.” Angelo, T. A. Reassessing (and Defining) Assessment. The AAHE Bulletin, 48 (2), November 1995, pp. 7-9.

a. Bloom’s Taxonomy
The College uses the Bloom’s Taxonomy to articulate measurable action verbs in defining student learning outcomes and goals. Bloom’s Taxonomy is a widely used classification system for the “cognitive domain.” Described in detail in Benjamin Bloom’s Taxonomy of Educational Objectives: Handbook I: The Cognitive Domain (1956), this classification framework serves to organize intellectual activities into a more understandable and measurable array of possibilities, ranging from simple to complex.

The taxonomy divides the cognitive domain of learning into hierarchical categories. Levels progress from the lower levels of 1) knowledge and 2) comprehension to “higher order thinking” levels of 3) application, 4) analysis, 5) synthesis and 6) evaluation.

b. Nichols Model
In 2002 the College adopted a model for institutional effectiveness and student outcomes assessment developed by Dr. James O. Nichols, often referred to as the “Nichols Model”. The Nichols model is a five-step learning-driven, evidence-based model that enables academic and non-teaching departments to assess student learning outcomes and departmental activities in support of student learning, respectively. The significance of using the Nichols model and its 5-column model is the “institutionalization into an ongoing cycle of activities leading to continuous improvement of the academic and administrative programs” (“Assessment Case Studies” by James O. Nichols, 1995, Agathon Press.)

Using the Nichols five-step model, assessment process begins with the college mission and goals. The next step is to articulate learning outcomes statements or identifying specific department activities to be assessed, in clear and measurable terms. The third step is to select one or more means of assessment to assess the outcome or activity. This step also includes setting benchmarks or performance criteria to determine success. Step four involves collecting and analyzing the results, which finally leads to actions for improvements in programs and services.

Until recently, College departments documented their assessment processes in what was referred as the PCCC five-column grid, based on the Nichols five-step model described above. All academic departments completed course and program grids as per an agreed
upon timetable of assessment activities. The process and results of assessment were tracked through paper copies of the grids submitted as a part of the annual reports and housed centrally in the Academic Affairs office. This paper-based system presented practical difficulties in compiling, managing and tracking assessment data over time and across departments. The need to streamline processes and make them more efficient became evident and this paved the way for an online assessment system.

c. Tk20 Campus Wide™ Assessment system

In the Fall 2010 semester, the college began using the Tk20 Campus wide™ Assessment system to centralize the collection of college-wide assessment data and streamline the generation of reports for multiple audiences and purposes.

Tk20 Campus Wide™ enables PCCC to state mission, goals, outcomes and objectives at all levels of organizational hierarchy—institutional, departmental, division, program or course. Outcomes throughout the system can be mapped to each other, showing that institutional goals were met through various program and departmental outcomes. It also provides the ability to plan and document assessments in an easy to share platform, giving all stakeholders a clear understanding of the goals, expectations and responsibilities involved. Additionally, the Tk20 Campus Wide™ system makes analyzing outcomes data easy and manageable, supporting data-driven improvements and tracking the effectiveness of improvements over time.

The assessment framework of Tk20 Campus Wide™ system is similar to the Nichol’s Model, in that it is outcomes-based. The previous PCCC five-column grid differs from the new Tk20 Campus Wide™ system in terminology and format.

During the pre-implementation phase in the AY 2010 – 2011, select team-members piloted the use of the system to gain familiarity with the system’s functionalities. The system was made available formally in the AY 2011 – 2012, during which time user accounts were set up and training developed and made available. A more robust use of the Tk20 Campus Wide™ system began in the AY 2012 – 2013, when many academic, non-teaching and academic support departments began transitioning their assessment plans and data on to the system. A Tk20 Administrator and a Liaison to the Faculty for Tk20 have been designated by the college in order to oversee the implementation of the system as well as the ongoing training of faculty and staff. When the system is fully utilized, it is expected to organize the assessment activities and data more efficiently and enable a more systematic and integrated way to report, share and use assessment results for varied purposes in the interest of institutional effectiveness.

The college also has plans to integrate Tk20’s Strategic Planning functionality into the current system. This would enable PCCC to document and monitor the progress on institutional goals, through the implementation and evaluation of planned strategies and
budgeted resources. With Tk 20’s ability to integrate assessment and strategic planning functionalities, the college hopes to be able to improve the efficiency of the strategic planning processes, make the process more collaborative and address every aspect of institutional effectiveness.

II. Overview of the PCCC Institutional Effectiveness Model

A. Evolution of “Plan” Into “Process”

The first phases of a rather rudimentary institutional effectiveness plan were in effect by the time of the 1994 PCCC Decennial Self-Study. Over the next decade this initial plan began to incorporate the foundational elements of Bloom’s Taxonomy, higher education assessment practices and terminology, and the Nichol’s Model. The model was further refined by the College’s administration and Assessment Committees in 2003 and became known as PCCC’s Institutional Effectiveness Plan, or IEP.

As the IEP evolved, it came to be seen as a description of a continuous (ever changing and never ending) “process,” it was agreed that the name should become more descriptive of reality. Thus the “plan” was renamed a “process,” since it was now used as an ongoing guide within the College. A name change to “Institutional Effectiveness Process (IEP)” was approved by the Academic Council in the Spring of 2007.

B. Diagram and Description of Components

The college’s Institutional Effectiveness model depicts the synergized mechanism through which the four essential facets: the college’s mission, vision and goals, planning, resource allocation and ongoing assessment are coordinated.

- College Mission, Vision and Institutional Goals
- Planning
- Resource Allocation
- Assessment

This section includes the PCCC Institutional Effectiveness Diagram and a detailed explanation of the key components and their connections.
The PCCC Institutional Effectiveness Diagram (Figure 1 below) was developed to provide a visual illustration of the components of our complex institutional effectiveness process. The Diagram shows some key components (the processes) accompanied by key linkages (the arrows). The linkages are very important in that they provide indication of how the components connect to each other to create an integrated and ongoing cycle of planning and assessment to achieve the College mission and goals.
• **Vision, Values, Mission and Goals:** The Vision, Values, Mission and Goals are developed and recognized by PCCC with the participation of its members and its governing body, and approved by the College’s Board of Trustees. An institution’s mission statement is defined as, “purpose, reason for being; it answers the questions, who are we and what do we do.”

• **Institutional Goals:** Statements that articulate how the college will realize its mission. The College’s goals are the framework for the College’s programs and practices.

All College departments: *Academic, Non-Teaching, and Academic Support areas and units* have the responsibility to demonstrate how their work aligns to and helps the College fulfill its mission and goals. Academic departments focus on the achievement of *Student Learning Outcomes* in their courses and programs, and the Non-Teaching and Academic Support areas focus on *Divisional Activities in Support of Student Learning*.

• **Planning and Resource Allocation:** All departments develop plans of action/s to accomplish department and institutional goals. Institutional planning includes:
  
  o **Strategic Planning:** A long-term plan, implemented over a three-year period that focuses on strategic priorities critical to the fulfillment of the College mission.

  o **Operational Planning:** A short-term annual plan that focuses on the accomplishment of specific objectives of a long term strategic planning

  o **Resource Allocation:** the process of assigning available resources to strategic priorities and annual objectives in an economical way.

• **Assessment:** Assessment is a process of defining a program, department or unit’s goals, developing desired outcomes, continuously monitoring progress towards those outcomes, communicating results, and using those results to make improvements in programs and services.

  Assessment is successful when a unit/program/department measures its performance, implements changes, and improves its performance as a result of the assessment processes. Implementing changes to improve performance ‘closes the assessment loop’ and begins a new cycle. This is how assessment contributes to data-driven decision-making processes. At PCCC, assessment is meant to be a systematic and ongoing activity, which informs the planning and resource allocation process toward the achievement of the College’s mission and goals.

  The diagram on the next page depicts the steps in the college’s ongoing assessment cycle.
Institutional Renewal: A dynamic process of maintaining and improving institutional quality resulting from planning, resource allocation and ongoing assessment. Assessment activities help the College evaluate the success of the planning and resource allocation processes in achieving institutional goals. The outcome of these planning-assessment processes is to effect renewal and growth that ultimately reflects the changing needs of both the College and the community it serves. This brings about changes in the College’s underlying assumptions and priorities, and a reassessment of institutional goals every five years. This in turn serves as the basis for reviewing the central piece of the Institutional Effectiveness Process: the Vision and Mission, every ten years.

III. Assessment at the Institutional Level

A. Office of Institutional Research and Planning

Institution level assessment is primarily accomplished through the functions of The Office of Institutional Research and Planning. This office conducts research and provides information
to the college community for effective assessment, planning and decision making activities. Most activities pertain to collecting, analyzing and disseminating college-wide information via the annual PCCC Fact Book, Quick Facts, Course History Reports, Grade Distribution Reports, annual Survey Analysis Reports, as well as special projects for various departments. These reports are housed on the college’s online portal and easily available to the college leadership, faculty and staff. The Office of Institutional Research and Planning is also responsible for reporting to outside agencies, including state/federal reporting for IPEDS and SURE and information for guidebooks such as College Board and Wintergreen Orchard House. To facilitate communication and increase effectiveness, the Executive Director of Institutional Research is a standing member of both the Assessment Committee of the Academic Council and the Non-Teaching Assessment Committee. The Executive Director is a part of the Institutional Assessment team and also serves as a liaison between these and various other groups.

B. Institutional Surveys

The Office of Institutional Research and Planning has a calendar that specifies a cycle of surveys and reports to be conducted at various intervals, which assure assessment for some of the institutional goals. Some examples are listed:

<table>
<thead>
<tr>
<th>Survey</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Affairs</strong></td>
<td></td>
</tr>
<tr>
<td>• Attending Student Survey</td>
<td>• March-April</td>
</tr>
<tr>
<td>• Graduating Student Survey</td>
<td>• May-June</td>
</tr>
<tr>
<td>• One Year Out Alumni Survey</td>
<td>• July-August</td>
</tr>
<tr>
<td><strong>Faculty Surveys</strong></td>
<td></td>
</tr>
<tr>
<td>• Percepcionnaire</td>
<td>• February-March</td>
</tr>
<tr>
<td>• Assessment Survey</td>
<td>• November-January</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td></td>
</tr>
<tr>
<td>• Enrollment Reports</td>
<td>• Fall-Spring</td>
</tr>
<tr>
<td>• SURE/IPEDS</td>
<td>• Fall-Spring</td>
</tr>
<tr>
<td>• Grade Distribution Report</td>
<td>• Spring</td>
</tr>
</tbody>
</table>

The office of Institutional Research also administers the *Community College Survey of Student Engagement (CCSSE)*. The CCSSE tool is an example of an indirect assessment measure that reflects student’s experiences on our campuses. PCCC participated in this indirect measure of student learning in 2008, 2009, and 2010 and most recently in spring of 2013.
C. PCCC’s Key Performance Indicators and Benchmarks

Key Performance indicators are measures, metrics, data elements or statistical indicators that help in defining and evaluating how well the college is performing in relation to its overarching institutional goals. Key Performance Indicators (KPI) are consistent measurement tools that provide information used by the college’s leadership to monitor and track progress of strategic goals, and know whether they are succeeding in achieving the institutional mission or not. KPI metrics are tied to a target or a benchmark. A benchmark is a target, metric, or standard, that enables the comparison or benchmarking process. Through benchmarking, an institution can gauge its extent of success by comparing its Key Performance Indicator attainment with:

- An established standard or best practice
- Data from peer institutions
- National data
- Its own past data trend
- A specified achievable target (for new initiatives)

PCCC participates in the National Community College Benchmarking Project (NCCBP), through which normed benchmarks for a wide variety of institutional performance indicators are available. Since 2004, over 450 community colleges have participated in the current data-collection and reporting process. 269 community colleges from across the United States participated in NCBP in 2012. The National Community College Benchmark Project provides community colleges with opportunities to report outcome and effectiveness data in critical performance areas, receive reports of benchmarks, and compare results with those of peer institutions. Each college has the flexibility to select peer institutions from the list of participants and to generate aggregated comparative peer information. Colleges can select their peer group criteria based on their decision-making and strategic planning needs.

The college uses the below-listed types of performance indicators and benchmarks:

- **National Community College Benchmark Project (NCCBP) Performance Indicators**: a list of institutional effectiveness indicators in critical performance areas, specific to community colleges, with benchmarks that enable comparison with national data and that of peer institutions. These static indicators are tracked annually or periodically and are also commonly referred to as dashboard or institutional effectiveness report card indicators. These are of two types:
  - **Outcome Indicators (NCCBP-OI)**: measure the overall results or impact of activity/resources in terms of outcomes attained.
  - **Input Indicators (NCCBP-II)**: measure assets, and resources invested in or used to attain outcomes.
Success indicators for strategic initiatives (SI): measure success of new initiatives in the college’ strategic plan, against specified targets. These may be outcome or input indicators or both, specific to the planned initiatives.

The table below lists suggested KPIs, including NCCBP’s input and outcome indicators and the success indicators for strategic initiatives, for the four institutional goals:

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Offer high quality programs through flexible and innovative instructional formats that respond to changing community needs. | • Performance at transfer institutions (NCCBP-OI) 
• Post graduate Employment and Education Plans (NCCBP-OI) 
• Distance Education: withdrawal rate and satisfaction 
• Licensure/certification success rates where applicable 
• Student Engagement (NCCBP-OI) 
• Graduate Satisfaction (IR Graduate survey) 
• Employer Needs and Satisfaction with graduates (survey of community organizations and stakeholders, Employer ratings-NCCBP-OI) 
• Satisfaction with Educational Technology (SI) |
| **Goal 2**          |                             |
| Improve student progress and program completion rates. | • Progression rates: developmental English, Math and ELS to college level courses (NCCBP-OI) 
• Successful completion of Gatekeeper Courses (evaluation of Title V and ATD Initiatives) 
• Retention rates: Fall–Spring, and Fall-Fall (NCCBP-OI) 
• Student Success Rate: graduation, transfer, completion (NCCBP-OI) |
| **Goal 3**          |                             |
| Provide a supportive learning environment for members of the college community | • Average credit section size (NCCBP-II) 
• Student and Faculty Satisfaction with support services (NCCBP-II) 
• Facilities (NCCBP-II) 
• College support of professional growth opportunities for employees
  • Faculty Professional Development (NCCBP-II) 
  • On and Off Campus Staff Training (SI) |
| **Goal 4**          |                             |
| Expand strategic partnerships with educational, business, cultural, and government agencies. | • Enrollment in Dual Enrollment courses (NCCBP-II) 
• Enrollment through NJ Department of Labor program including REA2, Unemployment Waivers and Workforce Consortiums. 
• Enrollment in College Bound/GEAR-UP, Upward Bound (NCCBP-II) 
• Cultural Participation: Events (NCCBP-II) 
• Market Penetration rate (NCCBP-II) |
D. Achieving the Dream™

The college’s collaboration with the *Achieving the Dream™ Nation Reform Network*, in Fall 2011, has energized its institutional effectiveness process and put evidence based institutional change into high gear. Achieving the Dream's National Reform Network - the nation’s most comprehensive non-governmental reform network for *student success* in higher education history – aims to make considerable contributions toward the nation’s goal of increasing the number of Americans with a college certificate or degree with marketplace value within the next decade. Success is defined by the rates at which students:

- Successfully complete remedial or developmental instruction and advance to credit-bearing courses
- Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English
- Complete the courses they take with a grade of "C" or better
- Persistence from one term to the next
- Attain a certificate or degree

An important aspect of the Achieving the Dream™ Initiative, and one integral to the college’s institutional effectiveness process, is the use of evidence generated by assessment data to improve programs and services. As an Achieving the Dream™ Institution, PCCC’s institutional initiatives to improve student success involve:

- Establishing processes for using data about student progression and outcomes to identify achievement gaps among student groups.
- Formulating strategies for addressing the gaps identified and improving student success overall.
- Evaluating the effectiveness of those strategies.

IV. Assessment of Academic Support and Non-Teaching Areas

A. Introduction

Assessment of academic support and non-teaching areas should be an ongoing, integral component of the PCCC Institutional Effectiveness Process, as seen in the PCCC Institutional Effectiveness Diagram.

All academic support and non-teaching areas must provide evidence that their operations support the accomplishment of the College Mission and Goals through implementation of individual department objectives. Each academic support and non-teaching area should create an assessment plan for their respective area that includes:

- A list of departmental activities to be assessed for the academic support and non-teaching area,
• An explanation of how these activities support the institution’s mission and goals, and
• A benchmark, target or criteria for success
• A means for measuring whether the activities including performance indicators are meeting the benchmark
• An analysis of results with suggestions of follow up activities for improvement

The Institutional Backmap (Appendix 1) specifies who is responsible for overseeing assessment activities in each office. The template for the assessment plans used in academic support and non-teaching areas is in Appendix 2. A chart of Non-Teaching Activities for the 2010-2012 cycle can be found in Appendix 3.

Whereas the College administrators originally used a one-year assessment cycle during the 2003-04 and 2004-05 academic years, this did not allow for a thorough analysis of the summary of data collected in the cycle. Therefore, since 2004, the academic support and non-teaching areas conduct assessment in two-year cycles. Additionally every five years, all non-teaching and academic support departments undergo departmental program review. Department members meet twice a year to report and discuss their assessment activities and use of results in assessment planning for subsequent cycles. A flowchart showing non-teaching (administrative) assessment activities is available in Appendix 4.

B. The Non-Teaching Assessment Group: Statement of Purpose and Membership

The Non-Teaching Assessment Group should meet on a regular, ongoing basis to plan and develop assessment processes for measuring the effectiveness of the College’s academic support and non-teaching functions. The goal of these efforts is to improve the environment that students learn in serving the College mission and annual initiatives.

Membership for the Non-Teaching Assessment Group can be found in Appendix 5. Each member of the Non-Teaching Assessment Group member will assist the divisional vice president with assessment activities. The representative will:

• Lead and guide department colleagues in determining activities to be assessed
• Share information and resources with the Non-Teaching Assessment Group
• Work to organize and catalog the division’s planning and assessment activities.

There should be regular interaction between the Assessment Committee of the Academic Council and the Non-Teaching Assessment Group, so that each body is apprised of the other’s activities and valuable ideas can be shared. A representative of the Non-Teaching Assessment Group serves on both committees, thereby serving as liaison between the two.
V. Leadership of Assessment of Institutional Effectiveness

While participation in assessment at Passaic County Community College is shared amongst all campus constituents, a number of key faculty and administration leaders work as a team to guide and manage assessment in all academic departments, non-teaching and academic support areas. These individuals meet on a regular basis and work closely to coordinate assessment across all levels of the organization. The institutional assessment team includes:

- The Senior Vice President for Academic and Student Affairs leads the faculty and non-teaching/academic support units by providing the vision and overall direction for the assessment processes and practices utilized at the College.
- Vice President of Human Resources, Planning, and Institutional Effectiveness works with the Senior Vice President to coordinate assessment and effectiveness activities implemented by administrative functions and also assist with the integration of planning, assessment, and effectiveness on the institutional level.
- The Executive Director of Institutional Research leads the Office of Institutional Research in providing data collection, analysis, technical advice, and reporting in support of our assessment program. The Executive Director provides direct assistance for program reviews, and other assessment reports and monitors our progress with dashboard tools for established key performance indicators and related metrics.
- The Liaison to the Faculty for Assisting with Student Learning Outcomes is responsible for working with faculty to develop practices and assess student-learning outcomes.
- Liaison to the Faculty for Tk20 provides assistance in the assessment of student learning outcomes and co-manages Tk20, the electronic system utilized to store, monitor, and report our assessment activities.
- Tk20 Administrator, staff member of the Office of Institutional Research, is responsible for assisting administrators with assessment activities and providing technical management of the Tk20 system.

In addition, the deans and department chairpersons are responsible for implementing the timeline for assessing student learning with faculty and staff.

VI. The Program Review Process

Assessment at the program review level varies across departments and programs. Many programs are required to comply to external accrediting processes that are tied to rigorous professional standards; for example, the Accreditation Board for Engineering and Technology (ABET), National League for Nursing Accrediting Commission, Inc., Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), etc. The program review of programs with external accrediting agencies are aligned with their professional association's standards and completed in cycles as per individual
accreditation requirements (5-7 years). The program review cycle for programs without an external accrediting process is 5 years in accordance with the College’s strategic planning process. The latter programs can use an established external or discipline-specific reviewer to conduct a rigorous internal self-study to identify the strengths and weaknesses of the program, and demonstrate how the curriculum supports student learning outcomes, how outcomes are assessed, and how assessment results are used to improve practice, in addition to other data that helps document the program effectiveness and lead to data-driven recommendations for improvements. A sample template of a program review self-study is available in Appendix 14.

VII. Assessment of Student Learning

A. Introduction

Assessment of student learning demonstrates that the institution’s students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals. (Characteristics of Excellence, Standard 14: Assessment of Student Learning, Middle States Commission on Higher Education)

Assessment of student learning is an ongoing, integral component of the PCCC Institutional Effectiveness Process, as seen in the PCCC Institutional Effectiveness Diagram on page 9. Assessment of student learning is at the core of the college’s Institutional Effectiveness Process because all that takes place at the college has some impact on student learning, student success, and the processes that make student learning possible.

Student learning outcomes assessment in the College is a faculty-driven process. Faculty use their content expertise and work closely with their Department Chairs and/or Team/Level-Leaders to identify outcomes, select assessment measures and means or criteria for success, and finally decide how to best implement curricular changes based on assessment data. Faculty also develop timelines and schedules for implementing assessment plans, decide which outcomes will be assessed in a given cycle, and the sampling procedures. Adjunct faculty are to be included in all aspects of assessment, using the same assessment tools as their full-time colleagues.

