Brookdale Community College
Department Plan
Academic Year 2025-26

Department	School	Dean Approval:

Context
This 2025-2026 department plan template has been developed to prioritize both assessment and poverty-informed educational practices in the service of our North Star Goal:

★ **Double our credential completion rate by 2030**

For our academic departments, this means a focus on improving our student success rate and our retention rate, as well as helping students understand the importance of earning an Associate degree to facilitate seamless transfer of their General Education courses.

Instructions

Step I: Complete Column A in Part 1
Step II: Complete Columns A & B in Part 2
Step III: Complete Columns A & B in Part 3.
Step III: Complete Column A in Part 4.
Step IV: Submit the document by September 30, 2025.
Step V: Complete the Curriculum Map (Part 5) by June 30, 2026.

- Below the template, you will find an example from the Department of Math and Computer Science.
- If your department oversees more than one program, please duplicate the Curriculum Map template and complete one map per program.

Step VI: *Complete all charts and the curriculum map(s) and submit the updated document by June 30, 2026.*

Note: If your department contains multiple disciplines, you may choose to separate out goals by discipline. For example, in the Department of Math and Computer Science, some goals may be relevant to both disciplines while others may be relevant only to Math or to Computer Science. Both types of goals are acceptable.

Part 1: Program Review Recommendations

Please include all recommendations from your last program review, even those you have already completed.

Column A Approved recommendations from last Academic Program Review	**Column B** Progress Made and Current Status

Part 2: Course, Gen Ed, and Program Learning Outcome Assessment Results

Please complete the table below.

Column A Course or Program Learning Outcome Assessment Description (Course number, Title, CLO, PLO, ILO, Year)	**Column B** Course, Gen Ed, or Program Learning Outcome Assessment Result	**Column C** Department Response (including when intervention will be implemented)
Example: ENGL 121, CLO #1, assessed Fall 2025		

Part 3: Department Initiatives

1. Identify 2 – 5 goals for your department in the table below.
2. These goals should be connected to **learning outcomes assessment** at the course, program, or General Education level. They may also be related to department-specific initiatives (e.g. closing achievement gaps, creating an OER, updating curriculum).
3. These goals should also be connected to our Academic Master Plan goals on page 1.

Column A Department Goal	**Column B** Related AMP Goal	**Column C** End-of-Year Updates (Bullet Points)

Part 4: Institutional Initiatives

1. Identify at least one goal related to poverty-informed educational practices. Please see the guide below (starting on page 5) that will support this work.

Column A Department Goal related to poverty-informed educational practices	**Column B** End-of-Year Updates (Bullet Points)

Part 5: Curriculum Map: CLOs to PLOs

Please complete the table below for the career courses in each program housed in your department. A sample from Mathematics has been provided as an exemplar. You will not need to complete a Curriculum Map every year, but we do need new or updated maps for 2025-2026.

Program Name:

Career Course	**PLO 1 (description)**	**PLO 2 (description)**	**PLO 3 (description)**	**PLO 4 (description)**	**PLO 5 (description)**
Course 1 Title	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**
Course 2 Title	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**
Course 3 Title	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**
Course 4 Title	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**
Course 5 Title	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**	Insert CLO that maps to PLO here. **(CLO#)**

Exemplar: MSMTH: Math/Science Program, Mathematics Option, A.S.

