



# CONTACT US

**Susan DeMatteo**

Administrator-Assessment  
MAC 106  
732-224-2638  
sdematteo@brookdalecc.edu

**Nancy Kegelman**

Dean of Academic Affairs  
MAC 106  
732-224-2221  
nkegelman@brookdalecc.edu

**View Workshop Information online!**

**Academic Affairs Assessment Web Site**

<http://www.brookdalecc.edu/pages/388.asp>

## 2010-2011 Five-Year Reviews

- ★ Accounting AAS Program and Certificate
- ★ Business AAS Program
  - Business Management Option
- ★ Electronics Technology AAS Program
  - Electronics Engineering Technology Option
  - Electronic/Computer Technician Option
  - A+ Computer Technician Certificate
- ★ Graphic Design AAS Program
- ★ Horticulture Certificate
- ★ Humanities AA Program
  - Graphic Design Option
  - Journalism Option
  - Liberal Education Option
- ★ Math/Science AS Program
  - Mathematics Option
  - Science Option
  - Physics Option
- ★ Nursing AAS Program
- ★ Social Sciences AA Program
  - Public Administration Option
  - Philosophy Option
- ★ Technical Studies AAS Program



**BROOKDALE**  
COMMUNITY COLLEGE  
NEW JERSEY'S #1 ASSOCIATE DEGREE COLLEGE

*An Equal Opportunity Affirmative Action Institution*

# BROOKDALE

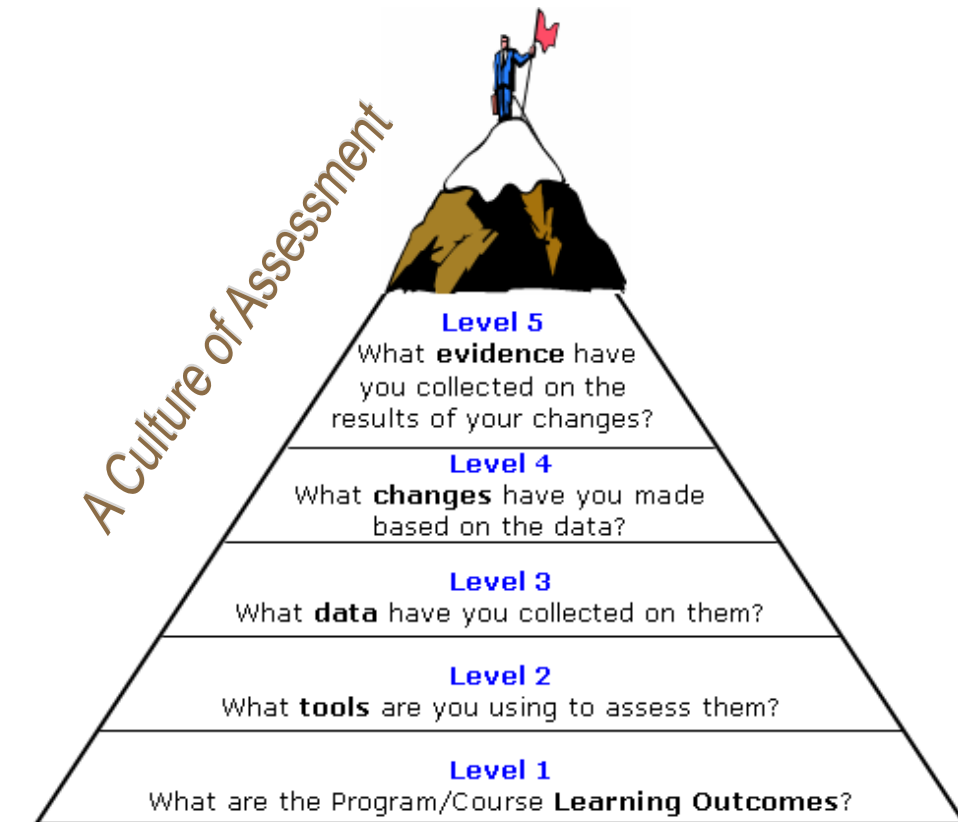
County College of Monmouth

## STUDENT LEARNING OUTCOMES PLAN 2010-2011

The heart of assessment is improving student learning.

### Guiding Principles:

- ★ Faculty are the content experts.
- ★ The responsibility for learning is shared by the faculty and the student.
- ★ Assessment processes involve all faculty and responsibility is shared by all faculty teaching in the department/discipline.
- ★ The Plan makes wise use of faculty and staff time.
- ★ Assessment is directly and inseparably linked to teaching and learning.
- ★ Assessment focuses on learning outcomes that are clearly articulated and linked institutionally, programmatically and to courses.
- ★ Results are used to improve student learning.
- ★ Sufficient resources are devoted to meaningful assessment activities.
- ★ Assessment results will be communicated to the campus community.
- ★ Assessment of student learning is a means to faculty growth and development.



## 2010-2011 Initiatives

1. **Validate the detailed PLO-to-Course curriculum map for each program and option to ensure curriculum alignment.**
2. **Continue program, option and course assessment projects.**
3. **Compile a body of evidence of direct measures of student learning (e.g. student projects, portfolios, research papers, exams).**
4. **Align Brookdale Core Competencies with the Brookdale/NJ State General Education Model.**
5. **Implement a college-wide assessment plan for General Education—ensuring comprehensive assessment.**

## 2010-2011 Assessment Calendar

### JULY 1 - AUGUST 15

Each Academic Division Dean meets with the Dean of Academic Affairs and the Administrator of Assessment to identify student learning assessment projects for the 2010-2011 academic year.