Department annual reports, which are submitted in May of each year to the Vice President for Academic Affairs, include a section on the annual student learning outcomes assessment at the program and course level, timelines, and all assessment related activities that have taken place during the academic year. Assessment reports should include information about the alignment of the plan to the mission and goals, learning outcomes, measures and means, results and the action plan for improvement using the results. Reports should also indicate the names of the faculty that completed the assessments and when the results were shared and discussed with other faculty members in the department. Regardless of the time frame, the completion of one cycle leads to the next into which changes resulting from assessment data in the previous cycle are incorporated. Improvement of student learning is always the
ongoing objective. A flowchart showing the timeline of Student Learning Outcomes assessment is available in *Appendix 8*

The Vice President for Academic Affairs routinely presents assessment information at general faculty meetings. Presentations by faculty members at these meetings provide specific data and data analysis regarding assessment activities, successes, and difficulties within their own departments. This shared information helps everyone develop ideas and troubleshoot problems. Assessment of student learning is always an agenda item at meetings of the department chairs, as well as in individual department meetings. Assessment plans, indicating clear and measurable student learning outcomes and measures and means of assessment, are required for all new course and program proposals and curriculum changes, for approval by the College Curriculum Committee and the Academic Council.

**B. Organization of Student Learning Outcomes Assessment**

*Student Learning Outcomes* are explicit, measurable statements describing knowledge, skills, abilities, values, and attitudes that a student will be able to demonstrate at the end (or as a result) of a particular lesson, course, program, or collegiate experience. Student Learning Outcomes at Passaic County Community College are defined and assessed at the following levels:

1. Institutional Level
   a. General Education
   b. Other Institution-Wide Assessments

2. Program Level
   a. Degree, Option and Certificate levels
   b. Developmental Studies
   c. English Language Studies

3. Course Level

Student Learning Outcomes are assessed through a number of:

- Direct measures (e.g., standardized tests, exams, embedded questions, portfolios, research projects, written assignments, etc.), and
- Indirect measures (e.g., student surveys, alumni surveys, completion rates, etc.).

1. **Assessment of Student Learning at the Institutional Level**

   a. **General Education**

      The college’s General Education Assessment incorporates the areas of competency specified in the Middle States Commission’s *Characteristics of Excellence in Higher Education (Standard 12)*, and *New Jersey General Education Foundation*. Outcomes relating to the eight General Education goals are integrated into the
academic programs and courses (*Appendix 6*). General Education outcomes related to the eight General Education goals are assessed in associated courses using such instruments as rubrics, embedded questions, projects, and exams. A tentative timetable for assessment of General Education Student Learning Outcomes is available in *Appendix 7*.

In addition, the General Education Committee, which includes members from all academic departments and a few administrators, in consultation with faculty and academic leaders, has also developed a General Education Program Assessment Plan. PCCC’s General Education program is a broad network of courses, aimed at ensuring a common core of liberal arts knowledge and skills and for all PCCC students. As a part of developing the assessment plan for this liberal arts core, four major General Education Program Outcomes have been articulated.

1. Communicate effectively in both speech and writing, using information resources and supporting technology.
2. Demonstrate critical thinking skills by evaluating concepts across various disciplines.
3. Apply mathematical methods and tools to solve quantifiable problems.
4. Use scientific methods to analyze concepts in natural and social sciences.

The General Education Committee and the Academic Affairs division have elected not to use a standardized instrument for assessment of the general education program outcomes listed above. In the first cycle in the summer of 2012, the College Writing Examination (CWE) was used as a measure to assess outcomes 1 and 2, using rubrics addressing the competencies of written communication and critical thinking. Embedded assessments in math and science courses taken within the liberal arts program were used to assess outcomes 3 and 4. The General Education Program assessment plan is being reviewed, with additional measures being explored for oral communication. The use of indirect assessments, including alumni surveys, to generate composite data on the students’ accomplishment of general education program outcomes is also being looked into.

**b. Other Institution-Wide Assessments**

Campus wide initiatives addressing specific student skills are also assessed for effectiveness. The Writing Initiative Grant (2007-2012) was developed in response to the institutional priority to implement a College-wide program to improve student writing. The initiative included developing distinct Writing Intensive (WI) General Education courses across the curriculum. The initiative used WI Student portfolios to assess student competencies in writing, critical thinking and information literacy.
2. Program Assessment

a. Degree, Option, and Certificate Levels

In designing a plan for program assessment, each degree, option and certificate program should include the following:

- **Program outcomes**: A set of skills and knowledge that the faculty believe that each program graduate should possess when they complete a program of study. Program level intended student-learning outcomes are clearly indicated in the College’s Academic Bulletin for current and prospective students.

- **Curriculum Map**: An analysis of how the courses in the program will provide the learning opportunities and experiences required to achieve the program outcomes. Outcomes mapping charts help faculty align course level outcomes to program level outcomes, indicate coherence of program curriculum and validity of program assessment plan.

- **Assessment Measures and Means**: An identified set of methods to assess these outcomes (such as examinations, capstone courses, portfolios, etc.) and benchmarks that define criteria for success in these measures.

- **Assessment schedules and timelines**: An implementation plan that specifies who is responsible for each component of the assessment, when the assessment/s will be conducted, from whom (sample size and procedures), and at what points, will data be gathered, and what is the overall timelines of the assessment plan (timespan for complete implementation of plan).

- **Collection and Analysis of Results**: What did you find out? How do the data support these findings?

- **Action Plan for Improvement**: Based on the findings, what are the next steps to improve student performance with respect to the program outcomes.

- **An Annual Assessment Report**: A narrative that gives faculty an opportunity to report on the program assessment activities.

In designing an assessment plan for a program, a curriculum mapping process is employed. This process aligns the program outcomes with the curricula, to ensure that all required content is included and sequenced adequately. The curriculum mapping process helps identify gaps and improves program coherence and the likelihood of students achieving program-level outcomes. A template for curriculum mapping is available in **Appendix 9**.
Outcomes mapping further enables faculty to demonstrate how course level assessments are being used for program level outcomes assessment. A template for mapping program outcomes to course outcomes is available in *Appendix 10*.

Proper consideration is given to identify appropriate assessment measures—tasks, activities, assignment, that will be used to gather information to ascertain the nature and extent to which students are demonstrating program outcomes. Care is taken to ensure that multiple methods are used, since SLOs may be difficult to assess using only one method. Multiple methods can help faculty assess student performance on different components of an outcome, and provide for greater accuracy and credibility of assessment results. Wherever possible, a combination of direct and indirect assessment methods, and qualitative and quantitative methods, is planned and implemented.

Methods used for outcomes-assessment of programs, degrees, options, and certificates include:

<table>
<thead>
<tr>
<th>Pre and post tests</th>
<th>Embedded Questions</th>
<th>Writing Assignments: Papers, term project, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolios</td>
<td>Research Projects</td>
<td>External credentialing exams</td>
</tr>
<tr>
<td>Capstone courses</td>
<td>Standardized Exams</td>
<td></td>
</tr>
<tr>
<td>Final oral presentations</td>
<td>Field internships</td>
<td>Locally developed exams</td>
</tr>
<tr>
<td>Comprehensive exit exams</td>
<td>Site Evaluations</td>
<td></td>
</tr>
</tbody>
</table>

Assessment plans also include benchmarks or targets that help faculty define criteria for success for the chosen measures. These benchmarks are arrived at based on widely accepted targets for specific academic disciplines, past student performance trends or national trends. Student performance on a given measure is judged against the specified benchmark to assess the extent of outcomes attainment.

Academic departments, based on the number of students who complete the program, degree, option, or certificate, establish timetables for assessment. Those from which numerous students graduate every year can complete an assessment cycle more quickly than those with few graduates. Department chairpersons provide timetables to the Vice President for Academic Affairs, as a part of the annual reports. Some departments, such as Science, Language Arts, Humanities, and Mathematics, have relatively few graduates but provide support courses for other programs. Such departments can place a greater dependence on course-level assessment of student learning.
At the present time, many academic programs have assessment plans and a few programs have implemented assessments over many cycles and used the data to make important program changes to improve student learning. Examples of program changes that have resulted from program assessment results include addition of courses to program, change in course sequence, and increased use of technological supports like ECHO360 lecture capture, among others.

Academic departments have begun the process of inputting their program assessment plans onto Tk20 Campus wide. A sample Tk20 report of a program assessment plan available in Appendix 11.

In most programs offered at PCCC, there are certain courses within the program that are either offered exclusively online or jointly with a traditional classroom option. Certain programs offered by the college can be taken completely or partially online. These programs are:

- Associate in Applied Science in Health Information Technology Degree
- Associate in Arts in Liberal Arts – Humanities Degree

The program level student learning outcomes are the same for both online and classroom course delivery formats. In the cases where learners complete one of these programs solely (or a substantial proportion of it) through online instruction, the assessment data for such learners can be isolated and analyzed separately, for varied purposes.

### b. Assessment of Developmental Education

The student learning outcomes for developmental reading, writing, and math sequences, designed to lead students to college level coursework, are also assessed periodically using direct measures such as end of course exams, tests, standardized exams, research projects and papers. In addition, other data indicators of effectiveness of developmental courses and programs are periodically collected and analyzed by the College’s Office of Institutional Research, including pre-test and post-test scores, student completion rates of developmental courses, a student satisfaction survey, and student retention rates, among others.

<table>
<thead>
<tr>
<th>Developmental English Program Outcomes</th>
<th>Developmental Math Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate foundational skills in reading and writing needed to excel</td>
<td>1. Demonstrate a basic competence in performing arithmetic and algebraic operations and in employing arithmetic and algebra in problem solving.</td>
</tr>
<tr>
<td></td>
<td>2. Students completing the program will be prepared</td>
</tr>
</tbody>
</table>
In PCCC’s college-level courses to pursue college level studies in Math or apply techniques of basic Math to other academic areas.

3. Students will have increased confidence in their ability to use mathematics.

In the Fall 2012 semester both the Developmental English and Math programs made extensive changes to their curriculum based on student learning assessment results. In the future assessment cycles the effectiveness of these changes will be assessed to determine next steps.

c. **Assessment of English Language Studies (ELS) Program**

The English Language Studies program is intended for those with limited English proficiency who require the skills necessary for success in college. The student learning outcomes are designed to lead students to college-level coursework. These outcomes are assessed using direct measures such as end of course exams, tests, standardized exams, research projects and papers. As for Developmental Education, the Office of Institutional Research routinely gathers data on aspects related to student retention; ELS program completion rates, success in college level courses etc.

**English Language Studies (ELS) Program Outcomes**

| 1. Communicate effectively in written English, |
| 2. Communicate effectively in spoken English, |
| 3. Understand American cultural patterns, |
| 4. Read English at a college level, |
| 5. Enroll in college-level classes in English, |
| 6. Express confidence in their ability to use English. |

In the Spring 2013 semester the English Language Studies program made extensive changes to the curriculum based on student learning assessment results. Program changes include the redesign of the program structure, integration of grammar and writing into one 7-credit course for the intermediate levels, beginner’s ELS Prep and accelerated learning sessions for high-beginner students seeking entrance into the ELS credit program. The new curriculum, program sequence and additional supports will be evaluated in future assessment cycles.

3. **Course Level Assessment**

Course level assessments help assess student learning outcomes at the level of the individual courses within a program or department. As in assessing outcomes at other levels, faculty members develop measurable learning outcomes for individual courses, and identify measures and means for assessing these outcomes. The assessment is
implemented as per a discussed schedule and the results are analyzed to make required changes.

In terms of course level assessment, activities are organized using an approach that enables the faculty to focus and prioritize their assessment efforts on the ‘vital few’ courses.

- Thirty (30) of the most highly enrolled courses in the college are assessed every year. This 80-30 rule, the law of the vital few, enables the college to focus on a small number of courses (30) that are taken by a large number of students (80%). These courses have high annual enrollment, and many of these are gateway courses, which students must successfully complete, since many of these are prerequisites to other courses required in their chosen program of study. Such.
- Capstone courses that enable the assessment of program outcomes are assessed frequently.
- Additionally other courses in a program whose outcomes are mapped to program outcomes are assessed as per department’s assessment timetable.

Course level assessments are ongoing and completed for every course within a five-year period, preferably more frequently for courses with multiple sections.

Course level assessment is a faculty-directed means for identifying, examining, and improving course outcomes. Clear, precise and measurable student learning outcomes statements are drafted using Bloom’s taxonomy. These outcomes encompass various aspects of student learning (for example, writing, research, and laboratory activities). The course level intended student-learning outcomes are included in the course syllabi and made available to students. Student learning outcomes are consistent across multiple sections of a course and across multiply modes of delivery (i.e. traditional face-to-face courses and online courses).

Varied and multiple assessment tools are used to measure the outcomes, so as to provide a sufficiently broad view of student learning in the course. Methods used by faculty for assessing course-level learning outcomes may include:

<table>
<thead>
<tr>
<th>Laboratory activities</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- and post-testing</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Embedded exam questions</td>
<td>Grading rubrics</td>
</tr>
<tr>
<td>Observations of student performance</td>
<td>Uniform final examinations</td>
</tr>
<tr>
<td></td>
<td>Portfolios</td>
</tr>
</tbody>
</table>

In a course with multiple sections, assessment data collected during one academic year may be sufficient for completing one assessment cycle. In this case, improvements can be made to the course, which will be incorporated into the next cycle. In courses with few
sections, those that are not offered every semester, or those with low enrollment, data collection might take place over the course of 2 or 3 academic years, after which an assessment cycle with results and an action plan for improvement can be generated. Care is taken to use a realistic and manageable sample size for data collection, and to use effective sampling techniques so as to conduct assessments on a true representative student sample. Samples should, when possible, be taken from courses taught by both full-time and adjunct faculty and from courses on all campuses.

The College offers a wide range of college-level courses that can be taken either in the traditional classroom environment, or via the College’s online delivery system. Online courses cover the same content and are worth the same number of credits as their traditional classroom counterparts. Success in online courses requires from students a mastery of the same competencies as those in the traditional face-to-face courses.

Because the online courses are no different from their traditional classroom counterparts in terms of intended student learning outcomes, they share the same assessment methodologies. When assessing courses that are offered in both classroom and online sections, effort is made to ensure that aggregate assessment data includes results from both types of sections in order to represent both modalities of instruction. However the distance learning assessment data can also be isolated and analyzed separately in order to assess student learning in online courses as well as the college’s effectiveness in administering the online delivery of courses. Assessment data for a particular online course can be compared to its traditional classroom counterpart to determine which is more effective on achieving student learning outcomes, or if they are performing at similar levels.

It is not expected that each student-learning outcome specified in the assessment plan will be assessed each and every year. Department chairpersons and course coordinators can develop a systematic process for data collection that is appropriate to a particular course. Likewise, assessment of every course does not need to take place every semester of every academic year. Departments can establish a timetable for course level assessment, in which some courses are not actively assessed within particular academic years. It is desirable to assess courses with increased numbers of sections more often. Faculty members can choose to assess the courses for which they are responsible more often than the timetable suggests.

In analyzing the results of course assessments, *item analysis*, or the process of examining class-wide or course wide performance on components of an assessment measure, rubric aspects, or individual test items, may be conducted. Such an analysis helps faculty identify specific weaknesses to improve student learning, by identifying specific concepts that were found to be hard for the entire sample, modifying course concepts, or sequence of concepts, or changing the approach to teach the concept.
Tk20 Campus Wide™ Assessment System enables a separate interface for course level assessment. The system’s curriculum mapping feature enables courses and course outcomes to be mapped to program outcomes, making it easy to track assessment data for program coherence. While the academic departments are transitioning into using Tk20 this year, many already have their course assessments on the system. The sample Tk20 report of a course assessment plan can be seen in Appendix 12.

C. The Assessment Committee of the Academic Council

The Assessment Committee of the Academic Council gives direction, shares information, gives presentations at almost every meeting of the Academic Council, provides educational workshops about all aspects of academic assessment, and encourages faculty to become actively involved in all levels of academic assessment. The Committee meets monthly during the academic year, keeping detailed minutes, which are posted on the College Portal. The duties and membership are described below.

1. Duties
The duties of the Assessment Committee of the Academic Council include, but are not necessarily limited to:

- Review and make recommendations regarding assessment in the academic area, specifically regarding
  - The assessment plans for academic departments and programs, and courses
  - Use of assessment results
  - Assessment activities, including workshops and training
  - Assessment plans
- Disseminate information about assessment
- Periodically review and make recommendations regarding the Institutional Effectiveness Process
- Serve as a liaison between
  - The Planning and Emerging Issues Committee regarding college-wide assessment issues
  - The Administrative Assessment Group

2. Membership
Membership for the Assessment Committee of the Academic Council can be found in Appendix 13.

Support for Academic Assessment activities is provided from the Office of Institutional Research and Planning. This office also provides support for assessment activities in the administrative area. The work and responsibilities of this office are described in section III of this document.
VI. Communication of Findings

A. Introduction

Assessment findings are currently shared among sectors of the College by means of the various activities described throughout this document. College-wide initiatives have been implemented to expand and formalize the sharing of assessment findings at all levels.

B. Levels of Sharing Assessment Information

a. **Institutional Level** – At college-wide gatherings such as Convocation, faculty gatherings, and professional development meetings, assessment information is shared with the College community. The Assessment Committee makes available a repository for assessment reports, information, resources and documents, which can be used by departments to guide their assessment activities, through the college portal and libguide. The Assessment Committee’s Assessment Newsletter highlights assessment activities, events, workshops, trainings, and institutional, program and course changes that have resulted from assessment activities. The Assessment Committee of the Academic Council presents appropriate assessment related information during Academic Council meetings for review, comments, and brief discussion, providing attendees with a glimpse into assessment outside of their own specific area. The Assessment Committee is on the agenda called by the Vice President of Academic Affairs during each Academic Council meeting. While the format and topic may vary, the purpose is always to share assessment related information.

b. **Departmental Level** – Faculty and staff within an academic or administrative department share and discuss reports of assessment activities. Assessment related information is discussed at department meetings, and full-time and adjunct faculty participate in compiling and analyzing course and program outcomes assessment data and in using the results to make changes to improve student learning. Hard copies of assessment reports are maintained in each academic and non-teaching area’s office for regular review by departments. Departments are required to report on the assessment of their annual operational goals and course and program student learning outcomes, as per a planned assessment timetable, in the annual reports. As more departments transition to Tk20, generating and sharing assessment reports and tracking changes over time will become easier.

c. **Community and Public Level** – Institutional assessment information is made available to the public through the PCCC website.
Glossary

**Assessment** is a process of defining a program, department or unit’s goals, developing desired outcomes, continuously monitoring progress towards those outcomes, communicating results, and using those results to make improvements in programs and services.

**Action Plan for improvement**: An agreed-upon strategy among faculty/division staff to address the results of an assessment. Action plans might include revising organizational structure, reallocating resources, revising administrative policies/procedures, revising curriculum, individual course revision, sequencing of courses, inclusion and/or modification of educational experiences and strategies.

**Analyzing Results**: A discussion among faculty/staff to understand the significance of assessment results, the possible reasons for those results, and possible actions to address or improve the results.

**Benchmark**: A detailed description of exact performance expectations; the process of comparing outcomes with national standards. For student performance, it would be a detailed description of a specific level of competency expected at particular stages or development levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as “checkpoints” to monitor progress toward meeting performance goals within and across grade levels.

**Bloom's Taxonomy of Educational Objectives**: A hierarchical taxonomy of student behaviors that reflect the development of increasingly complex cognitive abilities and skills as a result of instructional experiences. Refers to an “educational” taxonomy developed by a group of educational psychologists, headed by Benjamin Bloom in 1956. This is a classification of levels of thinking behaviors thought to be important in the processes of learning.

**Capstone Courses/Projects**: A course designed to be offered in the final semester of a student’s major; a course that ties together the key learning outcomes that faculty expect the student to accomplish during the major, interdisciplinary program, or interdepartmental major. The Capstone Project requires students to work on one project such as a research paper, an experiment or a creative project, that ties together the key learning objectives of a major, interdisciplinary program, or interdepartmental major. The project can be designed so that students work on it in stages, allowing faculty to determine students’ abilities to revise and/or reconceptualize their work. Student presentations of the project may be both written and oral, allowing faculty to assess both of those student abilities in addition to knowledge and/or skills.

**Characteristics of Excellence**: A publication produced by Middle States Commission on Higher Education (our regional accreditation agency) which sets forth the eligibility requirements and the 14
Standards necessary to achieve accreditation. A more complete title (but used less often) is *Characteristics of Excellence in Higher Education: Standards for Accreditation.*

**Classroom assessment techniques:** Classroom assessment techniques (CATs) are “simple tools for collecting data on student learning in order to improve it” (Angelo & Cross, 1993, p. 26). CATs are short, flexible, classroom techniques that provide rapid, informative feedback to improve classroom dynamics by monitoring learning, from the student’s perspective, throughout the semester. Data from CATs are evaluated and used to facilitate continuous modifications and improvement in the classroom.

**Closing the Loop:** The use of assessment results to plan for and implement future improvements. This is a result of completion of an assessment plan/cycle. As soon as an assessment plan is completed, a new assessment plan is developed with changes incorporated from the findings of the completed cycle. The results of the first assessment plan feed into new outcomes and new measures and means of assessment, when appropriate.

**Collecting Results of Assessment:** Using the standard to evaluate the assessment, aggregate data, and present the findings or results in a report.

**Cognitive Domain:** An area of learning characterized by development of intellectual skills, in contrast to the learning of motor skills. The development of this domain is the major emphasis in schools and colleges. Bloom’s Taxonomy classifies the components of this domain.

**College Writing Examination (CWE):** A graduate exit examination used by PCCC since the early 1980’s which assesses writing skills. In the summer of 2012, the CWE was also used, for the first time, as a measure to assess the General Education Program. The exams are graded holistically by faculty from various disciplines and have a cut score of 7.

**Competency:** A group of characteristics, native, or acquired, which indicate an individual’s ability to acquire skills in a given area. Competency may be measured through the use of department post tests, portfolios, and embedded questions.

**Curriculum Mapping:** Curriculum mapping is a method to align instruction with desired goals and program outcomes. It is used to identify important components of program curricula, place them in relation to each other in a visual format, and then capture an overarching curricular structure to document what is taught and when, identify gaps in the curriculum and help design an assessment plan.

**Cut Score:** A specified point on a score scale that designates a minimum acceptable level of competency.
**Direct Assessment Methods**: Assessment methods, which use analysis of student, work, behaviors or products in which they demonstrate how well they have mastered learning outcomes, e.g., test, exams, papers, capstone projects, exhibits, presentations performances etc.