Career Course	PLO 1 (concepts)	PLO 2 (applications)	PLO 3 (skills)	PLO 4 (communicate)	PLO 5 (technology)
MATH 171 Calculus I	Understand and explain the concepts of limit, continuity, the derivative, and the definite integral. **(CLO2)**	Use calculus to solve application problems. **(CLO3)**	Demonstrate the algebraic and calculus skills related to limit, continuity, the derivative, and the definite integral. **(CLO1)**	Explain the analysis and solution of application problems. **(CLO4)**	Use computer software to understand concepts and to explore and solve problems. **(CLO5)**
MATH 172 Calculus II	Understand and explain the concept of the definite integral in a variety of situations. **(CLO2)**	Use integral calculus to solve application problems. **(CLO3)**	Demonstrate the algebraic and calculus skills related to integration. **(CLO1)**	Understand and explain the concept of the definite integral in a variety of situations. **(CLO2)**	Use computer software to understand concepts and to explore and solve problems. **(CLO4)**
MATH 273 Calculus III	Extend the skills of single- variable calculus to multi-dimensional functions. **(CLO2)**	Analyze and solve application problems related to vectors and to multi- dimensional calculus. **(CLO3)**	Demonstrate the mathematical skills related to polar coordinates, vectors, vector-valued functions, and functions of two variables. **(CLO1)**	Explain the analysis and solution of application problems. **(CLO4)**	Use computer software to understand concepts and to explore and solve problems. **(CLO5)**
MATH 274 Differential Equations		Use appropriate differential equation to model, analyze and solve application problems. **(CLO2)**	Use algebra and calculus skills to solve ordinary differential equations. **(CLO1)**	Explain the analysis and solution of application problems. **(CLO3)**	Use computer software to understand concepts and to explore and solve problems. **(CLO4)**
MATH 226 Discrete Math	Construct a logical proof. **(CLO3)**	Model and solve application problems appropriate to this course. **(CLO2)**	Demonstrate the mathematical skills appropriate to this course. **(CLO1)**		
MATH 285 Linear Algebra	Prove properties and theorems. **(CLO2)**		Demonstrate the mathematical skills appropriate to this course. **(CLO1)**		Use computer software to understand concepts and to explore and solve problems. **(CLO3)**

Poverty-Informed Educational Practices: Sample Department Goals

(Created by the Center for Transformative Learning)

The **3 pillars** of poverty-informed practice in higher education are:
Belonging, Basic Needs, and Just-In-Time-Supports (Dull). We are creating a welcoming, supportive, and resource-connected environment for ***all students***. **Everyone benefits. Access is for everyone.**

Each department is invited to identify **at least one goal** as a poverty-informed educational practice. Below are **examples** you can integrate into your discipline. These may spark other ideas as well. When drafting your goal, consider **how you'll measure progress** for the "End-of-Year Updates" column.

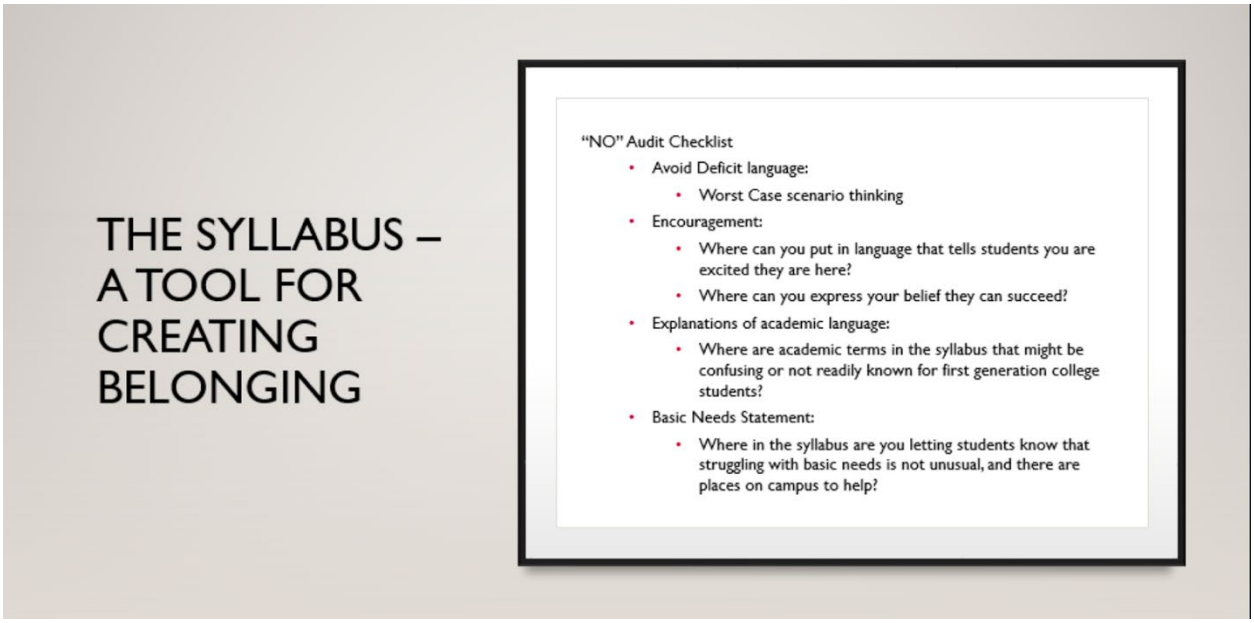
1. Addressing Basic Needs

Goal Examples:

