

**Academic Affairs Roundtable
January 11, 2011**

ACTION - None

DISCUSSION - None

INFORMATION

I. Achieve Student Success

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

Student Learning Outcomes Assessment Plan (SLOs)

- The Administrator of Assessment assisted the Nursing faculty in converting the Nursing graduate follow-up survey to a web-based survey instrument. The survey was administered to 118 Nursing graduates in December, 2011. As of January 9, 31 graduates (26.3%) have responded.
- Susan DeMatteo and Nancy Kegelman have co-developed a faculty survey to solicit feedback on the general education assessment process and methodologies to be employed for yielding convincing evidence on student learning across the general education curriculum. The survey will be submitted to the EVP for final approval.
- Academic Affairs Staff have revised 49 of the 144 (34%) general education course syllabi to accurately reflect course learning outcome statements that support the newly revised model of institutional learning goals (core competencies have been subsumed by general education knowledge areas.)
- The Student Learning Assessment sub-committee workspace of the PRR 2013 Angel course shell was created on December 15 to archive report documents and supplemental evidence for student learning outcomes assessment.

II. Provide Access Through Opportunity and Innovation

Transfer Resources/Articulation

Dual Admissions:

As of December 23, 2011 there are 177 students enrolled in Dual Admissions (DA) Programs, up 77% from 100 students at the same time last year. Fifty-five students (31.1%) are participating with Georgian Court University (GCU) and 122 (68.9%) with New Jersey City University (NJCU) for Communiversity. Of the 55 GCU students, 46 (83.6%) are Communiversity and 9 (16.4%) are transferring to the Lakewood campus. Of the 46 GCU Communiversity DA students, enrollment is concentrated in Elementary Ed/Special Ed programs, with 19 students enrolled in the English Co-major and 21 students enrolled in the Psychology Co-major. GCU programs at Communiversity are offered at 45% reduced tuition for 2011-2012.

NJCU Dual Admissions program enrollment is high in the new Nursing Program 49.2% (60) students, followed by concentrations in Accounting at 12.3% (15), Management 11.5% (14), and Criminal Justice 8.2% (10). All Brookdale currently enrolled Nursing students were sent an e-mail from the Director Transfer Resources/Articulation this fall outlining eligibility requirements for the RN to BSN Dual Admissions Program. The e-mail specifically targeted students in the On-line Nursing Program who may not have heard about the new Dual Admissions Program opportunity.

Richard Stockton – Bachelor of Science in Health Science:

The Richard Stockton College of New Jersey hosted an information session Friday, January 6, on their new Bachelor of Science Health Science (BSHS) Program. Health Science Program faculty and articulation representatives from their major community college feeder schools were invited. Dr. Laurie Shanderson, Assistant Dean for Health Science, and Dr. Tom Grites, Assistant to the Provost, explained the program and expressed their interest in developing Articulation Agreements for A.A.S. Programs in Allied Health. Terry Konn, Carole Schedel, Nancy Haugh and Ann Tickner Jankowski attended the session.

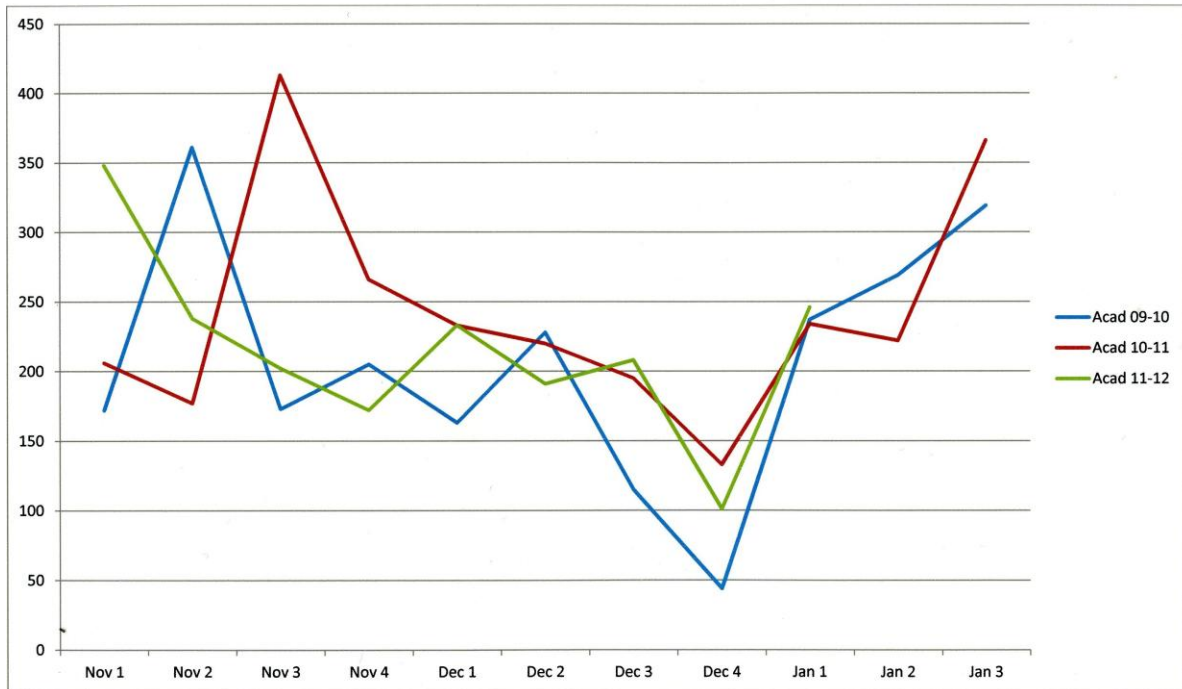
Stockton designed the BSHS Program General Option to accommodate A.A.S. degrees in Allied Health Program areas. Their goal is to make transfer of the A.A.S. degree to the BSHS as seamless as that of the AA or AS degree. This is a new concept at Stockton and will be available for the BSHS only. Graduates of the BSHS can pursue employment in hospitals, community agencies, insurance companies, pharmaceutical industries as well as apply to graduate programs in varied health care areas such as Physician Assistant, Physical Therapy, Health Administration, etc. Next steps are to provide Stockton with syllabi for all courses in the Respiratory Therapy, Radiologic Technology, DMSO, and Health Information Technology with a goal of completing the agreements this spring. Transfers will be accepted to the BSHS Program starting in Fall 2012.

