



Brookdale Community College

Governance: A Culture of Engagement and Outcomes

Middle States Self Study Report

EXECUTIVE SUMMARY

Introduction

In Spring 2005 Brookdale Community College began the process of reaccreditation when the President appointed two co-chairs and a Core committee to recommend a Self Study design, and to engage the College community in preparing a Self Study report. The Core committee determined that a Selected Topics approach would be the most effective way to demonstrate compliance with the Standards set forth in *Characteristics of Excellence*, and to utilize the document as a vehicle for self improvement.

Over the next two years, 14 committees and more than 150 individuals worked collaboratively to create the Document Roadmap and this Selected Topics Self Study. The process engaged the College community through discussions at Governance Forums, Faculty Days, staff meetings, and small group discussions. Every effort was made to encourage participation and input from all Brookdale constituencies.

Self Study Design

In the Self Study report, *Governance: A Culture of Engagement and Outcomes*, the College identified its assessment, planning, and decision making framework as the topics of emphasis. To develop and organize the report, the Core committee focused on the inclusiveness and effectiveness of Brookdale's planning process in support of the College Mission.

At the outset of the Self Study process, five key focus areas were identified for detailed review as follows: Educational Programming; Student Centeredness; Planning, Assessment, and Budget; Community Connectedness; and Employee Engagement. These focus areas were analyzed by committees made up of faculty, staff, and students. Within the strategic planning context, each committee began its analysis with the question central to the report: **“How does the College decision making process engage employees and the community in planning, assessment, budget, and evaluation to produce outstanding educational outcomes and sustain excellence into the future?”** (Brookdale Community College Self Study Design, 2005) The answers to that question provided the basis for this final report.

Strategic Planning Matrix

The Strategic Planning Matrix (Matrix) was a crucial element in selecting the five key focus areas and responding to the report’s central question. Built on the success of earlier Matrices, the Matrix articulates the mission-driven strategic themes that reflect, within a three year planning cycle, the overarching issues/themes confronting the institution. These themes have generally been limited to four, reflecting the major priorities of the Vision, Values, Mission, and Goals; and are represented on the horizontal plane of the Matrix in prioritized order, left to right. They are intended to address all aspects of Brookdale as a comprehensive community college, such as enrollment growth, curriculum change, organizational development, and community connectivity. On the vertical plan underneath each theme are listed strategic, and occasionally tactical, objectives. Separate “cells” are ordered hierarchically, from top to bottom. The objectives in each cell, developed through an inclusive and collegial process, results in a Matrix that crosses all organizational lines and enables everyone to identify with their place in the overall strategic direction of the institution.

Detail from Matrix 2006

Strategic Themes for Three Year Planning Cycle 2003-2006			
I. Manage Growth and Maximize Opportunity	II. Ensure a Quality, Integrated, Learning	III. Align Strategic Initiatives w/Local & Regional Needs	IV. “One Brookdale” as the Center of the Community
Annual Goals and Strategies for 2005-2006: Year Three			
<u>I. Manage Strategic Enrollment Growth & Revenue Development</u>	<u>II. Focus on Institutional Effectiveness & Accountability</u>	<u>III. Sustained Development of Academic and Community Development</u>	<u>IV. Align Organizational, Physical, and Human Resources</u>
(A) Manage upward trend in enrollment & retention. - Maximize FTE and minimize time-to-degree, in high demand courses/programs and all Basic Skills areas -Integrate HEC’s into all aspects of enrollment management -Examine developing a Weekend College -Fully integrate student intake services at all sites. -Sustain Lincroft enrollment and quality standards during NAS renovations; successfully complete renovation	(A) Complete institutional assessment portfolio: -Complete plan for Middle States Self Study -Conduct mission audit/examination and validation (post 2000) -Implement student learning outcome plans -Engage Governance in self study tasks -Conduct Campus Climate Survey	(A) Coordinate & communicate transitions in institutional leadership: -Engage faculty & staff in ‘visioning’ for the future; particularly branch campuses, joint ventures and the Communiversity -Maintain a market-driven response to developing credit & non-credit curriculum	(A) Engage College community to shape & maximize organizational -Define and modify as appropriate, roles of VP’s, Deans, Division Chairs, Dept Chairs, and administrative roles in ESO and supporting units -Examine options to recognize high performers -Recruit & retain to build greater student, faculty & staff diversity -Develop a “mentoring/intern” leadership development program

Findings from the Document Roadmap

Committee work on the Document Roadmap resulted in a suggestion that the College develop a formal and standardized procedure for reviewing and updating regulations and policies. The President's office reviewed all policies and regulations over Summer 2007 and has begun to develop a formal review process. The Summary Certification Report and Suggestions of the Generalist Evaluators stated that the College demonstrated compliance with all nine Standards addressed in the Document Roadmap.