**Distance Education**: Distance education, or distance learning, is a field of education that focuses on the pedagogy, technology, and instructional system designs that aim to deliver education to students who are not physically "on site".

**Embedded Questions**: Designated questions in an exam intended to measure student learning outcomes embedded within course exams. Embedded questions allow faculty who are teaching a particular course to choose a learning outcome and design a series of questions that will directly measure the learning outcome, and incorporate these into an existing unit test, mid term exam or final exam

**ePortfolio (electronic portfolio)**: An electronic format of a collection of work developed across varied contexts over time. The eportfolio can advance learning by providing students and/or faculty with a way to organize, archive, and display pieces of work.

**Exit Examinations**: Exams used determine if students exiting a program or course have achieved stated student learning outcomes.

**External Reviewer**: Using an expert in the field from outside a program, usually from a similar program at another institution to conduct, evaluate or supplement assessment of the program. Information can be obtained from external reviewers as a part of the program review process, using many methods including survey, interviews etc.

**Five-column Grid**: A single-page grid with five columns used to document assessment activities. It is based on Nichol’s five-step model and depicts the relationship between objectives, assessment activities and use of results. Before the College’s recent transition to Tk20 Campus Wide™ Assessment system, College departments documented their assessment processes in five-column grids

**Formative assessment**: The gathering of information about student learning during the progression of a course or program and usually repeatedly to improve the learning of current students.

**General Education Goals**: Broad based college level competencies developed through general education courses and programs. NJAC 9:4-1.6(d)1, defines general education as "a broad distribution of courses . . . which emphasize the acquisition of knowledge, comprehension and evaluation of ideas, the ability to think constructively and creatively, and the capacity to
communicate effectively." PCCC uses eight (8) General Education goal categories affirmed by the 2007-2008 New Jersey General Education Coordinating Committee.

**General Education Student Learning Outcomes.** GE SLOs are measurable statements of knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. Some colleges refer to these as core competencies, while others consider general education a program.

**Holistic Scoring:** Evaluation of student work using multiple criteria. The score represents an overall impression of student performance rather than on individual dimensions of performance.

**Indirect Assessment Methods:** Assessment methods which use is an analysis of reported perceptions about student mastery of learning outcomes e.g., surveys, exit interviews, focus groups etc.

**Institutional Effectiveness:** The process of improving quality by evaluating assessment of learning outcomes, assessment objectives, and planning objectives.

**Institutional Level Assessment:** Assessment of general campus characteristics and campus wide issues. The issues may be academically related or more generally supportive of student life.

**Institutional Priorities:** Steps, actions, directions or initiatives, established by order of urgency or importance to the institutional mission, vision and goals.

**Item-analysis:** A process of examining class-wide or course-wide performance on individual test items, to identify strengths in student learning and weaknesses to improve student learning.

**Key Performance Indicators and Benchmarks:** metrics used to measure whether institutional goals are being achieved.

**Locally developed Exams:** Objective and/or subjective tests designed by faculty of the program or course sequence being assessed.

**Measures of Assessment:** A ‘measure’ is a general term to describe how we know if students have learned what we wanted them to learn or have achieved the skills we wanted them to achieve. Measures of assessment are instruments, tasks, assignments or work used to gather data about student learning. Measures can be both quantitative and qualitative, and refer to both traditional paper-and-pencil tests, as well as to alternative forms of assessment such as oral examinations, group problem-solving, performances and demonstrations, portfolios, and others.
**Middle States Commission on Higher Education**: A regional professional association devoted to the improvement of higher education through the accreditation process. Accreditation is a means of setting standards through self-regulation and peer review as adopted by the educational community in the United States. Accreditation by this agency is an expression of confidence in an institution’s mission, goals, performance and resources.

**National Community College Benchmark Performance Indicators**: a list of institutional effectiveness indicators in critical performance areas, specific to community colleges, with benchmarks that enable comparison with national data and that of peer institutions.

**Nichols, Dr. James O.**: PCCC has adopted the model for assessment developed by Dr. Nichols.

**Outcomes Mapping**: Outcomes mapping is a component of Assessment Planning wherein institutions departments or programs can create associations to shown alignment between their own goals and outcomes, and the goals and outcomes at any other level of the organizational hierarchy, to demonstrate appropriate inter-relationships and coherence.

**Portfolio** A collection of student work that may include tests, quizzes, essays, experiments, etc. Portfolios may be used as a method to assess student-learning outcomes at the course, program, or institutional level.

**Program Assessment**: Uses the department or program as the level of analysis. Different methods used can be: quantitative/qualitative, formative, summative, or, standards-based. Program goals should serve as a basis for the assessment.

**Pre and post tests**: Pre- and post-tests measure student learning received during a course or a program as a result of comparing what the student knew before the course or program and then after. This type of test offers a value-added perspective of measuring student learning in a course or a program. A value-added approach is particularly useful for developmental courses in that standards-based tests or benchmarks may not be appropriate for measuring students in these courses. Pre-and post-tests allow faculty to see if students’ skills significantly improve after course learning and instruction.

**Program Review**: The review of academic programs conducted on a five year cycle. This review includes a comprehensive analysis of the structure, processes, and outcomes the program. The outcomes in the program review include program outcomes (e.g. costs, enrollment and degrees awarded) as well as student learning outcomes (i.e. what the students know and are able to do at the completion of the program).

**Qualitative methods of assessment**: Methods that rely on descriptions rather than numbers. Examples include journals, papers, open-ended questions, surveys etc.
Quantitative methods of assessment: Methods that rely on numerical scores or ratings. Examples: surveys, inventories, institutional/departmental data, departmental/course-level exams (locally constructed, standardized, etc.)

Rubrics: Specific sets of criteria that clearly define for both student and instructor what a range of acceptable and unacceptable performance is. Criteria define descriptions of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels, which describe a continuum from excellent to unacceptable. For example, 5 = proficient; 3 = adequate; 1 = poor.

Standards: Widely recognized models of excellence, term commonly used to describe achievement goals.

Standard 7: A standard described in Characteristics of Excellence which summarizes the development and implementation of assessment for institutional effectiveness. Inclusive in this broad Standard are Standards 1-6, and Standard 14.

Standard 12: A specific standard in Characteristics of Excellence describing the Middle States Commission on Higher Education’s requirements for provision of general education components in the curriculum and their assessment.

Standard 14: A specific standard in Characteristics of Excellence which describes required guidelines and parameters for the assessment of student learning.

Standardized test: This kind of test (also called a ‘norm referenced’) is used to measure the performance of a group against that of a larger group. Standardized tests are often used in large scale assessment projects, where the overall results of the group are more important that specific data on each individual learner.

Student Learning Outcomes Assessment: Identify the specific knowledge and skills that students will be able to demonstrate upon successful completion of a course or academic program.

Summative Assessment: the gathering of information at the conclusion of a course, program, or undergraduate career to improve learning of the next cohort of students or to meet accountability demands.

Tk20 Campus Wide™ Assessment system: is a comprehensive assessment and reporting system for collecting and managing program, departmental, and institutional data, both academic and non-academic, for the measurement of accountability, institutional effectiveness, and for accreditation.
Appendix 1: Institutional Backmap

Institutional Backmap - Academic Programs

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Institutional Goals</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**DEVELOPMENTAL**

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>✔️</td>
<td>✔️</td>
<td>Delaney</td>
</tr>
<tr>
<td>Reading</td>
<td>✔️</td>
<td>✔️</td>
<td>Sweet</td>
</tr>
<tr>
<td>English</td>
<td>✔️</td>
<td>✔️</td>
<td>Sweet</td>
</tr>
<tr>
<td>ESL</td>
<td>✔️</td>
<td>✔️</td>
<td>Hannoucene</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔️</td>
<td>✔️</td>
<td>Drakulich/Murphy</td>
</tr>
</tbody>
</table>

**HONORS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔️</td>
<td>✔️</td>
<td>Redman-Waldeyer</td>
</tr>
</tbody>
</table>

**PHI THETA KAPPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔️</td>
<td>✔️</td>
<td>Bookbinder</td>
</tr>
</tbody>
</table>

**TRANSFER PROGRAMS AND OPTIONS – A.A.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>✔️</td>
<td>✔️</td>
<td>Mosley</td>
</tr>
<tr>
<td>Liberal Arts - Humanities</td>
<td>✔️</td>
<td>✔️</td>
<td>Mosley</td>
</tr>
<tr>
<td>Liberal Arts – Communication</td>
<td>✔️</td>
<td>✔️</td>
<td>Mosley</td>
</tr>
<tr>
<td>Liberal Arts - Criminal Justice</td>
<td>✔️</td>
<td>✔️</td>
<td>Walker/D’Arcangelo*</td>
</tr>
<tr>
<td>Liberal Arts - Early Childhood Education</td>
<td>✔️</td>
<td>✔️</td>
<td>Kumar/Morrison*</td>
</tr>
<tr>
<td>Liberal Arts - Teacher Education</td>
<td>✔️</td>
<td>✔️</td>
<td>Kumar/Morrison*</td>
</tr>
<tr>
<td>Liberal Arts - English</td>
<td>✔️</td>
<td>✔️</td>
<td>Mitnick</td>
</tr>
<tr>
<td>Liberal Arts - Psychology</td>
<td>✔️</td>
<td>✔️</td>
<td>Mosley</td>
</tr>
<tr>
<td>Liberal Arts - Sociology</td>
<td>✔️</td>
<td>✔️</td>
<td>Mosley</td>
</tr>
<tr>
<td>Liberal Arts - Theater</td>
<td>✔️</td>
<td>✔️</td>
<td>Rader</td>
</tr>
<tr>
<td>Liberal Arts - Musical Studies</td>
<td>✔️</td>
<td>✔️</td>
<td>Ayala/Mosley*</td>
</tr>
</tbody>
</table>

**TRANSFER PROGRAMS AND OPTIONS – A.S.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Computer Science</td>
<td>✔️</td>
<td>✔️</td>
<td>Siegel</td>
</tr>
<tr>
<td>Business Administration – Accounting/Finance</td>
<td>✔️</td>
<td>✔️</td>
<td>Cox</td>
</tr>
<tr>
<td>Business Administration – Information Technology</td>
<td>✔️</td>
<td>✔️</td>
<td>Cox</td>
</tr>
<tr>
<td>Business Administration – International Business</td>
<td>✔️</td>
<td>✔️</td>
<td>Cox</td>
</tr>
<tr>
<td>Business Administration – Hospitality Management</td>
<td>✔️</td>
<td>✔️</td>
<td>Cox</td>
</tr>
<tr>
<td>Business Administration – Management/Marketing</td>
<td>✔️</td>
<td>✔️</td>
<td>Cox</td>
</tr>
<tr>
<td>Program</td>
<td>Courses</td>
<td>Instructors</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Business Administration – Public Administration</td>
<td>Accounting</td>
<td>Cox</td>
<td></td>
</tr>
<tr>
<td>Computer Science – see: Applied Computer Science</td>
<td></td>
<td>Siegel</td>
<td></td>
</tr>
<tr>
<td>Engineering Science</td>
<td></td>
<td>Yip/Siegel*</td>
<td></td>
</tr>
<tr>
<td>Health Science</td>
<td></td>
<td>Kineavy</td>
<td></td>
</tr>
<tr>
<td>Homeland Security</td>
<td></td>
<td>Pearn/ D’Arcangelo*</td>
<td></td>
</tr>
<tr>
<td>Human Services</td>
<td></td>
<td>D’Arcangelo</td>
<td></td>
</tr>
<tr>
<td>Human Services – Addictions</td>
<td></td>
<td>D’Arcangelo</td>
<td></td>
</tr>
<tr>
<td>Human Services – Gerontology</td>
<td></td>
<td>D’Arcangelo</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts – Biotechnology</td>
<td></td>
<td>Mayur/ Baranowski</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts – Engineering Science</td>
<td></td>
<td>Yip/Siegel*</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts – Exercise Science</td>
<td></td>
<td>Mayur/ Baranowski</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts – Mathematics</td>
<td></td>
<td>Delaney</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts – Pre-Professional Scientific</td>
<td></td>
<td>Mayur/ Baranowski</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts - Science</td>
<td></td>
<td>Mayur/ Baranowski</td>
<td></td>
</tr>
</tbody>
</table>

**ASSOCIATE IN APPLIED SCIENCE A.A.S.**

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration - Accounting</td>
<td></td>
<td>Cox</td>
</tr>
<tr>
<td>Information Technology – Business Technology</td>
<td></td>
<td>Siegel</td>
</tr>
<tr>
<td>Information Technology – Network Administration</td>
<td></td>
<td>Siegel</td>
</tr>
<tr>
<td>Information Technology – User Support Services</td>
<td></td>
<td>Siegel</td>
</tr>
<tr>
<td>Information Technology – Web Technology</td>
<td></td>
<td>Siegel</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td></td>
<td>Walker</td>
</tr>
<tr>
<td>Criminal Justice - Corrections</td>
<td></td>
<td>Walker</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td></td>
<td>Kumar</td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td></td>
<td>Yip/Siegel*</td>
</tr>
<tr>
<td>Fire Science Technology</td>
<td></td>
<td>D’Arcangelo</td>
</tr>
<tr>
<td>Graphic Design</td>
<td></td>
<td>Willis/Siegel*</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td></td>
<td>DeLiberto</td>
</tr>
<tr>
<td>Nurse Education</td>
<td></td>
<td>Stankiewicz</td>
</tr>
<tr>
<td>Radiography</td>
<td></td>
<td>Maloney</td>
</tr>
<tr>
<td>Technical Studies</td>
<td></td>
<td>Siegel</td>
</tr>
</tbody>
</table>

* Completes annual Department Outcomes Assignment
<table>
<thead>
<tr>
<th>CERTIFICATE PROGRAMS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrections</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Walker</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Walker</td>
</tr>
<tr>
<td>Fire Science</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>D’Arcangelo</td>
</tr>
<tr>
<td>Hospitality/Retail Management</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cox</td>
</tr>
<tr>
<td>Human Services Specialist</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>D’Arcangelo</td>
</tr>
<tr>
<td>Implementation and Management of Health Information</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>DeLiberto</td>
</tr>
<tr>
<td>Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Siegel</td>
</tr>
<tr>
<td>Legal Administrative Assistant</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>DeLiberto</td>
</tr>
<tr>
<td>Medical Coding</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>DeLiberto</td>
</tr>
<tr>
<td>Medical Transcription</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>DeLiberto</td>
</tr>
<tr>
<td>Office Administration : Word Processing Specialist</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>DeLiberto</td>
</tr>
<tr>
<td>Technical Support for Health Information Systems</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>DeLiberto</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| SHORT TERM TRAINING PROGRAMS – Assessment is at course-level only | \[
<p>| AutoCAD Drafting 13 credits                             | ✓ | ✓ |   |   | Yip               |
| CDA-Child Development Associate 11 credits               | ✓ | ✓ |   |   | Kumar             |
| Computerized Accounting Certificate 19 credits           | ✓ | ✓ |   |   | Cox               |
| Cyber Security and Computer Forensics 20 credits         | ✓ | ✓ |   |   | Siegel            |
| Emergency Management 17 credits                         | ✓ | ✓ |   |   | D’Arcangelo       |
| Fitness Specialist 23 credits                            | ✓ | ✓ |   |   | Mayur/ Baranowski |
| Graphic Design and Digital Media 18 credits              | ✓ | ✓ |   |   | Cameron           |
| Microcomputer Software Specialist 16 credits             | ✓ | ✓ |   |   | Siegel            |
| Network Administration 12 credits                        | ✓ | ✓ |   |   | Siegel            |
| PC Basic Skills 13 credits                               | ✓ | ✓ |   |   | Siegel            |
| Sales Associate 23 credits                               | ✓ | ✓ |   |   | Cox               |
| Web Technology 16 credits                                | ✓ | ✓ |   |   | Siegel            |</p>
<table>
<thead>
<tr>
<th>Department</th>
<th>Supervisor</th>
<th>G1</th>
<th>G2</th>
<th>G3</th>
<th>G4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Levit</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Adjunct Office</td>
<td>Manente</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Admissions</td>
<td>Decker</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Athletics</td>
<td>Johnson</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>Mayer</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Bursar’s Office</td>
<td>Mignone</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Center for Student Success</td>
<td>McGrath-Florance</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td>Carter</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Continuing Ed./ Contract Training</td>
<td>Powell</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Docu Center / Mail / Receiving</td>
<td>Meyers</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>ELS Labs</td>
<td>Manente</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Services / Marketing</td>
<td>Marinace</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>EOF</td>
<td>Softley</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Gayton</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>Contact</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Food Services</td>
<td>Hornes</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Human Resources / I.E.</td>
<td>Silvestro</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td>Sorber</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Research &amp; Planning</td>
<td>Silvestro</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>IT-AV Services</td>
<td>Mondelli</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Writing Laboratory</td>
<td>Sweet</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Library (LRC)</td>
<td>Fallon</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Disability Services</td>
<td>Slusser</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance Education Program</td>
<td>Jenkins / Fallon</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Passaic Site</td>
<td>Hernandez</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>Egan</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Purchasing / Contracts</td>
<td>Hollingsworth</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Fischer</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>Morgan</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>Dean</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Cole-Friday</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Testing Services</td>
<td>Hynes</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WAC Services</td>
<td>Hardy</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rev. 12/12
Appendix 2: Template of Assessment Plan for Academic Support and Non-Teaching Areas

Department: ____________________________
Semester/Year: ________
Cycle Number: _______

Mission Statement: PCCC 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.

Institutional Goal:
1. Offer high quality programs through flexible and innovative instructional formats that respond to changing community needs
2. Improve student progress and program completion rates
3. Provide a supportive learning environment for members of the college community
4. Expand strategic partnerships with educational, business, cultural, and government agencies

Department Mission/Goal
__________________________________________________________

__________________________________________________________

Department Activity to be Assessed:
__________________________________________________________

Definition of Sample
How many data samples were collected? ______
On which campuses was data collected from?  
☐ Main Campus  ☐ Passaic Academic Center  ☐ Wanaque Academic Center  
☐ Public Safety Academy  ☐ Online

41
<table>
<thead>
<tr>
<th>Means and Measures of Assessment</th>
<th>Results (Summary of data collected)</th>
<th>Analysis and Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of means (assessment tools)</td>
<td>The outcome/benchmark for this assessed activity was: ☐ Met ☐ Not Met ☐ Partial Met</td>
<td><strong>ANALYSIS</strong></td>
</tr>
<tr>
<td>☐ surveys</td>
<td>☐ interviews</td>
<td>What have you learned from the results of this Assessment?</td>
</tr>
<tr>
<td>☐ evaluations</td>
<td>☐ observations</td>
<td></td>
</tr>
<tr>
<td>☐ program/service review</td>
<td>☐ personal reflections</td>
<td></td>
</tr>
<tr>
<td>☐ reports</td>
<td>☐ other</td>
<td></td>
</tr>
<tr>
<td><em>Please attach any assessment tools (optional)</em></td>
<td>This measure was: ☐ Met ☐ Not Met</td>
<td><strong>ACTION PLAN</strong></td>
</tr>
<tr>
<td>Measure 1 (outcome/benchmark):</td>
<td>Measure 1 Results:</td>
<td>1. <strong>Revise Criteria of Success/Benchmarks</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(benchmarks can either be made higher or lower due to improved achievement, unrealistic expectations, etc.)</td>
</tr>
<tr>
<td>Measure 2:</td>
<td>Measure 2 Results:</td>
<td>☐ Planned Changes ☐ No Changes Needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain</td>
</tr>
<tr>
<td>Measure X:</td>
<td>Measure X Results:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Planned Changes ☐ No Changes Needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Planned Changes ☐ No Changes Needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain</td>
</tr>
</tbody>
</table>

3. **Collect and Analyze Additional Data**

☐ Planned Changes ☐ No Changes Needed

4. **Revamp Services**

☐ Planned Changes ☐ No Changes Needed

---

42
5. Make Personnel Related Changes  
- Planned Changes  
- No Changes Needed  
Explain __________________________________________________________________________

6. Implement Additional Training  
- Planned Changes  
- No Changes Needed  
Explain __________________________________________________________________________

7. Make Technological Related Improvements  
- Planned Changes  
- No Changes Needed  
Explain __________________________________________________________________________

8. Other __________________________________________________________________________
__________________________________________________________________________________

Additional Information

Grid Prepared by:
Name ________________________________  
Date ________________________________

Grid Discussed with Department:
Name ________________________________  
Date ________________________________

Target Date for action implementation: __________
Stamp supporting documentation

Describe any additional resources needed (Leave blank if no additional resources are needed).
__________________________________________________________________________________
__________________________________________________________________________________
# Appendix 3: Non-Teaching Activities to be Assessed (2010-2012 cycle)

<table>
<thead>
<tr>
<th>Department</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Adjunct Office              | • Procedure for conducting SRI to adjunct faculty  
• Submission of Attendance Report to the Registrar’s Office                                                                                   |
| Athletics                   | • Student satisfaction with recreation facilities and activities  
• Graduation rates of student athletes  
• Eligibility criteria for the NJCAA  
• Monitor new student-athletes enrolled in the summer EOF Program                                                                                 |
| Center for Student Success  | • Use of early advisement to aid the use of Web Registration in spring 2011                                                                                                                              |
| Continuing Education        | • Increase number of students ready for placement in a job or entry into a college  
• Increase the number of students that take the GED test and pass  
• Measure our effectiveness for EMT student completion                                                                                        |
| Distance Education          | • Student withdrawal rates and rationales for dropping online courses (follow-up)  
• Timeliness of student first time log-ins to online classes (follow-up)  
• Comparative success rates of students in online vs. face-to-face Writing Intensive classes  
• Use of Discussion in Online classes. Discussions have been found to be critical component for student-instructor/student-student engagement in online classes. |
| Dual Enrollment             | • Number of public high schools currently participating in at least one mode of the DE Program  
• Annual increase in number of high school enrolled  
• Number of dual enrolled high school seniors that matriculate as PCCC college students upon high school graduation  
• Number of high school students who successfully passed a DE course  
• Number of GE courses offered in DE Program  
•                                                                                                                                  |
<p>| EOF                         | • To assess the math success of the FTFTF enrolled in the summer bridge program 2 week math initiative                                           |</p>
<table>
<thead>
<tr>
<th>ESL Labs</th>
<th>- Advisement/Registration activity for 001 and 002 ESL students who are taking Reading classes</th>
</tr>
</thead>
</table>
| Facilities | - Mechanical Services/Department Repairs  
- Issuing Keys in a Timely Manner |
| LRC | - Student usages of databases and eBooks in the LRC collection  
- Student satisfaction with the LRC resources at the Wanaque campus  
- Student satisfaction with the LRC resources at the Passaic campus  
- Faculty satisfaction with the LRC resources  
- Faculty remote access of the LRC electronic resources  
- Student ability to develop a research topic  
- Student ability to access information for academic research purposes  
- Student ability to evaluate search results and select sources relevant to their research question  
- Student ability to use information for academic purposes  
- Student ability to cite information for academic purposes |
| ODS | - Evaluate faculty’s knowledge of services via electronic survey  
- Distribute “fact sheet” during intakes and accommodate requests  
- Evaluate student knowledge of grievance procedure via face-to-face survey |
| OSA | - Support of club advisors  
- Student participation at events  
- Student satisfaction with events  
- Student satisfaction with student organizations  
- Graduate satisfaction with SGA, College Clubs and events  
- Student leaders satisfaction with the support offered by the Office of Student Activities |
| Passaic Academic Center | - Students will be able to leave the Orientation with the ability to access their campus cruiser email  
- Utilization of the portal to make payments on their tuition and fees  
- Tutoring effectiveness and lab tutors’ performance  
- Student participation in student activities program from PSAB  
- Students will participate in activities at PAC |
| Testing | - Effectiveness of pretesting of math students at the beginning of the college semester |
Appendix 4: Flowchart Showing Non-Teaching (Administrative) Assessment Activities

Assessment Planning and Data Collection
- Administrative department heads discuss assessment plan for the 2 year administrative assessment cycle with staff.
- Assessment plan for the 2 year cycle decided: Select activities to be assessed. Identify measures, means and sample/s. Finalize staff assessment assignments.
- Staff begin collecting data for selected activities.