- Ensure **all course syllabi** in the department include a basic needs statement and link to current campus/community resources. *(Metric: % of syllabi updated)*
- Coordinate a **resource awareness activity** (e.g., scavenger hunt, "learning lab selfie" visits) for students in at least one course per program. *(Metric: # of participating students)*
- Create and maintain a **one-page resource guide** for all department students. *(Metric: Guide updated annually and distributed to all sections)*

Why it matters: Connecting students to emergency aid, food, and housing resources improves academic outcomes and retention. It's not about having resources available; it's about building a student's capacity to ask for, and subsequently receive, the help they need.

- Dr. Chad Dull visited Brookdale spring of 2025. Below are his ideas for the **syllabus** from his powerpoint presentation**.** Here is a CHECKLIST developed for you for ease. LINK This CHECKLIST breaks down Dull's suggestions in digestible and actionable compounds, with *examples* on what these ideas look like.



2. Flexible & Inclusive Learning Environments

Goal Examples:

- Adopt **tiered/flexible deadlines** for at least one major assignment in every course. *(Metric: # of courses implementing flexible deadlines)*
- Provide **multiple assessment options** across all gateway courses; to demonstrate mastery. *(Metric: Types of assessments offered in each course)*
- Audit all department courses for **UDL principles** and ensure materials are accessible in at least two formats (text, audio, video). *(Metric: % of courses meeting UDL standard)*
- Pre-emptively anticipate and welcome **Alert Forms**. Clarify what these forms are and their purpose in supporting students. Because of stigma and access to care–Some students may need support but not have a diagnosis. Encourage a visit to Accessibility Services.

Why it matters: Universal Design for Learning improves engagement and learning outcomes for diverse student populations, including low-income and first-generation students. Poverty-informed practice is a way toward a UDL campus.

3. Supportive Classroom Climate

Goal Examples:

- Implement **regular check-ins** (verbal, digital, or anonymous) in all 100-level courses. *(Metric: # of check-ins conducted per semester)*

- Create **peer-support structures** (learning labs, study pods, student cohorts) in at least one course per program. This helps facilitate friendships too. *(Metric: Student feedback on peer-support effectiveness)*
- Incorporate **reflective learning activities** in at least two assignments per semester. Reflective learning means giving a student an opportunity to connect the content to their lived experience. *(Metric: # of reflective activities completed)*

Why it matters: A culture of belonging, respect, and validation is linked to higher retention and completion rates; recognizing prior experience increases engagement and self-directed learning.

4. Proactive Support Strategies

Goal Examples:

- Use an **early alert/progress report system** in at least 75% of courses. *(Metric: # of alerts submitted and follow-ups completed)*
- Standardize **student hours** messaging across all courses to be welcoming and clear. Change "Office Hours" to "Student Hours". Explain that this is time for a student. Take a step further and require one visit. *(Metric: % of syllabi and office door insignia with "student hours".)*
- Develop a **plain-language guide** for academic terms used in the department's courses. *(Metric: Guide created and distributed)*

Why it matters: Early alerts and proactive advising help address student challenges before they become barriers to success; strengths-based feedback improves motivation and persistence. Early alerts require a collaboration with Advising.

5. Adult Learner Support

Goal Examples:

- Launch an **adult learner peer network** within the department. *(Metric: # of participants and meetings held)*
- Integrate **recognition of prior learning** into course activities for at least one program. *(Metric: # of students receiving prior learning credit)*
- Offer at least one **flexible scheduling option** (evening, hybrid, weekend) per semester. *(Metric: # of flexible sections offered)*
- Consider your "child care statement and policy" (syllabus).

Why it matters: Adult learners thrive when prior experience is valued, learning is relevant, and schedules are accessible.