Findings from the Selected Topics Self Study

Chapter 1 of the Selected Topics Self Study fully demonstrates Brookdale's compliance with Standard 2, *Planning, Resource Allocation, and Institutional Renewal*, and Standard 3, *Institutional Resources*. The Chapter thoroughly describes the mechanisms for participatory planning and decision making at Brookdale including the Strategic Planning Matrix, Institutional Effectiveness Plan, and a variety of College Master Plans. Outstanding issues include communication; consistency of assessment processes and outcomes; and addressing confusion between strategic and tactical planning, particularly related to Matrix development.

Chapter 2 details the role of the Board of Trustees in decision making and also provides a definition and overview of the College Governance system. Chapter 2 demonstrates Brookdale's compliance with Standard 3, *Institutional Resources*, and Standard 4, *Leadership and Governance*, and clearly shows solid engagement through external and internal governance structures in assessment, planning, and institutional renewal. It recognizes the uneasiness of some members of the College with the changes anticipated in the transition from an academic, faculty-based Division Chairs to administrative, Academic Division Deans. In addition, areas needing further attention include participation in College Governance, diversity concerns, and clearer communication of assessment outcomes.

Chapter 3 illustrates how Brookdale assesses student learning and the services that support student learning. This chapter focuses on Brookdale's compliance with Standard 7, *Institutional Assessment*, and Standard 14, *Assessment of Student Learning*. This chapter provides specific examples of assessment projects and student learning outcomes, and details the array of assessment data available at the College. Suggestions include continuing to strengthen the student learning outcomes process, particularly in the area of faculty support; and developing

a more consistent mechanism to monitor and communicate institutional effectiveness. It also points to a need to improve student satisfaction with student development services, especially in the area of advisement.

Conclusion

Brookdale's Self Study has provided insight into, and a comprehensive overview of, the College's strategic planning and decision making process and outcomes assessment initiatives. The report also documents the effectiveness with which the College engages all constituencies in an effort to achieve institutional goals.

This report, and the suggestions imbedded throughout, provide a valuable framework for the future. Brookdale has made significant progress and continues to strive to improve and advance towards fulfillment of the College Mission.

INTRODUCTION

The Monmouth County Board of Chosen Freeholders established Brookdale Community College, the County College of Monmouth, as an open-admission community college in Lincroft, New Jersey, in 1967. The first classes at Brookdale were offered in 1969, and the Middle States Association Commission on Higher Education accredited the College in 1972. Accreditation was reaffirmed in 1979, 1989, and 1998.

Founded as an institution with a student-centered philosophy, Brookdale has always been an innovative and dynamic educational institution. In 1969, faculty served as facilitators or guides of student learning; classrooms and offices were in an open-space environment, and grades were non-punitive. The innovative environment extended to faculty and management as well, cultivating an intimate, collegial atmosphere where risk-taking was encouraged and collaboration was the norm.

From its inception, Brookdale has been committed to collegial decision-making and participation in governance of all constituent groups of the College. In relation to assessment, the College instituted a concept of accountability by defining outcomes, differentiating processes, and evaluating results for all undertakings. This full cycle of evaluation was one of the founding traditions that defined the College's cultural norms.

The College's commitment to institutional planning and renewal, to a collegial culture of assessment and continual improvement, and to careful stewardship of its facilities, finances, technological, human, and other resources has advanced the institution greatly over the past 40 years. It is in the past 10 years that the elements that contributed so significantly to the College's early successes have become even more integrated resulting in the College's current dynamic culture of engagement and outcomes.

In 2007, Brookdale Community College is a two-campus system that includes the main campus in Lincroft, the Western Monmouth Branch Campus in Freehold, four Higher Education Centers distributed throughout Monmouth County – Eastern Monmouth (Neptune), Northern Monmouth (Hazlet), Long Branch, and Wall Township – and a field station on Sandy Hook, a National Park. The College offers the AAS, AA, AS, and AFA degrees in 36 programs, 25 credit certificate programs, and non-credit classes in many areas of personal and professional interest. Brookdale provides local access to baccalaureate and master's degree education through Brookdale's New Jersey Coastal Communiversitry, a post-associate degree partnership

with Rutgers, the State University of New Jersey, Georgian Court University, New Jersey City University, New Jersey Institute of Technology, and Montclair State University. Most NJCC classes are offered at the College's Wall Township Higher Education Center with the exception of the Brookdale-Rutgers partnership which is offered at the Western Monmouth Branch Campus, and an MBA program offered through Montclair State University at the Lincroft campus. Demand for Brookdale's services is high, with enrollment increasing at the Lincroft and Western Monmouth campuses and all Higher Education Centers. Total enrollment has grown 18.7 percent between Fall 1996 and Fall 2006 from 11,858 students to 14,085, with a change in student demographics to younger students. In Fall 1996, 42 percent of the students were under 22 years of age. The average age of the student was 28 years old. In Fall 2006, 57.6 percent of the total enrollment was under 22 years of age, and the average age was 25 (Exhibit I.1).