Data Analysis and Reporting
- Staff analyze data collected for selected activities and identify if outcomes were met, partially met, or not met.
- Staff discuss results, and analysis of data in department meetings. Action plan for improvement, changes, and additional resources needed discussed.
- Staff input assessment data into Tk20.
- Staff present final Tk20 report to the entire department.

Using Assessment for Planning
- Department heads in consultation with staff plan to implement changes needed as identified by assessment results (resources, services, etc.).
- Changes included in department operation goals for new administrative cycle, as needed.
- Operational goals for new administrative cycle presented to the V.P. of Human Resources, Planning, and Institutional Effectiveness.

Communication of Assessment Results
- Department head presents assessment report to V.P. of Human Resources, Planning, and Institutional Effectiveness.
- College Administrative Assessment Group shares assessment results.
- V.P. of Human Resources, Planning, and Institutional Effectiveness shares key assessment findings with others: Convocation, department meetings.
Appendix 5: Non-Teaching Assessment Group Members

- Senior Vice President of Academic and Student Affairs (Co-Chair)
- Vice President of Human Resources, Planning and Institutional Effectiveness (Co-Chair)
- Accounting
- Adjunct Office
- Admissions
- Athletics
- Budget
- Bursar's Office
- Center for Student Success
- Child Care
- Continuing Ed./Contract Training
- Docu Center / Mail / Receiving
- ELS Labs
- Enrollment Services / Marketing
- EOF
- Financial Aid
- Food Services
- Institutional Advancement
- IT-AV Services
- Reading/Writing Laboratory
- Library (LRC)
- Office of Disability Services
- On-Line Program
- Passaic Site
- Purchasing / Contracts
- Registrar's Office
- Security
- Student Activities
- Student Support Services
- Testing Services
- WAC Services
Appendix 6: General Education Learning Goals

1. **Oral and Written Communication** – Students will communicate effectively in both speech and writing.

2. **Quantitative Knowledge and Skills** – Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

3. **Scientific Knowledge and Reading** – Students will use the scientific methods of inquiry, through the acquisition of scientific knowledge.

4. **Technological Competency** – Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

5. **Society and Human Behavior** – Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

6. **Humanistic Perspective** – Students will analyze works in the field of art, music, or theater; literature, and philosophy and/or religious studies; and will gain competence in the use of a foreign language.

7. **Historical Perspective** – Students will understand historical events and movements in World, Western, and non-Western or American societies and assess their subsequent significance.

8. **Global and Cultural Awareness** – Students will understand the importance of a global perspective and culturally diverse peoples.

**Integrated Goals:** These two goals, ethical reasoning and action and information literacy, will be integrated into select courses in each of the above general education categories.

- **Ethical Reasoning and Action** – Students will understand ethical issues and situations.
- **Information Literacy** - address an information need by locating, evaluating and effectively using information.
# Appendix 7: Tentative Timetable for Assessment of General Education Student Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>ENS 106 GE 1-1</td>
<td>EN 101 GE 1-1</td>
<td>EN 102 GE 1-1</td>
<td>ENS 106 GE 1-2</td>
<td>EN 101 GE 1-2</td>
<td>EN 102 GE 1-2</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>MA 101 GE 2-1</td>
<td>MA 102 GE 2-1</td>
<td>MA 103 GE 2-1</td>
<td>MA 101 GE 2-2</td>
<td>MA 102 GE 2-2</td>
<td>MA 103 GE 2-2</td>
</tr>
<tr>
<td></td>
<td>MA 121 GE 2-1</td>
<td>MA 109 GE 2-1</td>
<td>MA 108 GE 2-1</td>
<td>MA 121 GE 2-2</td>
<td>MA 109 GE 2-2</td>
<td>MA 108 GE 2-2</td>
</tr>
<tr>
<td></td>
<td>MA 115 GE 2-1</td>
<td>MA 120 GE 2-1</td>
<td>MA 111 GE 2-1</td>
<td>MA 115 GE 2-2</td>
<td>MA 120 GE 2-2</td>
<td>MA 111 GE 2-2</td>
</tr>
<tr>
<td></td>
<td>MA 121 GE 2-1</td>
<td></td>
<td></td>
<td></td>
<td>MA 121 GE 2-2</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>BS 100 GE 3-1</td>
<td>BS 101 GE 3-1</td>
<td>BS 100 GE 3-2</td>
<td>BS 101 GE 3-2</td>
<td>BS 100 GE 3-3</td>
<td>BS 101 GE 3-3</td>
</tr>
<tr>
<td></td>
<td>BS 102 GE 3-1</td>
<td>BS 103 GE 3-1</td>
<td>BS 102 GE 3-2</td>
<td>BS 103 GE 3-2</td>
<td>BS 102 GE 3-3</td>
<td>BS 103 GE 3-3</td>
</tr>
<tr>
<td></td>
<td>BS 104 GE 3-1</td>
<td>BS 203 GE 3-1</td>
<td>BS 204 GE 3-2</td>
<td>BS 203 GE 3-2</td>
<td>BS 204 GE 3-3</td>
<td>BS 203 GE 3-3</td>
</tr>
<tr>
<td></td>
<td>BS 205 GE 3-1</td>
<td>CH 103 GE 3-1</td>
<td>BS 205 GE 3-2</td>
<td>CH 103 GE 3-2</td>
<td>BS 205 GE 3-3</td>
<td>CH 103 GE 3-3</td>
</tr>
<tr>
<td></td>
<td>CH 111 GE 3-1</td>
<td>CH 112 GE 3-1</td>
<td>CH 111 GE 3-2</td>
<td>CH 112 GE 3-2</td>
<td>CH 111 GE 3-3</td>
<td>CH 112 GE 3-3</td>
</tr>
<tr>
<td></td>
<td>PY 101 GE 3-1</td>
<td>PY 102 GE 3-1</td>
<td>PY 101 GE 3-2</td>
<td>PY 102 GE 3-2</td>
<td>PY 101 GE 3-3</td>
<td>PY 102 GE 3-3</td>
</tr>
<tr>
<td></td>
<td>PY 120 GE 3-1</td>
<td>PY 121 GE 3-1</td>
<td>PY 120 GE 3-2</td>
<td>PY 121 GE 3-2</td>
<td>PY 120 GE 3-3</td>
<td>PY 121 GE 3-3</td>
</tr>
<tr>
<td></td>
<td>SC 103 GE 3-1</td>
<td>SC 104 GE 3-1</td>
<td>SC 103 GE 3-2</td>
<td>SC 104 GE 3-2</td>
<td>SC 103 GE 3-3</td>
<td>SC 104 GE 3-3</td>
</tr>
<tr>
<td></td>
<td>SC 105 GE 3-1</td>
<td>SC 106 GE 3-1</td>
<td>SC 105 GE 3-2</td>
<td>SC 106 GE 3-2</td>
<td>SC 105 GE 3-3</td>
<td>SC 106 GE 3-3</td>
</tr>
<tr>
<td></td>
<td>SC 110 GE 3-1</td>
<td></td>
<td>SC 110 GE 3-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>CIS 107 GE 4-1</td>
<td>CIS 160 GE 4-2</td>
<td>CIS 101 GE 4-1</td>
<td>CIS 125 GE 4-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social sciences</strong></td>
<td>PS 101 GE 5-1</td>
<td>PS 102 GE 5-1</td>
<td>EC 101 GE 5-1</td>
<td>PS 101 GE 5-2</td>
<td>PS 101 GE 5-2</td>
<td>SO 105 GE 5-2</td>
</tr>
<tr>
<td></td>
<td>SO 101 GE 5-1</td>
<td>PL 101 GE 5-1</td>
<td>SO 101 GE 5-2</td>
<td>PL 101 GE 5-2</td>
<td>EC 101 GE 5-2</td>
<td>PL 102 GE 5-1</td>
</tr>
<tr>
<td></td>
<td>PL 102 GE 5-1</td>
<td></td>
<td>PL 102 GE 5-1</td>
<td></td>
<td>SO 105 GE 5-1</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>ARB 101 GE 6-3</td>
<td>FR 101 GE 6-3</td>
<td>SP 101 GE 6-3</td>
<td>ARB 102 GE 6-3</td>
<td>FR 102 GE 6-4</td>
<td>SP 102 GE 6-4</td>
</tr>
<tr>
<td></td>
<td>ASL104 GE 6-3</td>
<td>ARB 101 GE 6-4</td>
<td>ASL 108 GE 6-3</td>
<td>ASL 104 GE 6-4</td>
<td>ARB 102 GE 6-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SP 102 GE 6-3</td>
<td>FR 102 GE 6-3</td>
<td>FR 101 GE 6-4</td>
<td>SP 101 GE 6-4</td>
<td>ASL 108 GE 6-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST 112 GE 6-1</td>
<td>AE 101 GE 6-1</td>
<td>MU 106 GE 6-1</td>
<td>ST 112 GE 6-2</td>
<td>AE 101 GE 6-2</td>
<td>MU 106 GE 6-2</td>
</tr>
<tr>
<td></td>
<td>EN 205 GE 6-1</td>
<td>EN 216 GE 6-1</td>
<td>EN 215 GE 6-1</td>
<td>EN 205 GE 6-1</td>
<td>EN 216 GE 6-1</td>
<td>EN 215 GE 6-1</td>
</tr>
<tr>
<td></td>
<td>PH 101 GE 6-6</td>
<td>PH 108 GE 6-6</td>
<td>PH 106 GE 6-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Historical perspective</strong></td>
<td>HI 101 GE 7-1</td>
<td>HI 101 GE 7-1</td>
<td>HI 101 GE 7-1</td>
<td>HI 101 GE 7-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HI 102 GE 7-1</td>
<td>HI 102 GE 7-1</td>
<td>HI 102 GE 7-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HI 201 GE 7-1</td>
<td>HI 201 GE 7-1</td>
<td>HI 201 GE 7-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HI 202 GE 7-1</td>
<td>HI 202 GE 7-1</td>
<td>HI 202 GE 7-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>RL 101 GE 8-1</td>
<td>SO 102 GE 8-1</td>
<td>ASL 105 GE 8-1</td>
<td>CT 101 GE 8-1</td>
<td>SO 202 GE 8-1</td>
<td>HI 190 GE 8-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>HI 104 GE 8-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ethics</strong></td>
<td>PH 101 GE 9-1</td>
<td>PH 106 GE 9-1</td>
<td></td>
<td>PH 101 GE 9-1</td>
<td>PH 106 GE 9-1</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8: Flowchart showing Student Learning Outcomes Assessment Timeline

**Assessment Planning and Data Collection**

- Academic department chairs discuss assessment plan for the AY with coordinators and faculty.
- Assessment plan for the AY decided: Select course and program SLOs. Identify measures, means and sample/s. Finalize faculty assessment assignments.
- Faculty organize for the implementation of assessment. Team meetings with part time faculty as needed. Faculty attend Tk20 workshops.
- Faculty begin collecting results for selected SLOs.

**AY 1**
- SEPTEMBER
- OCTOBER
- NOVEMBER - MARCH
- MAY

**AY 2**
- SEPTEMBER
- OCTOBER

**Data Analysis and Reporting**

- Faculty analyze data collected for selected SLO and identify if outcomes were met, partially met, or not met.
- Faculty discuss results, and analysis of data in department meetings. Action plan for improvement, changes, and additional resources needed discussed.
- Faculty input assessment data into Tk20.
- Faculty present final Tk20 report to department chair.

**AY 1**
- MAY
- MAY-JUNE
- JUNE

**AY 2**
- SEPTEMBER
- OCTOBER

**Using Assessment for Planning**

- Department chairs in consultation with faculty in the departments plan to implement changes needed as identified by assessment results (resources, services, course delivery, etc.).
- Changes included in department operation goals for new AY, as needed.
- Operational goals for new AY presented to V.P. of Academic Affairs.

**AY 1**

**AY 2**
- SEPTEMBER
- OCTOBER

**Communication of Assessment Results**

- V.P. of Academic Affairs shares key assessment findings with others: Convocation, lunch and learn, chairs meetings.
- College Assessment Committee shares Assessment Results via newsletters and presentations.

**AY 1**
- JULY

**AY 2**
- SEPTEMBER - MAY
- OCTOBER - APRIL
Appendix 9: Template For Curriculum Mapping

**Objective:** To map the alignment of program courses to program level student-learning outcomes.

<table>
<thead>
<tr>
<th>Program Courses</th>
<th>Program Student Learning Outcomes (PSLOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSLO1</td>
</tr>
<tr>
<td>Course 1</td>
<td></td>
</tr>
<tr>
<td>Course 2</td>
<td></td>
</tr>
<tr>
<td>Course 3</td>
<td></td>
</tr>
<tr>
<td>Course 4</td>
<td></td>
</tr>
<tr>
<td>Course 5</td>
<td></td>
</tr>
<tr>
<td>Course 6</td>
<td></td>
</tr>
<tr>
<td>Course 7</td>
<td></td>
</tr>
<tr>
<td>Course 8</td>
<td></td>
</tr>
<tr>
<td>Course 9</td>
<td></td>
</tr>
<tr>
<td>Course 10</td>
<td></td>
</tr>
<tr>
<td>Course 11</td>
<td></td>
</tr>
<tr>
<td>Course 12</td>
<td></td>
</tr>
</tbody>
</table>

To indicate alignment check (☑) the specific courses that connect, address or align to the program outcome/s.
Appendix 10: Template For Mapping Program Outcomes To Course Outcomes

**Objective:** To map the alignment of course outcomes to the program outcomes, to indicate coherence of program curriculum and validity of program assessment plan

<table>
<thead>
<tr>
<th>PROGRAM OUTCOMES (PSLO)</th>
<th>PSLO1</th>
<th>PSLO2</th>
<th>PSLO3</th>
<th>PSLO4</th>
<th>PSLO5</th>
<th>PSLO6</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE 1 (C1) Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1SLO1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1SLO2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1SLO3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1SLO4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1SLO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1SLO6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSE 2 (C2) Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C2SLO1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C2SLO2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C2SLO3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C2SLO4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C2SLO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C2SLO6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSE 3 (C3) Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C3SLO1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C3SLO2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C3SLO4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C3SLO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C3SLO6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSE 4 (C4) Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4SLO1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4SLO2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4SLO3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4SLO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4SLO6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSE 5 (C5) Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C5SLO1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C5SLO2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C5SLO3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C5SLO4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C5SLO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C5SLO6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Basic mapping: check (I) the specific course outcomes that connect, address or align to the program outcome, to indicate relationship
Appendix 11: Sample Tk20 Comprehensive Report on Program Assessment Plan

PCCC: Comprehensive Report on Program Assessment Plan

<table>
<thead>
<tr>
<th>Parameter Title</th>
<th>Parameter Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Computer Science (A.S.)</td>
</tr>
<tr>
<td>Assessment Period</td>
<td>Any</td>
</tr>
<tr>
<td>Outcome/Goal/Objective</td>
<td>Outcome</td>
</tr>
<tr>
<td>List attachments?</td>
<td>No</td>
</tr>
</tbody>
</table>

Department/Division: Academic Programs
Degree/Program: Computer Science (A.S.)

Mission Statement
VISION: PCCC aspires to be a premier community college that leads, inspires, and supports individuals in reaching their educational and career goals in a timely manner.

MISSION: PCCC 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.

Institutional Goal
1. Offer high quality programs through flexible and innovative instructional formats that respond to changing community needs
2. Improve student progress and program completion rates

Program/Department Description:
Sample

Department/Program Outcome:
Sample Program Outcome

Semester/Year:
Sample

Cycle Number:
Sample

**Definition of Sample (For Academic Program / Department Use):**

<table>
<thead>
<tr>
<th>How many students were included?</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many sections of the course were included?</td>
<td>2</td>
</tr>
<tr>
<td>What was the number of full-time faculty?</td>
<td>1</td>
</tr>
<tr>
<td>What was the number of adjunct faculty?</td>
<td>1</td>
</tr>
<tr>
<td>How many online sections were included?</td>
<td>0</td>
</tr>
<tr>
<td>On which campuses were the courses taught?</td>
<td>Passaic Academic Center, Main Campus</td>
</tr>
</tbody>
</table>

**Means and Measures of Assessment**

<table>
<thead>
<tr>
<th>Description of means (assessment tools)</th>
<th>embedded assessment within regular test or assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1:</td>
<td>Sample</td>
</tr>
</tbody>
</table>

**Results (Summary of data collected)**

<table>
<thead>
<tr>
<th>This outcome was:</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1 Results</td>
<td>Sample</td>
</tr>
</tbody>
</table>

**Analysis and Action Plan**

**Analysis**

What have you learned from the results of this Assessment? Sample

**Action Plan**

1. **Restructure Outcome Statement**
   - No Changes Needed
   - Explain

2. **Revise Measurement Approach**
   - No Changes Needed
   - Explain

3. **Revise Criteria of Success/Benchmarks**
   - No Changes Needed
   - Explain

4. **Collect and Analyze Additional Data and Information Data**
   - No Changes Needed
   - Explain

5. **Make technological Related Improvements**
   - No Changes Needed
   - Explain

6. **Incorporate updated pedagogical approaches, content, or content sequence**
   - No Changes Needed
7. Replace text or revise syllabus (if this is course assessment)  No Changes Needed

Explain

8. Other

---

**Additional Information**

Grid Prepared by:
Name: Sample
Date:

Grid Discussed with Department:
Name: Sample
Date:

Target Date for action implementation:

Describe any additional resources needed (Leave blank if no additional resources are needed.)
**Appendix 12: Sample Tk20 Comprehensive Report on Course Assessment Plan**

**PCCC: Comprehensive Report on Course Assessment Plan**

<table>
<thead>
<tr>
<th>Parameter Title</th>
<th>Parameter Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>EN-101</td>
</tr>
<tr>
<td>Assessment Period</td>
<td>Any</td>
</tr>
<tr>
<td>Outcome/Goal/Objective</td>
<td>Course Outcome</td>
</tr>
</tbody>
</table>

**The Following Table Contains Data for Assessment Period: AY 2012-2013**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN-101</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Outcome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester/Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program/Department Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition of Sample (For Academic Program / Department Use):</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many students were included? 25</td>
</tr>
<tr>
<td>How many sections of the course were included? 2</td>
</tr>
<tr>
<td>What was the number of full-time faculty? 1</td>
</tr>
<tr>
<td>What was the number of adjunct faculty? 0</td>
</tr>
<tr>
<td>How many online sections were included? 0</td>
</tr>
<tr>
<td>On which campuses were the courses taught? Main Campus</td>
</tr>
</tbody>
</table>

**Means and Measures of Assessment**

| Description of means (assessment tools) | written assignment |
Measure 1: Sample

### Results (Summary of data collected)

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>This outcome was:</td>
<td>Met</td>
</tr>
<tr>
<td>Measure 1 was:</td>
<td>Met</td>
</tr>
<tr>
<td>Measure 1 Results</td>
<td>Sample</td>
</tr>
</tbody>
</table>

### Analysis and Action Plan

**Analysis**
What have you learned from the results of this Assessment? Sample

**Action Plan**

1. **Restructure Outcome Statement**
   - No Changes Needed
   - Explain

2. **Revise Measurement Approach** (change rubric; possibly add or include multiple modes of measurement - portfolio reviews, embedded questions, locally-developed exams, modify assignments, etc.)
   - No Changes Needed
   - Explain

3. **Revise Criteria of Success/Benchmarks** (benchmarks can either be made higher or lower due to improved achievement, unrealistic expectations, curriculum changes, etc.)
   - No Changes Needed
   - Explain

4. **Collect and Analyze Additional Data and Information Data** (such as add more sections, include sections from different campuses, add online sections, add sections taught by adjuncts, etc.)
   - No Changes Needed
   - Explain

5. **Make Technological Related Improvements** (such as offering on-line instruction/hybrid courses if program related or e-tutoring, smart classrooms, Echo360 if course related)
   - No Changes Needed
   - Explain

6. **Incorporate updated pedagogical approaches, content, or content sequence**
   - No Changes Needed
   - Explain

7. **Replace text or revise syllabus (if this is course assessment)**
   - No Changes Needed
   - Explain

8. **Other**

### Additional Information

<table>
<thead>
<tr>
<th>Grid Prepared by:</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grid Discussed with Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>
Target Date for action implementation:
Describe any additional resources needed (Leave blank if no additional resources are needed.)

