

**Academic Affairs Roundtable  
November 9, 2011**

**ACTION - None**

**DISCUSSION – None**

**INFORMATION**

**I. Achieve Student Success**

**E. Assessment & accountability; outcomes based decision making & reporting**

- **Student Learning Outcomes Assessment Plan(SLOs)**
  - On November 3, Nancy Kegelman and Susan DeMatteo met with Dianna Phillips to discuss student learning outcomes assessment practices. The following items were discussed:
    - A comprehensive review of all assessment plans, processes, products and support for student learning outcomes assessment to date.
    - The creation and distribution of a faculty survey to gather data on faculty considerations for general education assessment. Results will be presented to the academic leadership for analysis and discussion.
    - The development of an assessment award luncheon in Fall 2012 to promote and recognize outstanding faculty achievement of student learning outcomes assessment.
    - A critical examination of systematic technological solutions for curriculum management – to include (but is not limited to) curriculum development, syllabi maintenance, articulation agreements, program reviews, student learning outcomes assessment, etc.
  - The Administrator of Assessment met with Dr. Karen D’Agostino, Co-Chair of the LMS Committee, to discuss the student learning outcomes assessment capabilities of the two LMS products being examined – Canvas and Blackboard. It was determined that both products had functionality appropriate to creating and linking learning outcomes to direct measures of student learning (i.e. quizzes, discussion forums, rubric-graded assignments, etc.). However, it appears that Canvas includes these functions as a standard product feature while Blackboard requires additional costs for these services.
  - **TLC**
  - **Enrollment**
  - The first day of Priority Registration yielded 120 students enrolling in fully online courses. This continues a trend that we have been observing; online courses as a first

choice for students, not a last resort.

- The Teaching and Learning Center sponsored successful TLC Roundtables in September and October. The topic of “Google and Research” was quite popular, as was “Does Class Size Matter?” The Roundtables are facilitated by Norah Kerr-McCurry and Howard Miller. And Howard, through a BIG Grant, has established an online TLC Roundtable Repository so faculty can review the literature: <http://www.brookdalecc.edu/pages/5022.asp>.



- The Director of the TLC attended the EDUCAUSE conference in October; the conference is designed for the exploration and support of information technology in higher education.
- Of particular interest was a presentation on the annual ECAR (Educause Center for Applied Research) Study of Undergraduate Students and Information Technology which seeks to shed light on how information technology affects the college experience. Students are asked about the technology they own and how they use it in and out of their academic world. Information is gathered about how skilled students believe they are with technologies; how they perceive technology is affecting their learning experience; and their preferences for IT in courses. While students are drawn to “hot” technologies, for educational purposes they rely on the more traditional laptop computer, email, and expect wireless access wherever they are. Students prefer and say they learn more in classes with online components. 87% of students have laptops, and the prediction of the demise of email is wildly premature. Improving the availability and effectiveness of technology on campus along with the training of faculty in its use is an opportunity for institutions to support student success.
- Another program of interest was “Leveraging the Curriculum Catalog”, a way to use technology to track curriculum development and changes, which was developed as single-source repository. The presenters spoke to enhancing the management of programs and courses; systematizing processes; and increasing accuracy. They encouraged institutions to treat curriculum data as carefully as student data. Since there was no commercial product available, they built their own.
- The “As Learning Goes Mobile” presentation highlighted findings from Pew Research concerning how learning spaces are changing. New kinds of learners are emerging in the digital environment, and the digital divides are shrinking because of wireless and Smartphones. Educators need to keep in mind that although texting is

- the primary way young adults interact with each other when they have a choice, they prefer to separate their social networks from their academic work. Also, the small screen is not as meaningful as a large screen.
- Here are some interesting statistics from the presentation: 78% of adults and 96% of college-aged access the Internet through a Broadband connection. 84% of all American own a mobile device; 56% own laptops; 12% own e-book readers; 9% own tablets; 44% own MP3 players; 35% own Smartphones; 85% of community college students have wireless; 84% of adults have cell phones.

### **Academic Affairs Affinity Group (AAAG)**

The AAAG group met on Friday Nov. 4 at Mercer Community College. Larry Nespoli reported that NJ confers significantly fewer certificate degrees than other states. Increasing the number of certificate awards in the state will help NJ community colleges meet the President Obama's goal for awarding degrees by 2020. The statewide discussion on BSN as a credential requirement for a job is being influenced by the 4 year schools capacity limitations and concerns about the community college mission if community colleges were granted mission differentiation for granting BSN.

The three priorities for the lame duck session of the NJ legislature are: amend NJ Stars, adjunct enrollment in the ABP pension program, and higher education tenure reform. The Council of County Colleges is creating an online searchable data base for continuing education programs.

A small working group prepared a revised process for Perkins submissions. The new process involves a Council of County College review of each schools data before submitted.

A student success model fashioned after the Achieving the Dream model was presented and well received. Student's progress is graphically presented over three years. Students are grouped based on their college readiness and language needs.

Fourteen of the 15 colleges present at the meeting voted in favor of the decision zone for placement of student into college level Math and English courses if the student scores within a range below the state wide agreed Accuplacer cut score. It is up to the individual college's discretion whether or not to use the decision and zone and what factors they use to place students in the decision zone. The decision zone opens the door for use of multiple measures for placing a student.

Dr. Donahue addressed AAAG's involvement in the Big Ideas. She indicated the CC Presidents are depending on AAAG for developing a thoughtful plan regarding the Big Idea assigned to the group. Those academic officers (AO) working on the Big Ideas will need to employ project management skills to develop a relevant and realistic plan and fulfill their college responsibilities. The Big Ideas group leaders were encouraged to use the CCC interns to help with the data collection and research. Dr. Donahue direction will be coming from the CC Presidents on where the AO should focus their energies.

Six courses from as many community colleges were approved for general education status. The courses will go to the CC Presidents for their approval. A form for the

submission of courses satisfying information technology and ethical reasoning was presented and accepted by the group. Both information literacy and ethical reasoning were approved as GE competencies by the CC Presidents. Information literacy was decoupled from technological competency. In the new model both information literacy and ethical reasoning are integrated goals to be embedded in another approved GE course.

Nancy Kegelman provided an overview of the five steps in the state approval of new programs: preparation of the program announcement; distribution of the program announcement to all NJ college presidents; acquiring a consultant; obtaining governance approval and submission to the Academic Issues Committee (AIC). Reference to the AIC Manual and due dates for submission was provided. Many of the new AOs found the information helpful and requested a workshop sponsored by the AIC for the many other curriculum changes need to be submitted to the AIC.