Teaching and Learning Center

As of January 9, online enrollment (duplicated) is 2144. Online enrollment is down approximately 4% over this time last year, but an enrollment surge is expected by the end of this week to pick up about 10% (200+ students) of the total online enrollment.

Below is a Spring Enrollment Delta detailing week to week enrollment patterns for fully online courses for three Spring terms.

Spring Enrollment Delta (Week to Week increase) through 1/5/12



IV. Engage & Strengthen our Brookdale's Regional Community

ABE/GED

Mt. St. Carmel

On December 1st – Carl DeJura met with Sr. Jude, Principal of Mount Carmel School, in Asbury Park to establish an ESL program at the church. A Saturday morning program began on January 7 with 21 parishioners and parents of the school children attending the first session. Roseberg Molina, a long time ESL instructor in the program, and Carl DeJura registered and tested all the students. The students were primarily Hispanic from Mexico, Columbia, and Central America. Mr. Molina is in the process of determining how the class will be conducted based on the TABE CLAS-E test results (that have been scored).

Additionally several community activists including Ms. Danielle Acerra, Michel Marx, and Sr. Jude met with Sarah Schmidt and Nancy Kegelman to discuss community service and work study opportunities for Brookdale students.

GED Holiday Luncheon

On December 14th – the annual Western Monmouth GED Class Holiday Luncheon was held. The students brought in a variety of foods and treats from their Country. This year an invitation was extended to the Cabinet that was meeting in Freehold that day. The Freehold staff also participated. It was a very positive experience for all.

Curriculum Development

Adult Basic Education Specialist, Margaret Fischer-Jones, introduced the use of social media for her Advanced ESL Class.

Between July and November of last year, the morning ESL-III class at Long Branch included review of grammar rules, vocabulary, audio lessons, and pronunciation practice. In addition, Microsoft Office was introduced, with concentration on MS Word 2007 and use of the Internet and email. Most of the students were quite bold in displaying their multitasking ability by posting and reading Facebook, using on-line translation programs, texting while trying to participate in class activities, and quickly switching between computer screens.

After acknowledging the effect that technology was having on the students' actions, Ms Fisher Jones incorporated it in her class. Homework assignments were given via email to absent students; and, as students were obligated to contact BCC if they were not going to be in class, they now had the option to do so via phone, email or text.

Email accounts were created for those students who did not already have accounts, and students' email addresses were submitted and tested. Extra lessons were conducted with those students who were a little hesitant, which increased their confidence and ability to maximize their use of the accounts. The students also practiced sending and receiving emails to and from their classmates and instructor.

A grammar review package was created in MS Word. During the last week before break, the package was sent to the students via email. The package contained many of the grammar topics that had been covered during the past five months; plus, the students had to use their word processing skills (typing, formatting, working with tables) to complete the assignments. The main grammar topics covered were:

- Synonyms
- Antonyms
- Homonyms
- Homographs
- Prefixes
- Suffixes
- Contractions
- Compound Words
- Idioms
- Sentence Structure
- Grammar Usage
- Parts of Speech
- Vocabulary
- Use Capital Letters

In addition, an introduction to Writing (which will be the focus January through May) was included. The topics covered were:

- Using the various parts of speech to expand base sentences
- Creating topic sentences for paragraphs.
- Expanding topic sentences with supporting details

During the class break, emails from students were received (and responded to) regarding slight problems and submission of work.

Testing Services

Nancy O'Shea, Manager-Testing Services, received a 2011 Service Recognition Award from the National College Testing Association (NCTA) for her contributions as a member of the Editing Committee and the Test Center Certification Committee.

The number of tests administered by the Testing Center continues to decrease in most instances. For all tests administered to Brookdale students, this can be explained by a decrease in enrollment, especially for course testing. For example, 483 (-23%) less Course tests and 12 (-3.3%) less Angel tests were administered in 2011 than 2010, and 29 (-3.2%) less Batch tests were scored in 2011 than in 2010.

While it was not a significant increase, in the "good news" column, 14 (+5%) more Accuplacer tests were administered this year than last year, hopefully showing a trend of increasing enrollment for Spring 2012.

Testing for Distance Education (other colleges) has decreased, and at least two schools whose students regularly test at Brookdale have adopted an at-home monitoring system so that students can take tests at home instead of going to a Testing Center to test. Hopefully, this will not continue to impact the amount of students who test here. Luckily, there are some students who prefer to take the tests in a quiet, professionally staffed testing center where they are not disturbed by other personal matters while testing.

Both CLEP & DSST testing has increased significantly in the past month. CLEP has increased by 7 (+19.4%) and DSST has increased by 12 (+120%). CLEP in particular has been marketed heavily to native Spanish-speaking students.

Interestingly, while testing has gone down, Academic Integrity Violations have increased. For the first time, we observed a distance education student using unauthorized materials during his test, and the incident was reported to his school. In addition, for the first time at a Higher Education Center, a student was observed using unauthorized online resources to complete his/her test, and the incident was reported according to the Academic Integrity Violation Code.