Close
Appendix 13: Academic Assessment Committee Members

- Chief Academic Officer or designee
- Chief research Officer or designee
- Administrative liaison from the Administrative Assessment Group
- Eight faculty members elected from the following areas:
  - Health Science
  - Business/ CIS/Engineering
  - Math/Science/
  - Humanities/Social Sciences/Human Services/CIS/ASL/Education
  - English
  - English as a Second Language (ESL)/Modern Languages
  - Two faculty members at large
Appendix 14: Sample Template of a Program Review Self-Study

PASSAIC COUNTY COMMUNITY
COLLEGE

GUIDE TO
PROGRAM REVIEW

ACADEMIC DEGREE PROGRAMS
CAREER DEGREE & CERTIFICATE PROGRAMS

2012 - 2017
ACADEMIC PROGRAM REVIEW PROCESS

Academic Program Review at Passaic County Community College is a collaborative effort designed to continuously measure and improve the quality of all transfer and career programs provided to the community. The purpose of program review is to provide academic departments an opportunity to perform an internal and external evaluation of the current programs and services offered and ensure course content and methodology are meeting the needs of both the students and the community. Outlined below are guidelines and a framework designed to assist departments in conducting a quality and comprehensive review.

The Office of Academic and Student Affairs oversees the Academic Program Review process, with programs reviewed on a rotating 5-year schedule. The process directs departments through the assessment and planning processes, as well as a collaborative review of the program’s profile, outcomes, trends, future needs and more. The review culminates in a final report by external reviewers including an on campus visit and report to the Senior Vice President of Academic and Student Affairs. In the case of programs with external accreditation, the Senior Vice President of Academic and Student Affairs generally receive the external team’s report and final accreditation or certification letter.

**Timetable**

**Program Review Activities: Task Timeline**

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
<th>Phase IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Organized</td>
<td>Preparing the Summary Report</td>
<td>Evaluation</td>
<td>Submitting the Summary Report</td>
</tr>
<tr>
<td>Aug-Oct</td>
<td>Nov-March</td>
<td>April-May</td>
<td>June 30th</td>
</tr>
</tbody>
</table>

In sections that follow, detailed descriptions of each activity is provided for each phase of program review process.

**Phase I. Getting Organized**

1. **Select Program Point Person**
   Identify a faculty member or department chairperson to take the lead in the program review process. The designee serves as the program’s liaison between the department and the Office of Institutional Research.

2. **Begin Search for External Evaluator**
The purpose of external review is to garner additional perspectives on program strengths and weaknesses from individuals in the field or a closely related field who are affiliated with other institutions.

Criteria

Except under special circumstances, external evaluators are to be from outside the New Jersey community college sector. The following criteria should be considered in the selection of an external evaluator:

- Appropriate terminal degree in relevant field from an accredited institution;
- Academic or appropriate professional experience (administrative and/or teaching) in the field;
- Research experience (where appropriate): publications such as books and articles in refereed journals; receipt of research grants from external funding sources such as government agencies and foundations;
- Appropriate professional experience in relevant field(s) if program to be reviewed has professional orientation (e.g. engineering);
- Knowledge of the state of the art of the field;
- Familiarity with existing programs;
- Awareness of employment possibilities of graduates;
- Knowledge of budgeting and financial matters;
- Experience in evaluating academic programs.

Compensation

Consultant fees for external evaluators should not exceed $1,500 (not including travel expenses). Exceptions may be given at the discretion of the Senior Vice President of Academic and Student Affairs.

Duties and Responsibilities of the Evaluator

An external evaluator reviews the self-study, visits the campus, conducts an independent assessment, reports preliminary findings in an exit interview, and submits a written report on the self-study’s analysis and recommendations.

The Exit Interview:
I. The consultant(s) reviews major strengths and/or weaknesses and recommendations at an exit interview to which the Dean or Chair invites Senior Vice President of Academic and Student Affairs and all who have participated in the self-study process.

**The Written Report**

II. The consultant(s) submits to the Senior Vice President of Academic and Student Affairs a written commentary on the self-study report within 30 days of the completion of the on-site visit.
Table of Contents

I. Mission

II. Curriculum, Advising, Outcomes and Enrollment

III. Faculty

IV. Resources

V. Appendix

1. Vision, Mission and Values Statement

2. Institutional and Division Goals

3. Program Review Schedule

4. Consultant’s Report Format
Table of Contents

VI. Mission
VII. Curriculum, Advising, Outcomes and Enrollment
VIII. Faculty
IX. Resources
X. Appendix
   1. Vision, Mission and Values Statement
   2. Institutional and Division Goals
   3. Program Review Schedule
   4. Consultant’s Report Format
Name of Curriculum:

Type of program (A.A., A.S., A.A.S., Certificate):

Date of Program Review:
Academic Program Review

I. MISSION

A. Describe how the program supports the College’s mission and goals. Include the national status of the discipline, including emerging issues and trends.

B. Brief overview of program

C. Analyze the need for this program (student demand) using data supplied by the Institutional Research Office – This data includes an environmental can and enrollments and demographics
II. CURRICULUM, ENROLLMENTS, ADVISING AND OUTCOMES

A. Program outcomes and program description

1. Describe the program (list Catalog description)

2. Program Learning Outcomes
   Upon completion of the program, students will demonstrate the following learning outcomes.
   1.

   2.

   3.

   4.

   5.

   6.

3. Academic path, comparison to other programs, articulations

<table>
<thead>
<tr>
<th>Typical academic path for student in this curriculum:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Comparison of this curriculum to those offered at other NJ community colleges:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Existing articulation agreements:</th>
</tr>
</thead>
</table>
Planned articulation agreements:
4. Recent and Planned Curricular Changes

*If the program is accredited by an outside agency, describe the assessment process to meet agency standards:*

Accrediting Agency:___________________________________________________________

Description of assessment process and timetable:___________________________________

Program reviews results during last ten years:

Date of Self-Study:_________________________

Major conclusions of program self-study:___________________________________________

Major conclusions of external reviewer:___________________________________________

Resulting actions taken:_________________________________________________________

Program changes completed over last five years of planned for coming year:

<table>
<thead>
<tr>
<th>Description of changes</th>
<th>Action (a-d)</th>
<th>Date</th>
<th>Reason for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment of individual courses during past five years:

<table>
<thead>
<tr>
<th>Courses assessed</th>
<th>Date</th>
<th>Method of assessment</th>
<th>Evaluation and action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course changes completed last five years or planned for coming year:
<table>
<thead>
<tr>
<th></th>
<th>Course number and title</th>
<th>Date</th>
<th>Reason for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revised courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Deleted courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic Program Review

Results of certification exams, employer and alumni surveys, as applicable:

<table>
<thead>
<tr>
<th></th>
<th>Results/Recommendations</th>
<th>Action take, including dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification exams,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisory Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recommendations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Environmental Scan, Enrollment History, Retention and Graduate Rates, Student Profiles:

Data to include:

Environmental Scan:
- Labor Projections in related fields
- Population Projections
- Credit-hour Generation
- Average Class Size
- Course Enrollment (Fall, Spring, Summer and Online)
- Grade distribution for courses in the major (Data Supplied by Institutional Research)

History of course offering and enrollment over 5 years, percentage of courses offered versus courses run

Unduplicated headcount and FTE for program

Graduate Rates over 5 years

Transfer Rates (if applicable)

Student profile, including demographic information, such as average placement at entry.

Full-time/part-time average age, gender, length of time in the program.
College Writing Examination, success of first time takers in program major, compared to other programs. (Data supplied by Institutional Research)

Student Satisfaction (New, Current and Graduating Students)

One year attrition rates by program (Fall to Fall for 5 years)

First-time taker pass rate on national examinations
Academic Program Review

Catalog Information
- Verify and update all Catalog information
- Review program description to ensure that it summarizes nature and focus of program; career opportunities, knowledge and skills students will acquire; any cooperative arrangements with other institutions ie. Articulations
- Ensure the Program page in the Catalog reflects admissions criteria if relevant, and a four-semester program sequence.
- Ensure courses reflect accurate course descriptions and pre- and co-requisites

Web Page Information
- Review/revise the department web page to verify program, courses, faculty, staff and program policies are accurate and current
### III. FACULTY

Data Related to Full-time Faculty in the Major: (Data Supplied by Institutional Research)

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of Full-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Teaching in the Major</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Minorities</td>
<td></td>
</tr>
<tr>
<td>Highest Degree Held</td>
<td></td>
</tr>
<tr>
<td>Bachelors</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Experience in Years</td>
<td></td>
</tr>
<tr>
<td># Yrs. at PCCC</td>
<td></td>
</tr>
<tr>
<td># Yrs. at other institutions</td>
<td></td>
</tr>
</tbody>
</table>

Full-time/Part-time Faculty Ratio:

<table>
<thead>
<tr>
<th></th>
<th>Number Tenured</th>
<th>Percentage Tenured</th>
<th>Number Non-Tenured</th>
<th>Total Full-time</th>
<th>Total Credits Taught by FT Faculty</th>
<th>Number of Adjunct Faculty</th>
<th>Total Credits Taught by Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic Program Review

What effect has the programs’ full-time/part-time faculty ratio had upon quality provided?

Place a resume for each full-time faculty member in the department in the Appendices.

Describe faculty academic and professional qualifications for the subjects they teach.

Explain and illustrate how faculty keep current in the field.

Include any relevant faculty presentations, research publications and creative experiences.
IV. RESOURCES

(Current state of resources and future prospects)

Describe the current human, physical and fiscal resources available to carry out the department’s goals and objectives on all campuses, and evaluate the prospects for the future.

1. Personnel
   Personnel (administrative staff and support staff) currently available to carry out program goals and objectives:

   Analysis of the adequacy of current staffing and evaluation of prospects for the future:

2. Physical resources, laboratories or special rooms (facilities and equipment)

<table>
<thead>
<tr>
<th>Physical resources (facilities and equipment) currently available to carry out program goals and objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratories or specialized rooms: purpose and status</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
</tbody>
</table>

   Analysis of the program’s physical resources and evaluation of prospects for the future:

3. Fiscal Resources

   Description of fiscal resources currently available to carry out program goals and objectives: include grants awards if applicable

   Analysis of the program’s sources of funding and evaluation of prospects for the future

4. Learning Resources Center

   Discuss the adequacy of library holdings and other library resources available to support the program (same as above)
Academic Program Review

5. Computer Facilities

6. Institution Research Support

7. Disability Services

V. Program Outlook

Strengths, Weakness, Opportunities and Threats
• Identify the strengths, weaknesses, opportunities and threats that support or impede achievement of program goals and expected outcomes.

Vision and Plans for the Future of the Program
• Provide a vision statement of what the department would like the program to be in five years, assuming only costs to continue, with no additional state resources.
• Provide a vision statement of what the department would like the program to be in five years, if additional state resources are available.
VI. APPENDIX
Academic Program Review

1) Vision, Mission and Values Statement

Vision:
PCCC aspires to be a premier community college that leads, inspires, and supports individuals in reaching their educational and career goals in a timely manner.

Mission:
PCCC 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.

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
2) Institutional Goals

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

2. Improve student progress and program completion rates

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

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

Division Goals

1. Assist student to engage in and navigate college-life leading towards increased transfer, completion and graduation

2. Enhance current curriculum and develop new programs to meet the changing needs of our students and the community

3. Increase learner success in Developmental and ESL Programs

4. Increase the use of technologies that will benefit our students both as face-to-face and on-line learners

5. Use assessment result to ensure students are achieving student learning and development outcomes

6. Develop and implement a comprehensive learning support system that integrates academic and student services

7. Provide faculty, administrators and students with professional opportunities through meetings, workshops, guest speakers, and web based resources
Academic Program Review

1) Program Review Schedule

2006-2007

1. Business Administration/all degrees and certificates (Completed 10/06)
2. Developmental English (Completed 5/06)
3. Electrical Engineering Technology (ABET 10/06)
4. Student Activities (Completed 3/07)
5. Science (Completed 6/06)
6. Radiography (Completed 2/06)

2007-2008

1. Electrical Engineering Technology (ABET 6/08)
2. EOF (Completed 2007)

2008-2009

1. LRC (Completed 2008)
2. Human Services/degrees and options (Completed Spring 2008)

2009-2010

1. English (College level Program) Last review 1997, Completed 2009
2. Criminal Justice (Including certificates & options) Last review 2003
3. ESL – Last review 2000
4. CIS (Including certificates and options) Last review 1999
5. Liberal Arts
7. Health Information Technology *

2010-2011

2. Criminal Justice (Completed 9/10)
3. Engineering Technology AAS (ABET review 8/11)
4. Fire Science AAS (Completed 2012)
5. Nurse Education AAS (NLNAC Completed 2011)
2011-2012
1. Early Childhood (Completed 5/2012)
2. Computer Information Technology Degree/Options/Certificates
3. Computer Science
4. Business Administration All Degrees/Options/Certificates (Completed 2012)

2012-2013
1. Electronic Technology AAS (Reaccreditation by ABET October 2012)
2. Liberal Arts: Psychology Option and Sociology Option - Awaiting Reviewer
3. Student Activities (Completed 3/07)
4. Developmental English/Reading (Completed 5/06) Hold for New Curriculum
5. EOF - Awaiting Reviewer Visit
6. CSS - Awaiting Review Visit

2013-2014
1. American Sign Language/Program
2. Technical Studies
3. Human Services
4. LRC
5. Radiography
7. Developmental Mathematics – Awaiting Reviewer Visit

2014-2015
1. Homeland Security
2. Graphic Design & Digital Media
3. College English
4. Health Science
5. CIS/Computer Science Options/Certificates

*Note: Health Information Technology is reviewed yearly by their National Accreditation Board
2) CONSULTANT’S REPORT FORMAT

I. Title Page

II. Table of Contents

III. Introduction

IV. Status of Discipline (national perspective)

V. Program
   • Overall comments regarding existing program
   • Appropriateness of program and course level student learning outcomes
   • Adequacy of program’s self-evaluation mechanisms
   • Appropriate number of credit hours for degrees
   • Appropriateness of curriculum; suggestions for improvement of existing programs
   • Involvement of business and industry in establishing goals, objectives, learning outcomes and curriculum (this item is required for Associate in Applied Science Program, recommended for others)
   • Articulation with baccalaureate institutions (AA and AS)

VI. Students
   • Adequacy of enrollment, retention and graduation
   • Adequacy of advising and other students support services
   • Evidence of student learning and achievement of program and course outcomes
   • Career options
   • Outcomes, placement and satisfaction of graduates

VII. Faculty
   • Quality of departmental leadership
   • Appropriate workloads
   • Adequacy of faculty to deliver program (number and qualifications of faculty)
   • Use and integration of adjunct faculty
   • On-going professional development

VIII. Resources
   • Effective use of resources
   • Adequacy of access to resources by all campuses
   • Appropriateness of space for existing and proposed programs
IX. Responses to Previous Program Review Recommendations

X. Strengths of the Program

XI. Needs and Recommendations:
   - Recommendations that require no new resources
   - Recommendations that require new resources
SECTION X

APPENDICES

Organizational Chart

PCCC Board Policies

- Affirmative Action: B108
- Code of Ethics for College Employees: A905
- Equal Employment Opportunity: B102
- Faculty Evaluation, Promotion & Tenure Policy: B302
- Mental Health Policy and Procedure E395
- Sabbatical Leave Policy: B107
- Smoke Free Campus Policy: F203

Forms

- Attendance Reporting Guidelines
- Circulation & Library Lab Policies
- College Fax Information
- Counselor/Student Referral Form
- Course Syllabus Master Format
- Docu-Center Procedures
- Drop/Add Form
- Early Warning Form
- Grade Change Form
- Faculty Observation Form
- Faculty Self-Evaluation Form
- Faculty: Student Evaluation Form (SRI)
- Faculty Tuition Reimbursement Form
- Incomplete Grade Contract
- Independent Study Contract
- Petty Cash Form
- Promotion Application
- Travel Reimbursement Forms/Guidelines
- Tuition Reimbursement Form
Passaic County Community College
Urban Consortium and Community Technology Center
October 21, 2013

Randall Lassiter
Director of Community Technology Center (P/T)
A200

Dora Vergara
Secretary
(Grant)

Clarence Wright
Director of Urban Consortium
A232

Imilsi Munoz
Secretary
Upward Bound Program
(Grant)

Marjore Thompson-Bacchus
Secretary I
S297

Anthony Davis
Assistant Coordinator of the College Bound Program
(Grant)

Venus Banks
Counselor/Coordinator
College Bound Program
(Grant)

Carolina Stallworth
Counselor/Coordinator
College Bound/Gear Up Program
(Grant)

Jacqueline Ghee
Coordinator
Upward Bound Program
(Grant)

Open
Counselor/Coordinator
Upward Bound Program
(Grant)
Passaic County Community College
Dean of Student Affairs
October 21, 2013

Sharon Goldstein
Dean
A140

Janice Draper
Secretary II
S256

Open
Exec. Director of
Child Development Center
A109

Elizabeth Diago
Staff Assistant
S256

Teachers
(8)
(Grant)

Teacher Assistants
(6)
Grant

Nicole DeNude
Social Worker
A122

Maricela Carrero
Family Worker
(Grant)

Vincentina Ardizzzone
Family Worker
(Grant)

Gina Santiago
Kitchen Aide
(Grant)

Iris Miolan
Staff Assistant
S317

Maria Marte
Assistant Director of Student Activities
A142

Open
Director of
Student Activities
A217

Takeem Dean
Director of
Men's Basketball Coach
A156

Open
Athletic Director/
Special Needs Services
A211

Therese Slusser
Coordinator of Tutorial/
Center for Student Success
A172

Darlene McGrath-Florence
Director of Career Development
A165

Michelle DuMonde
Stud. Dev. Spec./Advisement Services
A137

Laura Perez
College Counselor/Intern St. Advisor
A196

Margo Murray
College Counselor
A182

Wanda Najee-Ullah
College Counselor
A184

Open
Disability/Student Development Specialist
A108

Adrienne Wolff
Associate Director for Career Development
A230

Ryan Huffman
Job Development Officer
(Grant)

Elizabeth Harrison
Student Development and Transfer Specialist
A146

Maricela Shraga
Student Development Specialist (Bilingual)
A209

Lorren Whitaker
Student Dev. Specialist/ Tech. Liaison
A224

Ines Campos
Secretary II
S248
Passaic County Community College
Vice President for Human Resources, Planning, and Institutional Effectiveness
October 21, 2013

Michael J. Silvestro
Vice President
A202

Alexander McClung
Executive Director of Institutional Research and Planning A159

Alexandra Conte
Associate Director of Human Resources A117

Judith Santiago
Human Resources Generalist A278

Teresa Dabal
Staff Assistant S251

Justin Hull
Institutional Research Analyst A154

Jonathan Reyes
Research Associate and Tk20 Coord. (Grant)
Passaic County Community College
Vice President for Information Technology
October 21, 2013

Robert Mondelli
Vice President
A177

Andrew Maceczek
Director of Administrative Computing
A160

Hanumant Borate
Colleague Database Administrator
A105

David Zambrano
Coordinator of Web Services
A233

Lillian Sakdya
Programmer/Analyst
A193

Christopher Mueller
Coordinator of Audio Visual Services
A181

Lillian Sakdya
Media Services Technician
S203

Alex De La Vega
Network Administrator
A222

Fatmir Panda
Web Applications Developer
A131

Rad Hammoudreh
Manager of Technical Services
A144

Open
IP Telephony/Visualization Specialist
A190
Passaic County Community College
Executive Director for the Wanaque Academic Center
October 21, 2013

Patricia Hardy
Executive Director
A145

Barbara Rath
Office Technician
S281

Lisa Jones
Assistant Director/
Coordinator of Student Services
A157

Daphne Lin Chang
Student Development Specialist
A111

Janet Varvara
Student Development Specialist
A228

Rotating Schedule *
Custodian/Handyman
Adora Nonas
Program Assistant & Evening Administrator
A188

Kathy Coffey
Coordinator of Learning Resources, WAC
A115

Rick Perdew *
Manager of Library Services, Alternate Campuses
A195

Francisco Hernandez *
Coordinator of WAC Food Services
A149

Open *
Staff Assistant/
Operations Specialist
S282

* These Positions are supervised by the WAC Executive Director, but each functions in coordination with its College department.
Passaic County Community College
Vice President for the Passaic Academic Center
October 21, 2013

* These positions are supervised by the PAC Vice President, but each functions in coordination with its College department.
PASSAIC COUNTY COMMUNITY COLLEGE

BOARD POLICY

B108 AFFIRMATIVE ACTION PLAN

It will be the policy of Passaic County Community College to recruit, employ, retain, and promote professional and support personnel without regard to race, sex, creed, color, national origin, ancestry, age (40 and above), marital status, handicap, military status (disabled or Vietnam era veteran), religion or sexual orientation. To achieve this policy, the College will eliminate or modify existing personnel practices that could be interpreted as discriminatory and actively recruit qualified persons of protected classes (racial minorities, women, and the handicapped) as required by law.


This Plan will be amended from time to time as deemed appropriate and necessary to keep current with legal decisions, the latest legislation, and campus programs.

Revised: 3/10/03
Revised 9/13/05 (modification only)
A905  **CODE OF ETHICS FOR COLLEGE EMPLOYEES**

Each public institution of higher education shall develop a code of ethics, in accordance with State of New Jersey Executive Order No. 65 signed on November 15, 2005, governing its trustees, officers, and employees. The code of ethics shall establish guidelines and standards of ethical behavior in order to ensure the public’s confidence in the conduct of business and operations of the institution.

1.  **Application**

This code of ethics is applicable to employees paid from Federal, State or County funds who are employed by the College.

2.  **Definitions**

The following words and terms shall have the following meanings, unless the context clearly indicates otherwise.

“Board” means the board of trustees of the College.

“Trustee” means all voting and non-voting members of the Board of Trustees.

“College matter” means any application, award, bid, claim, contract, license, proceeding, resolution or transaction made by, to, against or with the College, or which requires any official action by the Board, officers, or employees.

“Employee” means any person compensated for full or part time employment services rendered to the College.