### SEPTEMBER 15

Each Academic Division Dean finalizes assessment project plans for the 2010-2011 academic year and submits plan to the Dean of Academic Affairs.

### DECEMBER 22

Complete all Fall term data collection for 2010-2011 assessment projects.

### JANUARY 6 - 18 (Faculty Day)

Complete Fall term data analysis and review of assessment status for departmental plan mid-year report.

### FEBRUARY 1 – 14

Academic Division Deans meet with Dean of Academic Affairs to review mid-year report.

### MAY 10

Complete all Spring term data collection for 2010-2011 assessment projects.

### MAY 11 - 30

Complete Spring term data analysis and review of assessment status for departmental plan annual report.

### MAY 30

Academic Division Deans submit completed 2010-2011 assessment projects on PAFS and CAFS to the Dean of Academic Affairs.

## Measures of Student Learning

### Direct Measures (Tangible Evidence)

Provide evidence in the form of student products or performances and demonstrate that *actual learning* has occurred relating to a specific content or skill.

- ★ Course and homework assignments
- ★ Examinations and quizzes
- ★ Term papers and reports
- ★ Research projects
- ★ Case study analysis
- ★ Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances
- ★ Artistic performances and products
- ★ Pass rates or scores on licensure, certification, or subject area tests
- ★ Capstone projects, senior theses, exhibits, or performances
- ★ Employer and internship supervisor ratings of students' performance

### Indirect Measures (Supports Direct Measures)

Reveal characteristics associated with learning, but they only imply learning has occurred.

- ★ Course evaluations
- ★ Number of student hours spent on homework
- ★ Grades that are not based on explicit criteria related to clear learning goals
- ★ Focus group interviews with students, faculty members, or employers
- ★ Job placement
- ★ Employer or alumni surveys
- ★ Student perception surveys

Middle States Commission on Higher Education. (2007). *Student Learning Assessment: Options and Resources*. (2nd ed.) pp.28-29.

## What are PAFS and CAFS?

A PAFS is a "Program Assessment Flow Sheet"

A CAFS is a "Course Assessment Flow Sheet"

PAFS and CAFS are documents that summarize a program or course assessment as it progresses through the "five levels" (See Cover).

Program Learning Outcomes (PLOs) are articulated in the course catalog. Course Learning Outcomes (CLOs) are articulated in the course syllabus.

Brookdale's Program Assessment Flow Sheet (PAFS)

Program Learning Outcomes	Assessment Tools	Summary of Data Collected and Analyzed	Change Based on Data	Post-Change Evidence
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Outcome #1				
Outcome #2				
Outcome #3				
Outcome #4				
Outcome #5				

To view completed PAFS and CAFS from previous years, please visit the Division Assessment Documents web page:

<http://www.brookdalecc.edu/pages/616.asp>

## What are Detailed PLO-to-Course Curriculum Maps?

Detailed PLO-to-Course Curriculum maps are documents in a table format that document the following characteristics of student learning outcomes assessment:

- ★ Ensure that each PLO (program learning outcome) reflects alignment and progression with the CLOs (course learning outcomes).
- ★ Specify the direct measurement of the CLO/PLO and date of the last/next assessment.

Below is an illustration of a detailed PLO-to-Course Curriculum Map for Chemistry.

Program Curriculum Mapping  
Mathematics/Science Program A.S. Degree Chemistry Option (p.117)

PROGRAM LEARNING OUTCOMES	CHEM 101	CHEM 102	CHEM 203	CHEM 204
Explain basic chemical concepts and theories.	(1) Utilize critical thinking skills to learn fundamental chemical concepts from inorganic chemistry. Assessed in 2007-2008 using blueprinted unit exams (Level 5)	(1) Utilize critical thinking skills to learn fundamental chemical concepts from inorganic chemistry. Assessed in 2007-2008 using blueprinted unit exams (Level 5)	(1) Utilize critical thinking (scientific reasoning), informational and technical literacy and mathematical skills learned in General Chemistry to understand concepts and problem solve in organic chemistry.	(1) Utilize the scientific critical thinking (scientific reasoning), informational and technical literacy and mathematical skills learned in General Chemistry to understand concepts and problem solve in organic chemistry. Assessed in 2008-2009 using lab experiments (Level 3)
Apply chemical concepts, mathematical techniques and critical thinking skills to solve chemical problems both independently and in a group setting which emulates a career environment.	(2) Perform chemistry-based problem-solving. (3) Identify unknown compounds based on observed physical properties. (4) Describe how chemical reactions proceed. (6) Analyze atomic spectra. Assessed in 2007-2008 using blueprinted unit exams (Level 5)	(2) Perform chemistry-based problem-solving. Assessed in 2007-2008 using blueprinted unit exams (Level 5)	(2) Name, draw, predict products, interpret spectra for, synthesize and explain reaction mechanisms for hydrocarbons and halogenated hydrocarbons, alcohols, ethers and epoxides.	(2) Name, draw, and predict aromatic hydrocarbons, amines, carboxylic acids and their derivatives, aldehydes, ketones and carbamion chemistry. Assessed in 2008-2009 using lab experiments (Level 3)

When and how PLO/CLO was last assessed.