“Immediate family member” means the spouse, natural or adopted child, grandchild, parent, or sibling of the employee.

“Interest” means any personal, financial, economic, property or other concern amounting to a right, advantage, share or portion inuring either directly or indirectly to an employee or to an immediate family member of an employee, either singly, or in affiliation with any person or party as defined herein.

“Person or party” means any natural person, association, corporation, estate, partnership, proprietorship, trust or other legal entity.
3. Standards of Ethics

(a) No employee shall have any interest, financial, or otherwise, direct or indirect, or engage in any business or transaction or professional activity, which is in substantial conflict with the proper discharge of the employees’ duties to the College.

(b) No employee shall use his or her official position to secure unwarranted privileges or advantages for himself or herself or others.

(c) No employee shall act in his or her official capacity in any College matter in which the employee or an immediate family member of the employee has a direct or indirect financial interest that might reasonably be expected to impair the employees’ objectivity or independence of judgment.

(d) No employee shall undertake any employment or engage in any business, transaction, service or professional activity, whether compensated or not, which might reasonably be expected to impair the employee’s objectivity or independence of judgment in the exercise of his or her official duties to the College.

(e) No employee shall accept, directly or indirectly, any gift, favor, service, or other things of value under circumstances from which it might be reasonably inferred or which the employee knows or has reason to believe, is offered for the purpose of influencing the discharge of his or her duties to the College.

(f) No employee shall knowingly act in any way that might reasonably be expected to create an impression or suspicion among the public having knowledge of the employee’s acts, that he or she may be engaged in conduct violative of his or her trust as a public employee.

(g) No employee shall appear or negotiate on behalf of a party not affiliated with the College, in any matter before the College or any cause or proceeding involving the College before other public agencies. Nothing contained herein shall preclude an employee from appearing on behalf of a student, employee, or employee organization of the College.

(h) No employee shall use, or allow to be used, his or her public office, or any information not generally available to members of the public, which the employee receives in the course of or by reason of the employee’s office or employment, to secure financial gain, unwarranted privileges, advantages or employment for
himself or herself, his or her immediate family members, or others with whom the employee is associated.

(i) No employee shall engage in an amorous relationship with a student for whom the employee has a professional responsibility as a teacher, advisor, evaluator, or supervisor.

Dated: April 3, 2006
B102 EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of Passaic County Community College to provide equal opportunity for employment to all of its employees and applicants for employment without regard to race, sex, ethnic origin, creed, religion, marital status, age or physical handicap. Recruitment, hiring, training, promotion and the designation of salaries and benefits and all other personnel actions will be carried out in such a way as to impact equally on all qualified persons without preference to anyone on the basis of race, sex, marital status, age, ethnic origin, handicap, religion or creed. The Affirmative Action Officer of Passaic County Community College will implement and administer this policy in accordance with all applicable State and Federal laws and regulations.

Amended: 6/29/81
PASSAIC COUNTY COMMUNITY COLLEGE

BOARD POLICY

B302 FACULTY EVALUATION, PROMOTION AND TENURE

Concerning decisions about faculty evaluation, promotion and renewal, the Board will be guided by the principle that the single most important consideration in producing quality education is the development and continuous employment of a well-qualified faculty. It is to be noted that two very divergent considerations impact upon these decisions: First, individuals who seek employment as faculty have compelling career interest and a right to be treated equitably in such matters. Second, institutional and student interest must be paramount when establishing criteria and procedures to be applied.

The student and institution will benefit from the continuous appointment of a significant proportion of a college faculty which will provide a continuity of educational leadership, foster institutional loyalty, encourage active participation in institutional affairs, and create and protect academic freedom which is essential to sound academic deliberation and decision. While incorporating practices providing the greatest support for advancing these institutional and student interests, the College will also provide information, support, encouragement, training and fairness in procedures, which will facilitate and guide the efforts of those who seek renewal, promotion and tenure.

In addition to the establishment of continuity of faculty leadership, it is also deemed essential that the institution have the renewing and currency effects of a continual infusion of new talent. A broad range of experiential, training, cultural and ethnic diversity is desired among the faculty and will be sought through continuous review of the cumulative VITA of existing staff. Among the factors taken into consideration for new applicants for hire, renewal, promotion and tenure will be their projected impact upon this cumulative diversity.

Tenure will be awarded only to individuals whose performance during their probationary period gives clear evidence of their ability and willingness to make a significant and continuing contribution to the growth and development of the institution. Tenure will be awarded after presentation of positive evidence of excellence in teaching, contribution to college and community, fulfillment of professional responsibilities and scholarly achievement, and not solely because negative evidence to the contrary is not presented. It is to be explicit that the burden of proof of worthiness for a reappointment conferring tenure rests with the candidate. The College will provide an opportunity to demonstrate that proof.
The President is instructed to establish a procedure, which the College will employ to regularly evaluate the performance of faculty members. Such evaluation will provide the vehicle by which candidates for tenure may meet the burden of proof requirement. The evaluation should include classroom observations and expressed opinions on relevant matters by students, peers and academic administrators. As each year of the probationary period passes, the evaluation process should focus increasing attention on each candidate’s worthiness for conferral of tenure. A faculty member who has not provided reasonable reason to conclude that he or she is or will become of a caliber justifying conferral of tenure by the end of the third year should not be returned for a fourth year even in probationary status. Fourth year candidates should be evaluated as if renewal for a fifth year would confer tenure. They should therefore only be renewed after presentation of compelling evidence that justifies a belief that the candidates will make a year’s long contribution to the College of quality expected on a tenured faculty member. At the completion of the fifth year, only those candidates who are worthy of promotion to the rank of assistant professor should be renewed and have tenure status bestowed upon them.

Reappointment and Promotion decisions will be based upon:

6. Teaching excellence (the primary consideration)
7. Contribution to the College
8. Fulfillment of professional responsibilities
9. Contributions to the community
10. Scholarly achievements
6. Possession of minimum requirements

Pertaining to the crucial question of teaching effectiveness, the President, in conjunction with the Vice President and appropriate faculty, will develop specific criteria and means to measure. These criteria and means will be continuously monitored and reviewed so as to provide the most current professional standards possible. Among the considerations to be incorporated into these criteria will be rapport with students, understanding of various student learning styles, classroom communication ability, compassion for students, effective classroom techniques and others which enhance student learning.
PASSAIC COUNTY COMMUNITY COLLEGE

BOARD POLICY

B302 FACULTY EVALUATION, PROMOTION AND TENURE (Page 3)

It is expected that the President, the Vice President, and the faculty will assist new faculty
to develop and improve their skills, particularly during their first three years at the
College. Thus, new faculty are encouraged to seek guidance and support from the staff
during that period of professional growth.

The evaluation process will include:

1. Classroom observations by the Administration
2. Classroom observations by peers
3. Student opinions
4. Self-evaluations
5. Annual evaluations by appropriate administrators
6. Annual conferences with the Vice President for Academic and Student Affairs

The College full-time faculty will be organized into four academic ranks and these will
be supplemented by adjunct faculty as needed. The four ranks with associated minimum
qualifications are as follows:

1. Instructors: Educational attainment including a Master's Degree or its
equivalent in an appropriate field of study from an accredited institution. In the
event that equivalent preparation is the basis for assignment to the rank of
Instructor, the individual's notice of appointment shall state explicitly that either
the Master's Degree is waived, or that the Master's Degree must be obtained by a
specified date.

Equivalent preparation may include:

a. Advanced study with recognized teacher (e.g. in fine arts)
b. Practical experience in related non-academic fields.

No experiential requirement

2. Assistant Professor: Educational attainment including a minimum of a Master's
Degree in a related discipline plus fifteen credits of significant and related
graduate work earned thereafter from an accredited institution, or minimum of
fifty credits beyond the Bachelor's Degree in a doctoral program which does not
grant a Master's Degree. Three additional years of relevant work in an
appropriate field beyond the minimum experience requirement may be substituted
for study beyond a Master’s Degree. The experience requirement includes a minimum of five (5) years of college teaching and/or other relevant teaching experience as determined and certified by the Vice President for Academic and Student Affairs and/or five (5) years of other experience relevant to the person’s position at the College.

3. **Associate Professor:** Educational attainment including a minimum of Master’s Degree in a related discipline plus fifteen credits of significant and related graduate work earned thereafter from an accredited institution, or a minimum of fifty credits beyond the Bachelor’s Degree in a doctoral program which does not grant a Master’s Degree. Three additional years of relevant work in an appropriate field beyond the minimum experience requirement may be substituted for study beyond a Master’s Degree. The experience includes a minimum of nine (9) years of experience as determined and certified by the Vice President for Academic and Student Affairs and/or nine (9) years of other experience relevant to the person’s position at the College, of which at least three (3) years is community college teaching experience.

4. **Professor:** Educational attainment including an earned Doctor’s Degree, recognized by the Commission of Higher Education in the state in which earned and by the appropriate regional accrediting association, in a related discipline. Recognition will not be granted for a Doctor’s Degree from an institution listed by the New Jersey Commission of Higher Education as unacceptable. Ten additional years of relevant work experience beyond the minimum experience requirement in an appropriate field or five years of exceptional classroom teaching experience and significant service to the College community as recognized by a formal evaluation and from the Academic Vice President may be substituted for an earned Doctor’s Degree. The experience requirement includes a minimum of twelve (12) years of other experience relevant to the person’s position at the College, of which at least five (5) years is community college teaching experience.

The above are minimum criteria the possession of which will not automatically entitle one to the rank considered. Assignment of rank will be judged in accordance with the considerations outlined in this policy with the overriding question being the degree to which a candidate for placement in rank has or will contribute to the furtherance institutional goals.
Relevant teaching experience, as determined by the Vice President for Academic and Student Affairs will be equated as follows:

1. Three (3) years of non-collegiate grammar school and/or junior high school teaching experience is equivalent to one (1) year of college teaching experience up to a maximum of three (3) years.

2. Two (2) years of non-collegiate senior high school teaching experience is equivalent to one (1) year of college teaching experience up to a maximum of three (3) years.

Exceptions to these criteria will be approved only when recommended by the President as being in the institutional best interest.

Approved: 3/27/89
Amended: 3/22/04 (title change)
PASSAIC COUNTY COMMUNITY COLLEGE

BOARD POLICY

E905 MENTAL HEALTH CRISIS INTERVENTION POLICY AND PROCEDURES

In accordance with the The Campus Security Task Force Report (2007), it shall be the policy of Passaic County Community College to develop and distribute a Crisis Intervention Policy and Procedures Manual in order to minimize risk and ensure a student's safety and well-being in a crisis situation, as well as that of the larger community.

The attached Crisis and Intervention Policy and Procedures plan for Passaic County Community College is in compliance with the mandate by the Governor of New Jersey, and will be amended from time-to-time as deemed appropriate and necessary to keep current with the latest legislation and campus programs.

Approved: November 29, 2010
Passaic County Community College
Mental Health Crisis Intervention Policy and Procedures

POLICY

It shall be the policy of Passaic County Community College to initiate procedures in a crisis situation, to minimize risk and ensure a student’s safety and well-being, as well as that of the larger community. In the event of a mental health and/or substance induced crisis of a student member of the college community, both the student involved and the entire campus community may experience varying degrees of disruption. Crisis situations must be handled in a sensitive manner, and timely intervention is of the utmost importance. Therefore, all media or press inquiries are to be directed to the President’s Office.

PURPOSE

As a result of the recent events that have taken place on college campuses nationwide, the Governor of New Jersey created the Campus Security Task Force in an effort to deliver optimum services. The Campus Security Task Force recommended that colleges and universities establish campus crisis intervention teams. In response to the recommendations of the Governor’s Task Force, Passaic County Community College (PCCC) created the Campus Behavioral Intervention Team (CBIT) to provide intervention services to “at risk” students.

CAMPUS BEHAVIORAL INTERVENTION TEAM (CBIT)

The PCCC Campus Behavioral Intervention Team (CBIT) is a multidisciplinary team and consists of the Dean of Student Affairs, the Dean for Evening Administration/Associate Dean for Academic Affairs, a member from the Office of Disabilities Services, the Director of Athletics, the Director of Security, four (4) faculty members, two counselors and a representative from each campus. This team meets under the direction of the Senior Vice President for Academic and Student Affairs and the Dean of Student Affairs.

The CBIT serves as a communication link when crisis events occur, and when appropriate, responds to such events. Through on-going meetings, training and planning sessions, the CBIT's goal is to assist in prevention and early intervention of a crisis.

The CBIT has affiliated with appropriate community referral services in order to provide the most comprehensive services available to the PCCC college community setting.
PROCEDURE

A. Prevention/Early Intervention

The CBIT members, who are listed below, may be contacted at any time in order to express your concerns about a student or situation. You may also contact the Senior Vice President for Academic and Student Affairs at 973-684-6300. The information will be shared with the CBIT members to determine appropriate intervention, which may include contacting or convening members of the CBIT or affiliated community resources. This will be done on a “case-by-case” basis as needed. All information is strictly confidential.

TEAM MEMBERS INFORMATION

- Dean of Student Affairs
- Dean for Evening Administration/Associate Dean for Academic Affairs
- Vice President/Passaic Academic Center
- Executive Director/Wanaque Academic Center
- Director of Operations/Public Safety Academy
- Director of Security
- Coordinator of EOF Support Services
- College Counselor
- Coordinator of Disabilities Services
- Director of Athletics
- Faculty Members (4)

B. Response

If the crisis is accompanied by medical necessity, appropriate procedures in the case of a medical emergency should be followed (Contact College Security for medical service and/or police assistance). In all cases, please follow the same guidelines for each Level listed unless otherwise stated.

Protocol #1: Behavioral/Psychological Emergencies

LEVEL ONE - immediate harm/danger to self and others

- Suicidal attempts or self-injurious behaviors.
- Possession of weapons, dangerous substance or objects
- Irrational behavior (shouting, cursing, flailing arms/hands – not making sense).
Passaic County Community College
Mental Health Crisis Intervention Policy and Procedures
Page 3 of 7

- Loss of self-control (not responding to verbal intervention).
- Violent, hostile, aggressive, homicidal, abusive behavior.

Procedures to be followed:

1. Immediately contact College security as follows:
   - Main campus: 811 (internally) or 973-684-5403
   - Wanaque Academic Center: 973-248-3000
   - Passaic Academic Center: 973-341-1600
   - Public Safety Academy: 973-304-6020

2. Security will call 911 for emergency medical service and police assistance
3. The Highest Ranking Administrative Officer on Campus will be notified by Security
4. The Administrative Officer may request assistance by a CBIT member
5. The Dean of Student Affairs or a designee will make all necessary notification (family, next of kin, etc).
6. PANTHER Alert, the Campus communication system, may be activated if warranted.

LEVEL TWO - potential harm/danger to self or others written, verbal or observable

- Ideation (expressed, suggested).
- Experiencing serious distress (at a loss for what to do).
- Exhibiting signs of depression (appearing downcast, flushed, teary eyed).
- Expressing feelings of serious anxiety (afraid and doesn’t know what to do).
- Involved in verbal confrontation (at college or at home – but is not an immediate threat to self or others.).

LEVEL THREE – at risk behaviors; i.e., homeless, eating disorders, emotional symptoms

- Self-reports feeling “down” (about death in family, separation/divorce, etc.).
- Shares that he/she is homeless, without clothes or money for meals.
- Faculty/staff member reports that student appears in need of services.
- Student in need of attention (i.e., matters of health and hygiene, eating disorders, lack of self-care, etc.).
- Shares that he/she has been abused (physical, sexual, emotional, and/or financial).
For Level Two or Three at the Main Campus, contact the Center for Student Success (CSS) 973-5524 or EOF office 973 684-5662 for counselor assistance or administrator on duty, for any other campus call the main office. The staff will call the Dean of Student Affairs and/or contact any CBI T member for assistance, if necessary. In the event the CSS or EOF office is closed, contact the Office of the Dean for Evening Administration/Associate Dean for Academic Affairs (973) 684-6309 or 5651.

Protocol #2: Death of a Student due to Accident, Homicide, Suicide or Sudden Tragedy (on campus)

The scene of the incident should not be disturbed until the local authorities arrive on site. The Passaic County Sheriff’s Department has official jurisdiction and will consider the area where the deceased was discovered a “crime scene”. The person reporting the incident should remain on-site until Security has arrived.

Additional Procedures to be followed on all campuses for internal incident:

- Security will secure the scene where the deceased was discovered.
- The Dean of Student Affairs or designee will meet with college officials and Security at the scene and coordinate immediate and long-term outreach and support services for individuals close to the victim and/or at the scene.
- Security will maintain order, and not allow unauthorized outsiders to gain access to the College facilities.
- An Incident Report will be filed by Security.

Next Day Follow-Up

- The Dean of Student Affairs will continue to coordinate support services and referrals to those closely involved or affected by the death.

Within One Week

- The President or the Senior Vice President for Academic and Student Affairs will convene a meeting of involved college officials to assess the response and aftermath of the tragedy.

Off-Campus Location Incident

When informed of the death of a student that has occurred off-campus, the Dean of Student Affairs will verify the information and officially inform the Senior Vice President for Academic and Student Affairs. The Dean will make an effort to obtain a copy of the death certificate. The
death certificate will be sent to the Registrar’s office in order for the student file to be flagged.

**Additional Procedures to be followed for an External Incident:**

- Security will alert the affected campus by calling its main office

**Next Day Follow-Up**

- The Dean of Student Affairs will continue to coordinate support services and referrals to those closely involved or affected by the death.

**Within One Week**

- The President or the Senior Vice President for Academic and Student Affairs will convene a meeting of involved college officials to assess the response and aftermath of the tragedy.

**Protocol #3: Sexual Assault** (procedures reiterated for emphasis)

Sexual assault, often referred to as rape, is legally defined differently in each state. In New Jersey, the law defines sexual assault as “the penetration, no matter how slight, in which physical force or coercion is used or in which the victim is physically or mentally incapacitated” (NJSA 2C:14-1). The law in New Jersey is gender neutral.

If a student reports sexual assault that has occurred off-campus, the student will be referred to the Center for Student Success or the EOF Office for referral services.

If an incident of sexual assault occurs on campus, the following procedures are to be followed:

1. Immediately contact College security as follows:

   Main campus: 811 (internally) or 973-684-5403  
   Wanaque Academic Center: 973-248-3000  
   Passaic Academic Center: 973-341-1600  
   Public Safety Academy: 973-304-6020

2. Secure the victim and crime scene.

3. Immediately notify Security internally (811) or 973-684-5403 and Security will contact the Police (911) and the Passaic County Sheriff’s Department.
4. Security will contact the Highest Ranking Administrative Officer on Campus.
5. Student's need for medical attention will be evaluated. If the student refuses medical attention, referrals for community counseling services will be provided.
6. An incident report will be filed from all parties involved.

**Protocol #4: Substance Induced Behaviors and/or Substance Intoxication (drugs and alcohol)**

**Procedures to be followed:**

1. Immediately contact College security as follows:
   - Main campus: 811 (internally) or 973-684-5403
   - Wanaque Academic Center: 973-248-3000
   - Passaic Academic Center: 973-341-1600
   - Public Safety Academy: 973-304-6020

2. Isolate student from others.
3. Dependent on current assessment — student will be referred to community services or Security will call for police and emergency medical services.
4. The student will not leave campus unescorted. The student's family, next of kin, friend, etc. will be contacted to arrange for the student to be escorted off campus.

**Medical Leave and Procedure for Re-Entry**

There are times when a PCCC student may experience psychological conditions or associated medical conditions that significantly impair their ability to function successfully or safely within the campus community. When this occurs, time away from the College for treatment and recovery can often restore the student’s functioning to a level that will enable them to participate fully in academic coursework and the college community.

Medical leave may be voluntary or involuntary. A student may need to complete a Total Withdrawal form and she/he may still have a financial obligation to the College, which will be determined.

If a student has been on medical/psychological leave, the following procedure may need to be followed before the student will be considered for return to PCCC:

- Student must meet with the Dean of Student Affairs or Senior Vice President for Academic and Student Affairs.
Passaic County Community College
Mental Health Crisis Intervention Policy and Procedures

- Student must sign a Release of Information Form.
- Student may need to provide medical clearance from their health care provider which states she/he can return to school.
- Student shall provide any recommendations made by the health care provider regarding continued health treatment including medications and follow-up care.

Upon receipt and evaluation of the above information, the Dean of Student Affairs or Senior Vice President for Academic and Student Affairs may require additional information. An additional meeting with the student may be requested before a final decision on his/her return is made. PCCC reserves the right to refer a student for an additional evaluation.
B107 SABBATICAL LEAVE

1. The College will grant no more than two faculty sabbatical leaves per year and two administrative sabbatical leaves per year. Sabbatical Leave shall be awarded for either one (1) academic semester (not to exceed six months) at full pay, or for two (2) academic semesters (not to exceed one continuous twelve-month period) at half pay.

2. Full-time faculty members and administrators, who have completed seven years of service with the College, may make written application for a Sabbatical Leave of Absence to the appropriate Dean. Applications must be submitted at least three months in advance of anticipated beginning date of the leave. Faculty members and administrators are encouraged to consider the academic cycles in applying for leave. Applications must include the specific dates of the leave, verification of the use and purpose for the leave, a statement demonstrating the effective benefit to the College, and a signed commitment that the faculty member agrees to complete two (2) years of employment with the College upon return from the Sabbatical.

3. The appropriate Dean shall weigh all applications for Sabbatical Leave against the following criteria:

   A. Relevant full-time attendance at graduate school.

   B. Relevant full-time research or writing projects.

   C. Travel which may be deemed beneficial to the College.

   D. Any other activity which may be deemed probable to enhance the professional growth of the faculty member or administrator and, thus, become beneficial to the College.

The Dean shall forward the application together with his/her recommendation to the President. The President shall review the application and recommend appropriate action to the Board of Trustees. The decision of the Board of Trustees shall be final and binding, without recourse to the grievance/arbitration procedures of negotiated Agreements.

4. Upon return from Sabbatical Leave, the faculty member or administrator shall be placed in his former position at the salary rate he/she would have been earning had he/she been employed at the College throughout the leave period.

Approved: 2/18/86
Revised: 9/28/87
PASSAIC COUNTY COMMUNITY COLLEGE

BOARD POLICY

B107 SABBATICAL LEAVE (Page 2)

SABBATICAL LEAVE CONTRACT

Employee: ____________________________________________

Title: ____________________________________________

Association: Faculty ___ Administrator ___

Sabbatical Leave Commences: ___________________________ (DATE)

Sabbatical Leave Ends: _________________________________ (DATE)

Total salary to be issued while on Sabbatical Leave: $__________

EMPLOYEE AGREEMENT

I understand that this Sabbatical Leave is approved in accordance with Board of Trustees' Policy. I also understand that in accepting this Sabbatical Leave I am obligated to complete two (2) full years of service upon return to active employment. Furthermore, I agree to repay Passaic County Community College a prorated share of the salary issued to me while on Sabbatical Leave, if I am unable to complete the two (2) years of obligated service to the College.

_________________________ (Employee Signature)   __________________________ (Date)

Dean's Approval: ______________________________________

President's Approval: ____________________________________

Approved by Board of Trustees: __________________________

Note: Attach all application materials.

Original: Personnel File
Copy 1: Dean
Copy 2: Employee
PASSAIC COUNTY COMMUNITY COLLEGE

BOARD POLICY

F203 SMOKE-FREE CAMPUS

It is the policy of the College to respect the environment of each individual who enters the College, to protect the life and property within the College and to abide by existing prevailing ordinances of the proper governing bodies. Therefore, smoking shall be prohibited in all areas of the College, including but not limited to all College buildings, common areas, and parking lots on all campuses. “No Smoking” signs shall be appropriately posted prominently throughout the buildings and grounds. The administration will develop appropriate enforcement procedures for violators including disciplinary action, covering the students and employees.

Approved: 8/14/85
Revised: 5/13/96
Revised: 11/17/08
ATTENDANCE REPORTING GUIDELINES
FOR FACULTY

Fall 2013(13/E1) 12 Week Term

In order to submit your attendance roster(s) via the web, you will need:
- Computer with Internet access
- Valid My PCCC Account log-in and password
- Attendance roster(s)

Follow these instructions to submit your attendance roster(s) via the web:
- Go to the PCCC website (www.pccc.edu)
- Click on the icon My PCCC Account (located on the lower right-half of your screen)
- Log-in and click on the Web Advisor tab. Please note that you must use Web Advisor. (VERY IMPORTANT ITEM!!!)
- Click Attendance Roster on the left side of the screen
- Select Fall, 2013 (13/E1) 12 Week Term on the “Term” drop-down menu and hit the “Submit” button
- Select Midterm/Intermediate on the “Final or Midterm/Intermediate Grading” drop-down menu, select the checkbox next to the class section you want to grade, and hit the “Submit” button at the bottom of the page (Note: You can only report attendance one roster at a time, even if you teach multiple sections)
- Enter a valid entry in the Grade column next to each student on your roster (you must select from the following list)
  - H (Has attended at least once)
  - NA (Never attended)

Please input ONLY one of the two choices above next to each name. (VERY IMPORTANT ITEM!!!)

Review the roster for accuracy. You may wish to print screen for your own records but it is recommended to submit your attendance roster by clicking on the “Submit” button at the bottom of the page before printing. You can then go back into the roster and print it for your own records. This will also help you to verify that your attendance was accurately submitted to the Registrar’s Office. (Please note that your roster will not be sent until you hit the “Submit” button and that you have approximately 8 minutes before a “time out” issue gives you an error message!)

Rosters are due by Thursday, October 10th for the Fall 13/E1 12 Week Term.

If you discover any errors after submitting your roster via the web, please contact registrar@pccc.edu.

Thank you for your cooperation!
Circulation Policies

Who may borrow Library materials?

- Students, faculty members, and staff members of PCCC with a valid ID
- Alumni of PCCC with an alumni card
- PALSPlus patrons with a current borrowing card from public libraries in Passaic County and Essex County (Caldwell, Cedar Grove, & Orange)
- Students, faculty members, and staff members with a valid ID from William Paterson University or Berkeley College

What materials may be borrowed?

- Books from the Circulating Collection
- Course texts on reserve
- DVDs and other media
- Laptops
- Headphones (for course work only)

CD-ROMs and other media that accompany some books are held at the Circulation Desk. Ask staff for these materials when checking out a book or when using in the Library.

DVDs and other media do not circulate. Media can be viewed on a laptop computer or on one of the monitors located around the corner from the Circulation Desk. Headphones or earbuds are required. Headphones can be borrowed from the Circulation Desk.

Loan Period for Books

- The initial loan period for books is 14 days
- Books may be renewed one time for an additional 14 days
- Books may be renewed before the due date at the Circulation Desk or online using your library card barcode number and PIN
- Late books with a fine cannot be renewed after the due date
Reserve Materials

Course texts, DVDs, videotapes, cassettes, and other materials that faculty members have placed on reserve can be obtained at the Circulation Desk with a valid PCCC ID. They are usually filed by academic subject and course number (e.g., EN 101, SC 110), but sometimes by the name of the instructor.

Reserve items are for use in the Library only and have a 2 hour use limit.

Students are limited to borrowing 1 reserve item at a time.

Students will be required to leave their PCCC ID at the Circulation Desk until the borrowed item is returned in good condition. A student may not borrow a reserve item for another person.

If a student borrows a reserve item but also needs to use the Computer Lab, that student will need a temporary ID card in order to enter the lab. The cards are valid for that day only and may be obtained from the Reference Librarian.

Laptops

The Library lends laptops to PCCC students, faculty, and staff with a valid PCCC ID. Non-PCCC patrons of PALSPplus libraries over the age of 18 and with a valid library card and one photo ID (NJ driver’s license or Passaic County ID) may also borrow laptops.

Laptops are signed in and out at the Circulation Desk.

The maximum loan period is 2 hours for PCCC patrons and 1 hour for non-PCCC patrons.

Laptops cannot be removed from the Library.

Borrowers accept full responsibility for loss or damage.

Checking Out & Returning Items

Laptops must be returned to the Circulation Desk no later than 1 hour prior to the Library closing time.

Books for checkout and course reserve items must be brought to the Circulation Desk no later than 15 minutes prior to the Library closing time.
Patrons with a valid PCCC ID may check out a maximum of 5 books.

Patrons with a valid PALSPlus library card may check out a maximum of 3 books.

**Requesting Items**

*Interlibrary Loan (ILL) through PALSPlus*

PCCC Library patrons may request that items from another library in the PALSPlus system be sent to PCCC Library. This can be done online at the PALSPlus portal (PCCC Library Catalog) with a valid library card number and PIN.

- Locate the item in the Library Catalog
- Click on the “Details” button to pull up the display record
- Click on the “Place Hold” link
- Enter your barcode and PIN
- From the drop-down menu, choose “Passaic County Community College Library”

Patrons will be notified when the item arrives; items will be held at the Circulation Desk for 3 days before being returned to the sending library.

**PIN Number**

Patrons can get their initial PIN from Circulation Staff. PIN numbers may be changed at any time by going to the “User PIN Change” link in “My Account” on the PALSPlus portal (PCCC Library Catalog).

**Other ILL Options**

If a desired item cannot be found in the PALSPlus system, PCCC Library patrons may ask the PCCC Library to locate and request the item for them from an outside system. Luis Ruiz (x5696) can make this request.

*VALE Reciprocal Borrowing Program*

PCCC Library patrons may also borrow items on-site from participating college and university libraries in NJ through the VALE Reciprocal Borrowing Program. Details can be found here: [http://www.valenj.org/newvale/recbor/#guide](http://www.valenj.org/newvale/recbor/#guide).

**Outside Patrons**

A patron of a library outside of the PALSPLus and VALE systems with an American Library Association Interlibrary Loan form from their home library, provided they have made arrangements in advance with the Interlibrary Loan Librarian, may request items from PCCC Library.
Photocopy Machines

Coin-operated photocopy machines are located near the Circulation Desk. Please see Circulation Staff about mechanical problems or paper refills. The Library does not make change.

Patrons are responsible for observing applicable copyright laws when reproducing copyrighted material. Please regard the infringement notice on each machine.

Click on the following links for more information about copyright and fair use.

Stanford University Libraries:
http://fairuse.stanford.edu/

U.S. Copyright Office:
http://www.copyright.gov/circs/index.html#circ1

Fines

Late items are charged at rate of .10¢/day.

Patrons who have reached the maximum fine limit of $5.00 will have their borrowing privileges suspended until the fine is paid in-full and all items have been returned in good condition.

The Library does not receive payments. Circulation Staff will issue a fine slip that is payable at the Bursar's Office. Students must return the stamped fine slip to the Circulation Desk for their Library record to be cleared.

Lost Library Materials

Patrons will be charged for the cost of replacing a lost item plus a $5.00 processing fee.

Updating Personal Information

Students should notify Circulation Staff of any changes to their personal information so that their Library record can be updated. It is important that this information be consistent with other PCCC records and that it matches
any photo ID that may be presented to Library Staff when borrowing materials or requesting items through ILL.

**Lost Personal Items**

Lost items found in the Library are handed over daily to a Security Officer and kept at the Office of Public Safety (room E100).

**Behavior**

Patrons have the right to be served in a fair and equitable manner by Library staff. Likewise, Library staff deserve to be treated with respect by patrons.

—jpetta 7/2009
WELCOME to the PCCC LIBRARY COMPUTER LAB!!

We hope and expect that you will use our computers in a responsible manner and that your behavior here reflects a respect for and consideration of the needs of your fellow students.

The Library Assistants will be happy to help you solve computer issues and to refer you to Librarians for help with your research needs.

COMPUTER LAB REGULATIONS:

- Computer area is reserved for use by currently registered students only
- Students must have their PCCC IDs visible in the plastic pocket attached to the computer
  - Until September 21st, Registered Students who are not yet eligible for an official PCCC ID card may use the computers if they place a (picture) ID in the plastic pocket and prominently display their official PCCC schedule.
- Computer use is limited to one user per computer
- Computers # 1-26 & #51-52 are the only computers linked to printers and are for academic use only.
  - Printing is limited to 10 pages at a time.
  - Note: Since approximately 15 computers share only 2 printers, this will help each print job to print more quickly and will facilitate printing by several users. Please be considerate of other students!
- When the COMPUTER LAB is crowded, we request that students using computers for recreational purposes relinquish them to students needing them for academic work. Students using computers for academic projects have priority.
- Earphones are allowed only if the sound is not audible to others
- All food and drinks must be stored in a backpack, briefcase, or tote—not placed directly on the tables or the floor of the computer lab.
  - Note: Bottled water and personal (reusable) covered mugs are allowed in other sections of the Library. Food and other drinks in cans, bottles or disposable containers are not permitted.

NOTE: These computers do not save your work. We strongly recommend that you use a “jump Drive” (include your name & contact information in case you leave it behind.) SAVE YOUR WORK FREQUENTLY!!
COLLEGE SERVICES FAX TRANSMISSION
COVER LETTER

Fax: (973) 684-5843

TO: ____________________________

COMPANY: _______________________

CITY/STATE: _____________________

FAX NO.: ________________________

TOTAL # OF PAGES INCLUDING THIS ONE: ______________________

FROM: __________________________ PHONE: ______________________

DATE SENT: ______________________

NOTES/COMMENTS:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

IF YOU DID NOT RECEIVE ALL OF THE ABOVE STATED DOCUMENTS, PLEASE CONTACT US IMMEDIATELY AT:

(973) 684-6009

THANK YOU
COUNSELOR/STUDENT DEVELOPMENT SPECIALIST

REFERRAL FORM

(**Please note: this form is intended to address concerns that are more personal in nature; academic matters should ordinarily be addressed via the ‘faculty early warning notice’.)

Student Name: __________________ I.D. #: ___________ Date: ___________

Referral Source: ___________ Your Phone #: ___________ E-Mail ___________

Reason for Referral:

_ *Personal Problem (e.g., appears sad/withdrawn/anxious)

_ *Behavior/Attitude (decidedly negative, makes rude comments, etc.)

_ *Test Anxiety

_ *Appears Distracted

_ *Special Circumstances (health/hygiene, having trouble verbalizing, etc.)

_ *External Influences (family, significant others, work hours, etc.)

_ *Other (e.g. appears abused): ______________________________

_ *Detailed comments: ______________________________________

___________________________________________________________

*If pressing, please speak personally to a counselor/SDS
(student development specialist)

**In case of an emergency where safety is the primary concern, contact PCCC’s Office of Public Safety (ext. 5403) immediately! Should a student appear ‘upset’, you may refer said individual to the Center for Student Success to request to see his/her assigned counselor/SDS or feel free to call ext. 5568 or ext. 5524 to be connected to the appropriate professional. If lacking for a specific name, you may send this form –marked ‘confidential’ –to Ms. Ines Campos in Room A230.
Passaic County Community College
Master Syllabus

Course Code: 
Course Title: 

Department: 

Course Description: 

Prerequisites: 

Credits: 
Lecture Hours: 
Lab/Studio Hours: 
Clinical/Fieldwork Hours: 

REQUIRED TEXTBOOK/MATERIALS:

ADDITIONAL TIME REQUIREMENTS:
(Identify open lab or other activities that are required)

COURSE LEARNING OUTCOMES:
Upon completion of this course, students will be able to:
- Bullet course learning outcomes
- Also identify which, if any, core competencies (General Education) are met by each course learning outcomes

GRADING STANDARD:
Grading determinant and number of Papers & Examinations

COURSE CONTENT:
(Schedule of topics to be covered)

DEPARTMENT POLICIES:

COLLEGE POLICIES:
For Information regarding:
- PCCC's Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process
Please refer to the PCCC Student Handbook and PCCC Catalog

NOTIFICATION FOR STUDENTS WITH DISABILITIES:

If you have disabilities, and believe you need accommodations in my classroom, please see Gina Carson (A202A)
(PAC-218/WAC116) gc Carson@pccc.edu
or call 973-684-6395, to make an appointment, preferably within the first two weeks of classes for Fall/Spring semesters and by the 2nd class day for summer sessions
DOCU-CENTER PROCEDURES

HOURS:

Operating hours are as follows:

Monday - Thursday 8:30 am - 7:00 pm
Friday 8:30 am - 4:30 pm
Saturday 7:30 am - 11:30 am

PRESENTATIONS:

- Unless specified otherwise, all material will be printed on two sides.
- All staples must be removed from originals.
- Originals must be 8 ½ X 11 or 8 ½ X 14, clear and clean with no paste-ups, tape, etc.
- Material requiring special paper, folding, etc, must be discussed in advance with College Services.

WHILE YOU WAIT – PLAIN WHITE PAPER ONLY:

✓ 1-10 pages and under 50 copies – Use Docu-Center

GUIDELINES:

✓ 1-10 pages and under 10 copies – Use machine located nearest to your area.

✓ 11+ pages and over 50 copies – Use Docu-Center

- Copyright laws must be adhered to on all duplication. Guidelines are available in the DOCU CENTER and College Services.

- Tests, mid-terms, and final exams MUST be hand delivered in a sealed envelope and can only be delivered by College staff or faculty. Exam envelopes must be marked as such.
• Departmental secretaries may wait in the Docu-Center when exams are being duplicated. In this instance, copying must be scheduled in advance with the Docu-Center operator.

**FAX:**

• A transmittal form must be completed for each fax. Information must include the name of sender and receiver, company name and fax number, internal department and telephone extension.

• The Docu-Center operator will notify departments when faxes arrive at the center. Faxes which are not picked up by the end of the work day will be placed in departmental mailboxes.
### PRINTING INSTRUCTIONS

<table>
<thead>
<tr>
<th>NUMBER OF ORIGINALS SUBMITTED</th>
<th>COPIES OF EACH REQUIRED</th>
<th>ALL STAPLES MUST BE REMOVED</th>
<th>All materials will be printed on front and back unless otherwise specified</th>
</tr>
</thead>
</table>

### PAPER SPECIFICATIONS/BINDERY INSTRUCTIONS

<table>
<thead>
<tr>
<th>SIZE</th>
<th>TYPE OF PAPER: (CIRCLE ONE) REGULAR BOND OR CARD STOCK</th>
<th>COLORS: WHITE GREEN YELLOW BLUE PINK GOLDENROD BUFF OTHER</th>
<th>BINDER: COLLATE FOLD STAPLE CUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8½X11 (STANDARD)</td>
<td>We reserve the right to substitute color depending on inventory. If no substitution is allowed please mark.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11X17</td>
<td>Check with printing to see what colors are in stock.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DO NOT SUBSTITUTE COLOR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FAIR USE CERTIFICATION

I certify that I have and am familiar with the Copyright Act, have considered the factors contained therein and believe that the above work is considered "fair use". I further certify in support of my belief that: (1.) I am making this request for a non-profit educational purpose. (2.) I am requesting no more than one copy for each student in my course. (3.) The copyrighted work is not a consumable work. (4.) Reprints are not available from the publisher. (5.) The requested reproduction is not likely to have a significant adverse effect on the potential market for or value of the copyrighted work. (6.) Included is a notice of copyright permission from the publisher if necessary.

Faculty/Administrator Signature
Passaic County Community College
Drop/Add Form

Last Name: ____________________  First Name: ____________________  ID # ____________________

<table>
<thead>
<tr>
<th>Course #</th>
<th>Sec #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Sec #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: All Financial Aid students must obtain a signature from the Financial Aid Office and the E.O.F Office (if applicable) before withdrawal can be completed.

Financial Aid Office: ____________________

E.O.F Office (If Applicable): ____________________

Dean: ____________________

Advisor/Counselor: ____________________

Registrar: ____________________

☐ Fall Term  ☐ Spring Term  ☐ Summer I Term  ☐ Summer II Term

☐ Full Time  ☐ Part Time

The above information is correct to the best of my knowledge

Student: ____________________

Date: ____________________
PASSAIC COUNTY COMMUNITY COLLEGE
EARLY WARNING
ACADEMIC ALERT FORM

Please comment on the performance of students in your classes that could benefit from our help. If there are students for whom feedback would be particularly important, include your request in the comments section. In addition, check ("X") any areas of concern.

<table>
<thead>
<tr>
<th>Professor's Name:</th>
<th>Course #:</th>
<th>Section:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Social Security Number</th>
<th>Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can state additional comments on the back of this sheet.
Passaic County Community College
Grade Change Notification Form

To: Registrar's Office
From: _____________________________
Re: Grade Change
Date: _____________________________

Please process a change of grade for:

Student's Name: _____________________________ Student's ID #: _____________________________
Semester: _____________________________ Course # _______ Section #: _______

The new grade is ___________.

Reason for Grade Change:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Faculty Signature: _____________________________
Chairperson Signature: _____________________________
Vice President/Dean Signature: _____________________________

FOR OFFICE USE ONLY

Date Processed _____________________________ 4/1/
Passaic County Community College
Faculty Classroom Observation

NAME________________________________ RANK_________________________________

DEPARTMENT____________________ COURSE & SECTION__________________________

DATE OF OBSERVATION___________ ROOM____________________________

Directions: Use the following scale to indicate the degree to which you agree or disagree with each statement below.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent, no modifications necessary</td>
<td>Highly acceptable performance, minor recommendations</td>
<td>Minimally acceptable performance, substantial modifications needed</td>
<td>Unacceptable performance, numerous &amp; major modifications necessary</td>
</tr>
</tbody>
</table>

Delivery and Teaching Methods

1. Objectives for the class were clearly stated. __________________SA A D SD __________________

2. Materials showed preparation by the instructor. __________________SA A D SD __________________

3. The main points of the lesson were summarized. __________________SA A D SD __________________

4. Instructor presented topics in a logical sequence. __________________SA A D SD __________________

5. Instructor stayed on topic. __________________SA A D SD __________________

6. Instructor paced lesson appropriately. __________________SA A D SD __________________

7. If instructor used humor, it was positive and appropriate. __________________SA A D SD __________________

8. If instructor used media, it enhanced the lesson. __________________SA A D SD __________________

9. Instructor used varied explanations for complex and difficult material. __________________SA A D SD __________________
10. Instructor’s speech was clear and audible.  

Observer’s comments:  

---

<table>
<thead>
<tr>
<th>Teaching and Learning Environment</th>
<th>Circle One</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructor’s classroom management techniques were effective.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>2. Instructor had a good rapport with students.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>3. Instructor respected diverse points of view.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>4. Instructor elicited responses from many students.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>5. Instructor gave the students sufficient time to answer a question.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>6. Instructor responded to wrong answers constructively.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>7. Instructor asked questions to monitor students’ performance.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>8. Students were focused on the assigned task.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>9. Students appeared to be attentive and alert.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>10. Instructor encouraged all students to participate.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>11. Instructor paid attention to cues of boredom and confusion.</td>
<td>SA A D SD</td>
</tr>
<tr>
<td>12. Instructor praised students for contributions that deserved commendation.</td>
<td>SA A D SD</td>
</tr>
</tbody>
</table>
13. Instructor created an engaging environment that was conducive to learning.

Observer’s comments:

__________________________________________________________

__________________________________________________________

**Content Mastery**

1. Instructor demonstrated command of subject matter.

2. Instructor communicated clearly and effectively to the level of the students.

3. Instructor used appropriate examples to illustrate concepts.

4. Instructor answered students’ questions with ease.

Observer’s comments:

__________________________________________________________

__________________________________________________________

**Overall Evaluation**

**Major strengths on which to capitalize:**

__________________________________________________________

__________________________________________________________

__________________________________________________________

**Areas needing improvement:**

__________________________________________________________

__________________________________________________________

__________________________________________________________

Attach additional pages as necessary.
I have read and have been given a copy of this evaluation report and so signify by my signature. I understand that I may attach comments to this document.

Faculty Signature  

Date

Evaluator’s Signature  

Title  

Date

Dean of Academic Affairs  

Date

Original:  Personnel File
Copy 1:  Employee
Copy 2:  Supervisor

Final Nov 2011 DS
FACULTY SELF-EVALUATION FORM

NAME: ___________________________ RANK: ___________

1. First year employed at PCCC: ___________________________

2. EDUCATION:
   a. Highest degree and college granting it: ___________________________
   b. Date of highest degree: ___________________________
   c. Credits earned beyond highest degree: ___________________________
   d. List area(s) of specialization in last two degrees: ___________________________

3. Professional development: (Detail below your professional growth during the past year. This may include, but is not limited to, professional societies of which you are a member, graduate school credits and current schooling, seminars attended, papers published, other publications, oral presentations, speaking engagements, scholarly papers, committee memberships in professional areas, chairmanships or other professional leadership, request for your services or contributions made to professional field.)

4. Contributions to community: (Detail below any organization, committee, group outside of the College in which you have actively participated, held office or have made other contributions, volunteer community work, etc.)
5. Contributions to College: (Detail below, for the academic year listed above, committee work, positions on committees, chairmanships, assistance, club advisorship, student activity, speaking engagements on behalf of the College, high school or other recruitment activity, extra assignments performed, attendance at college functions, etc.)

6. Please list courses you have taught this evaluation period: Name of course, number (of course), how many sections, semester, and students.

7. What other courses you are qualified to teach, either by having studied the subject in graduate school, or by having taught it previously. If qualified by schooling, give number of graduate credits earned. If qualified by experience, list the number of times and location where you taught the course.

8. Conditions affecting effectiveness: (Detail below what could be done to improve your teaching effectiveness. This may include policies, procedures, working conditions and other external conditions and it may include comments on internal improvement, i.e., improvement to yourself that will assist and improve your teaching effectiveness, etc.).

9. What, if any, plans do you have for the future in regard to any activity that will improve your effectiveness as a teacher to improve you and/or the College? Are you undertaking any long-range (two or more/year) activity that will improve you and/or the College that may require some cooperation from the College?
Directions: Use the following scale to indicate the degree to which you agree or disagree with each statement below. Mark your response by darkening the appropriate circle on the Scantron sheet.

SA = Strongly Agree    A= Agree    D= Disagree    SD= Strongly Disagree

If you feel that an item “Does Not Apply” please leave it BLANK.

On the answer sheet, please select one of the following letters  [A]  [B]  [C]  [D]

INSTRUCTIONAL DESIGN

1) The course was well organized.          SA  A  D  SD
2) Course material was presented in a clear, logical manner.          SA  A  D  SD
3) I clearly understood what was expected of me in this course.          SA  A  D  SD
4) The course assignments were clearly explained.          SA  A  D  SD
5) The instructor followed his/her course outline.          SA  A  D  SD

INSTRUCTIONAL DELIVERY

6) The instructor was easy to understand.          SA  A  D  SD
7) The instructor was enthusiastic in presenting the course material.          SA  A  D  SD
8) The instructor appeared to have a thorough knowledge of the subject.          SA  A  D  SD
9) The instructor’s explanations were clear.          SA  A  D  SD
10) The instructor was open to all questions.          SA  A  D  SD

INSTRUCTIONAL ASSESSMENT

11) The exams covered the course material.          SA  A  D  SD
12) The instructor was consistent in his/her grading policy.          SA  A  D  SD
13) The exams were clearly worded.          SA  A  D  SD
14) The exams covered what was taught in class and/or required in assignments.          SA  A  D  SD
15) The methods of evaluation were clearly stated in the course syllabus.          SA  A  D  SD

COURSE MANAGEMENT

16) The instructor had everything he/she needed when teaching.          SA  A  D  SD
17) The instructor provided supplementary materials (handouts, readings, etc.) when needed.          SA  A  D  SD
18) The graded exams and homework assignments were returned quickly.          SA  A  D  SD
19) The instructor made good use of the full class period.          SA  A  D  SD
20) The instructor could be reached at times other than class time.          SA  A  D  SD
1) What aspects of this course did you find MOST EFFECTIVE in helping you to Learn? Please be specific. For example- "The library materials that were provided were very useful in helping me to understand what was taught in class.

2) What aspects of this course did you find LEAST EFFECTIVE in helping you to Learn? Please be specific. For example- "The online videos of interviews with tourists didn't contribute anything to my understanding as to what marketing strategies worked best."

3) If you could change anything in this course that would make it MORE EFFECTIVE in helping you to learn, what would you do? Please be specific. For example - "I would include a demonstration of how to actually change a tire instead of just reading a description of how to do it."

4) Would you recommend this course to a friend? Why or why not? Please be specific.
PASSAIC COUNTY COMMUNITY COLLEGE

STUDENT CONTRACT FOR INCOMPLETE WORK

Name of Instructor ________________________________

Name of Student ____________________ I.D. OR (SSN) __________________

Course Code ___________ Section ___________ Title ____________________

DESCRIPTION

REASON FOR INCOMPLETE GRADE


THODOF REMOVING INCOMPLETE GRADE

Student ___________________________ Instructor ___________________________

Signature ___________________________ Signature ___________________________

* Students must make arrangements with the instructor to make up all incomplete work by the end of the following semester (excluding summer) or a grade of “F” will automatically be recorded by the Registrar.

White Copy – Registrar
Yellow Copy – Instructor
Copy – Dean

Student

Date of Contract ___________________________
LEARNING CONTRACT FOR INDEPENDENT STUDY

Student’s Name: ____________________________________________

I.D.# ___________ Phone: ___________________________ Student’s Major: ____________________________

Cumulative GPA: _______________ Number of College-Level Courses Completed: ____________________________

Reason for Requesting Independent Study: __________________________________________________________

Title of Course Requested for Independent Study: __________________________________________________

Full-time Faculty Mentor/Director: _________________________________________________________________

Meeting Days: ___________________________ Hours: ___________________________ Credits: ______________

Calendar: -- Starting Date: ___________________________ Ending Date: _______________________________

COURSE REQUIREMENTS:

Course Objectives: ____________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Books: _______________________________________________________________________

____________________________________________________________________________

Research/Papers: ___________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Other Study Activities: ___________________________________________________________

____________________________________________________________________________

Method of Determining Final Grade: _____________________________________________

____________________________________________________________________________

APPROVALS:

Student: __________________________________________________ Faculty: _____________________________

Department Chair: __________________________________________ Sr. VP Academic Affairs: _____________

Date Submitted: ___________________________ Date of Final Approval: ____________________________
Passaic County Community College
Petty Cash Reimbursement Policy

Requests for reimbursement for funds spent through petty cash must be submitted on a Petty Cash Voucher Form. This form is available on-line through e-mail under PUBLIC FOLDERS, under All Public Folders, under Finance Public Forms. All data must be completed in full or payment will not be made. Prior to payment being issued, all vouchers will be reviewed for reasonableness and proper business expense.

Guidelines are as follows below:

1. The total expenditure is not to exceed $60.00.

2. Signatures are required. This includes the person requesting the funds, their manager (the person responsible for the budget), and their respective Vice President or the President.

3. All receipts must include the vendor name, date of purchase, and description of item or items. Hand written receipts will not be accepted. Receipts may not be split between vouchers.

4. Sales tax will not be paid.

5. A voucher submitted for purchases more than thirty (30) days old will not be paid and there will be no more than one (1) petty cash voucher submitted per calendar month per individual.

6. Mileage for personal vehicles is paid at a rate of $0.37 cents per mile. You must document the start and finish locations. Tolls will also be reimbursed at actual expense.

7. Any reimbursement for travel outside of Passaic County must have a Travel Authorization Form completed and attached to the voucher. (See Travel Authorization Procedures)

8. Completion of the form:
   - The signed form with attached original receipts is to be dropped off at the Bursars office for their review. You will then be contacted at the phone extension you placed on the form to pick up your petty cash reimbursement within five (5) business days.
   - The form must be completed in its entirety (see attachment). If information is missing or incorrect, the voucher will be returned.
# PETTY CASH VOUCHER

**PASSAIC COUNTY COMMUNITY COLLEGE**
One College Boulevard * Paterson, NJ 07505 * 973-684-6800

## ORIGINATOR'S REQUEST

| Name: |  
| Phone Extension: |  

| Date | Signature of person to be reimbursed |  
| Date | Signature of Person accepting funds |  
| Date | Signature of Bursar Staff issuing funds |  

## CERTIFICATION OF AVAILABLE FUNDS

I certify that departmental records show that sufficient funds are appropriated and available to cover this request. TOTAL EXPENDITURE FOR THIS REQUEST NOT TO EXCEED $60.00

| Date | Administrator's Signature |  
| Date | Vice President's or President's Signature |  
| Date | Bursar/Assistant Bursar's Authorization to Pay |  

## Detailed Explanation and Description of Item

<table>
<thead>
<tr>
<th>Detailed Explanation and Description of Item</th>
<th>TOTAL COST</th>
<th>BUDGET NUMBER(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grand Total:</th>
<th>$</th>
</tr>
</thead>
</table>
PASSAIC COUNTY COMMUNITY COLLEGE
PROMOTION APPLICATION

All applications will be reviewed under the current terms and conditions of the current bargaining agreement.

NAME: ___________________________  RANK: ____________

DATES: ___________________________

1. First year employed at PCCC: ____________________________

2. EDUCATION:
   a. Highest degree and college granting it: ____________________________
   b. Date of highest degree: ____________________________
   c. Credits earned beyond highest degree: ____________________________
   d. List area(s) of specialization in last two degrees: ____________________________

3. Professional development: (Detail below your professional growth during the past year. This may include, but is not limited to, professional societies of which you are a member, graduate school credits and current schooling, seminars attended, papers published, other publications, oral presentations, speaking engagements, scholarly papers, committee memberships in professional areas, chairmanships or other professional leadership, request for your services or contributions made to professional field.)

4. Contributions to community: (Detail below any organization, committee, group outside of the College in which you have actively participated, held office or have made other contributions, volunteer community work, etc.)
5. Contributions to College: (Detail below, for the academic year listed above, committee work, positions on committees, chairmanships, assistance, club advisorship, student activity, speaking engagements on behalf of the College, high school or other recruitment activity, extra assignments performed, attendance at college functions, etc.)

6. Other relevant information:

(Date)                      (Signature)
PASSAIC COUNTY COMMUNITY COLLEGE
TUITION REIMBURSEMENT FORM
(Program or Course Approval)

TO: Vice Presidents and Other Supervisors

ISSUE/REVISION DATE (S): 4/16/91, 1/14/92

The following form is intended to assist supervisors in their review and evaluation of staff requests for tuition reimbursement. Note, however, that your approval or denial of an employee's reimbursement request should not be based solely on the information solicited by this form. Please conduct a thorough review and evaluation of each case, based on the relevant and current employment agreement (Faculty, Administrators, or Supportive Staff).

Note also that 1) prior presidential approval is required in all cases, and that 2) payment for a previously approved courses/programs will only be made upon submission of evidence that the course(s) were a) taken as approved, b) paid for by the employee, and c) successfully completed. Note further that 3) total reimbursement is not to exceed actual tuition cost nor the prevailing Rutgers University rate, less any reimbursement received or due from sources outside the college.¹ Note finally that this form should not be used by an employee to request a tuition scholarship for courses taken at PCCC; tuition scholarship forms are available in (and must be approved by) the Personnel Office.

Date of this Request: __________________________

Employee's Name: ____________________________ Department: ______________________

Job Title and Brief Job Description:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Employee's Normal Work Days: ___________ and Hours: ___________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Institution and Location where Employee Proposes to Study:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

¹ But G.I. Bill benefits are excluded from the calculations in condition #3.
Is this an Accredited Institution of Higher Education? [ ] Yes [ ] No

Semester(s) or Term(s) of Proposed Study:

Title of Program (if applicable):

(First) Course(s) to be Taken:

Registration Date for the (First) Course(s) to be Taken:

Day(s) & Time(s) of These Course(s):

Do the proposed course hours, considering also travel time, conflict with the employee’s normal work hours at PCCC? [ ] Yes [ ] No

If so, how much normal work time will be lost per week? __________ hour(s)

How does the employee propose to make up this lost time?

Is this make-up time proposal acceptable to the employee’s supervisor? [ ] Yes [ ] No

Are these make-up hours consistent with the employee’s job description? (For example, if a counselor proposes to do make-up time between 5:00 and 6:00 p.m., will there be students on campus for her/him to counsel during those hours?) [ ] Yes [ ] No

Will the employee’s work during these make-up hours be adequately supervised? [ ] Yes [ ] No
1. Of which bargaining unit (Faculty, Administrators, or Supportive Staff) is the applicant a member?

2. Is the applicant a permanent or a temporary employee?

3. Is the applicant full-time, part-time, and/or a new employee with probationary status?

4. Is the applicant seeking approval for:
   a. a program of graduate study, or
   b. a program of undergraduate study, or
   c. individual course(s)?

5. How many credits will be earned (only 6 per term may be reimbursed)?

Complete either question 6 or 7 following:

6. [ ] If this request falls under #4a or #4b above (graduate or undergraduate program), did you receive from the applicant:
   a. a letter or other official notice of the applicant's acceptance, from the college, department, and/or graduate school in which the applicant proposes to study?
      Description of attachment:
   b. a copy of the catalogue or other official description of the program of study, including the coursework required?
      Description of attachment:
   c. a copy of the catalogue or other official list of requirements for certification, licensure, or successful degree completion?
      Description of attachment:

7. [ ] If this request falls under #4c above (individual courses), did you receive from the applicant for each proposed course a course description copied from the school catalogue or other official publication?
      Description of attachment:

---

2 According to the Faculty Association Agreement, faculty must be enrolled in a degree, certificate, or license program in order to be eligible for tuition reimbursement.

3 The president may waive this limit for administrators under special circumstances; for faculty, the program maximum is 42 hours.
8. Is the graduate program or course(s) proposed related to the applicant’s current duties at the College and/or for administrators – does it meet the institution’s needs and goals (yes or no)?

If so, explain how:

________________________________________________________________________

________________________________________________________________________

9. In the case of a graduate or undergraduate program, has the applicant been advised that course selection must be reviewed in advance of each term of study to determine appropriateness and to deal with possible work schedule conflicts? [ ] Yes [ ] No

10. If the applicant is receiving tuition reimbursement from any other source, please indicate the source:

________________________________________________________________________

and the amount being received: $________________

All approvals should be forwarded to the President for final approval. Denials should not be forwarded to the President unless they are being appealed, as follows:

Appeal [ ] Check here if the applicant is appealing their supervisor’s and/or dean’s denial. In all such cases, a memorandum from the applicant detailing the alleged grounds for appeal must be attached to this form. Grounds for appeal will be considered sufficient only if they constitute compelling extenuating circumstances not contemplated by the normal provisions for tuition reimbursement.

Authorization:

Supervisor: [ ] Approved [ ] Denied

Signature: ____________________________________________ Date: _________________

Title: ____________________________________________

Vice President: [ ] Approved [ ] Denied

Signature: ____________________________________________ Date: _________________

Title: ____________________________________________

President: [ ] Approved [ ] Denied

Signature: ____________________________________________ Date: _________________

Date: _________________

Note that – by contract – administrators are entitled to a written explanation of denials, citing the reasons for which their requests were denied.
Guidelines and Instructions for Completion of Travel Request/Authorization and Expense Reports

I. General Guidelines

It is the policy of the Passaic County Community College to reimburse its employees and others who represent the College for certain expenses incurred in conjunction with legitimate conduct of College business.

All travel by College employees must be authorized by the employee’s supervisor, his/her appropriate Vice President and/or the President, prior to its execution. A Travel Request/Authorization Form must first be completed sixty (60) days in advance of any travel with all appropriate signatures. Exceptions must be approved by the President of the College. For air travel and hotel rates, a Travel Request/Authorization Form must be submitted well in advance to obtain the lowest prices. Routine travel in Passaic County does not require a Travel Request/Authorization Form; however, all travel must be authorized in advance by one’s supervisor.

Travel is to be limited to the Boston through Washington Northeast Corridor. Travel outside of this area is restricted and must contain rationale that will demonstrate circumstances warranting such travel. Travel outside of the Boston/Washington corridor must also be approved by the President of the College. In addition, cost sharing by the employee and the College may be expected.

All personnel will be reimbursed for travel upon submission of a properly authorized Travel Expense Report that coincides with the original Travel Request/Authorization Form. The Travel Expense Report must be submitted within thirty (30) days of the completion of the trip.

A mileage rate of 37 cents is to be used for the reimbursement of a privately owned automobile driven on College business. Reimbursement for parking charges is allowable as are tolls. Receipts must be submitted.

The College will not reimburse employees for any parking or traffic violations or any repairs of their personal automobile.

Meals for individuals attending meetings, conferences, workshops, seminars or classes scheduled as official representatives of the College will be reimbursed when supported by a receipt, but shall be limited to $50.00 per day including all gratuities. A copy of conference materials/agenda must be attached to the Travel Request/Authorization Form. Receipts will be required to support payment for rental automobiles as well as for car service and taxi cab expenses.
All travel made by public carrier (rail or airplane) will be made by the Purchasing Department through a new travel agency. All employees are expected to travel in the most cost-effective way.

**Private Automobile**

If the traveler intends to travel by private automobile, the allowance for use of the automobile will be computed at the mileage allowance rate as indicated in the regulations, except that the rate to be reimbursed for use of the private automobile should not exceed the cost of a public carrier.

**II. Required Forms for Travel and Mileage Reimbursement:**

**A. Instructions for completing the Travel Request/Authorization Form:**

1. Prior to registration and/or attendance at any conference, workshop, meeting or seminar a Travel Request/Authorization Form must be completed by the employee and signed by his/her Vice President or the President. All information requested must be supplied or the form will not be considered for approval.

2. The Travel Authorization Form must be filled out completely and the conference materials/agenda must be attached to the Travel Request/Authorization Form.

**B. Instructions for Expense Report Form:**

1. A full accounting of actual expenses incurred, INCLUDING RECEIPTS, will be submitted on an Expense Report Form. No more than 1 week's expenses may be submitted on each Expense Report Form. This form must be approved by the travelers' manager, and appropriate Vice President and sent to Purchasing for processing along with the approved Travel Request/Authorization Form.

2. The Expense Report Form requires that the following data be provided. Expense Reports must be submitted within thirty (30) days of the completion of the trip.

   a. At the top of the form - Name, Department and Purpose of Travel. (please print or type)
   
   b. Details of Expenses by Date and Amounts:
(1) **College Auto** – Any reimbursable daily expense associated with the use of a College vehicle.

(2) **Personal Auto** – Mileage allowance and tolls/parking incurred daily by use of personal auto.

(3) **Auto Rental** – Expenses related to auto rental for the dates of the conference.

(4) **Travel (air/train), Lodging and Food** – Cost of commercial travel, daily lodging and daily meal expenses listed and totaled.

(5) **Miscellaneous** – Actual cost of taxi, telephone and any other miscellaneous expenses incurred on a daily basis.

(6) There will be no reimbursement for alcoholic beverages.

In addition, the distribution of expenses submitted, by account number and amount must be completed by the employee. The employee must then sign the Expense Report Form and submit the form to his/her Department Manager and appropriate Vice President for approval. The employee and/or department then retains the pink (third copy) of the Expense Report Form and forwards the remaining copies (white and yellow), intact, to Purchasing, along with the approved Travel Request/Authorization Form. Before final reimbursement, the Travel/Authorization Form and Travel Expense Form will be reviewed and signed by the Vice President for Finance and Administration.
PASSAIC COUNTY COMMUNITY COLLEGE
Travel Request/Authorization Form

Name: ___________________________ Department: ________________

Date: __________________________

College Policy: Members of the College faculty and staff are encouraged to develop their professional careers as they relate directly to their positions at the College. Such development includes attendance at meetings, conferences, workshops and seminars.

Procedure: Prior to attending any meeting, conference, seminar or similar function, (Outside of Passaic County), a Travel Request/Authorization Form must be completed. For travel outside of the Boston/Washington corridor, the President's signature is required. Please provide your Travel Request/Authorization Form well in advance to allow for the lowest air fare and hotel rates.

<table>
<thead>
<tr>
<th>1. Name and Location of Event:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Purpose of Travel/Benefit to the College:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Beginning Time and Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ending Time and Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Estimated Expenditures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Travel (air/train):</td>
</tr>
<tr>
<td>b. Personal Auto @ $0.37 per mile:</td>
</tr>
<tr>
<td>c. College Auto:</td>
</tr>
<tr>
<td>d. Taxi, Car Service:</td>
</tr>
<tr>
<td>e. Lodging:</td>
</tr>
<tr>
<td>Please obtain a tax exemption certificate from the Controller for a sales tax exemption for lodging in New Jersey.</td>
</tr>
<tr>
<td>f. Conference Fees:</td>
</tr>
<tr>
<td>g. Other:</td>
</tr>
</tbody>
</table>

Subtotal: ________________

Estimated Cost Paid by Employee:
Cost sharing by the Employee and the College are expected when traveling outside of the Boston/Washington corridor.

**TOTAL** ________________

Budget Review: _______________________
Purchasing Review: ____________________
DISTRIBUTION (Budget Number to be filled in by employee) _______________________
Account Number(s): ____________________

Date Submitted: _______________________
Employee Signature: ____________________
Immediate Supervisor Signature: ________________
Vice President Signature: _______________________
Vice President of Finance & Administration: _______________________
President of the College: _______________________

This form is available on-line through e-mail under the web forms folder. Please fill out the form on-line and print out a completed copy. Please obtain all required signatures and forward the form to the Purchasing Office. Please keep a copy of the signed form for your records. Please attach Purchase Requisitions for airline tickets, rail tickets and hotel reservations.
PASSAIC COUNTY COMMUNITY COLLEGE
Expense Report

Name: ____________________  Department: ____________________
Purpose of Travel: ____________________  Location: ____________________

<table>
<thead>
<tr>
<th>DETAILS OF EXPENSES</th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE AUTO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolls/Parking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONAL AUTO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mileage (Miles multiplied by $0.37)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolls/Parking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUTO RENTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRAVEL, LODGING AND FOOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Travel/Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MISCELLANEOUS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAXI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Miscellaneous Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BALANCE DUE TO EMPLOYEE: ____________________

Date Submitted: ____________________  Budget Review: ____________________
Employee Signature: ____________________  Purchasing Review: ____________________
Manager Signature: ____________________
Vice President Signature: ____________________
Vice President of Finance & Administration: ____________________

Account Number(s): ____________________
Amount: ____________________

*This form is available on-line through e-mail under the web forms folder. Please fill out the form on-line and print out a completed copy. Obtain all required signatures, attach your receipts and forward the form to the Purchasing Office. Please make a copy of the signed form and your receipts for your records.