In addition to the changing student population, the College has experienced a transformation in faculty and senior administrative leadership. Of the College's 261 full-time faculty, 116 (46 percent) have been hired since 1996. The two most senior administrators reporting to the President – the Executive Vice President for Educational Services and the Executive Vice President for Administration, Operations, and Information Technology Services – were both appointed within the past five years.

In the decade since the last Middle States re-accreditation review (Exhibit I.2), Brookdale has grown in credit and non-credit enrollment, developed innovative academic offerings, strengthened revenue-generating activities, and made significant technology and facilities investments through the successful linkage of planning, assessment, and resource allocation. It is in this context of change, coupled with a deep respect for the College's rich history that provides the framework for this Self Study.

Brookdale's Self Study Process

Overview

Brookdale's collegial planning and decision-making framework has been the basis for the College's selected topics Self Study. The College chose to assess the premise that all Brookdale constituents are empowered to influence decisions; that planning is collaborative and inclusive;

and that resources are allocated thoughtfully and deliberately, in alignment with the Vision, Values, Mission, and Goals Statement (Appendix I.1) of the College.

The Self Study focuses substantially on the following *Characteristics of Excellence* Standards (Exhibit I.3), integral to the institution, that relate most closely to collegial decision-making, strategic planning, assessment processes, and outcomes:

- Standard 2: *Planning, Resource Allocation, and Institutional Renewal*
- Standard 3: *Institutional Resources*
- Standard 4: *Leadership and Governance*
- Standard 7: *Institutional Assessment*
- Standard 14: *Assessment of Student Learning*

Document Only Review

The College's Document Roadmap, created to demonstrate compliance with the remaining accreditation standards, was reviewed by a Visiting Team concurrent with the Team Chair's preliminary visit to the College on October 24-26, 2007. The Document Roadmap was conceptualized and crafted by Brookdale's Middle States Core committee (Appendix I.2) and nine "Document Only" committees (Appendix I.3) comprised of faculty and staff. The following standards were addressed in the Document Roadmap:

- Standard 1: *Mission, Goals, and Objectives*
- Standard 5: *Administration*
- Standard 6: *Integrity*
- Standard 8: *Student Admissions and Retention*
- Standard 9: *Student Support Services*
- Standard 10: *Faculty*
- Standard 11: *Educational Offerings*
- Standard 12: *General Education*
- Standard 13: *Related Educational Activities*

The Summary Certification Report (Appendix I.4) issued by the Generalist Evaluators on November 5, 2007, stated that Brookdale's documentation demonstrated compliance with all nine standards.

Selected Topics Self Study

The Core committee surmised that the nature of a selected topics report did not lend itself to addressing the Standards in order. Brookdale's Self Study focuses on the themes of decision making, engagement, and outcomes in an organizational flow designed to generally correspond to the five standards selected for review.

The first chapter of the Self Study report, Chapter 1, focuses on the process of planning and decision-making at the College. This chapter explains the evolution of the Vision, Values, Mission, and Goals Statement and how they provide a context for all strategic master plans, budgets, program and curriculum development, and assessment and evaluation activities. Chapter One discusses the planning, assessment, and budgeting process and demonstrates Brookdale's compliance principally with Standard 2, *Planning, Resource Allocation, and Institutional Renewal*, and Standard 3, *Institutional Resources*.

Chapter 2 of the Self Study continues the description of the application of resources and details the engagement of the Trustees, administration, faculty, staff, students, and community in the planning process. This chapter illustrates the opportunity and mechanisms available for all constituents to be involved in decision making, demonstrates appropriate leadership in the decision-making process, and provides information about professional development opportunities and resources for faculty and staff to learn about planning. Chapter 2 demonstrates Brookdale's compliance primarily with Standard 3, *Institutional Resources*, and Standard 4, *Leadership and Governance*.

Chapter 3 of the Self Study provides specific examples of the use of the assessment and decision-making processes to define, measure, and improve student learning outcomes and institutional effectiveness. The chapter also discusses the array of assessment data available to facilitate effective decision making. Chapter 3 focuses on compliance with Standard 7, *Institutional Assessment*, and Standard 14, *Assessment of Student Learning*.

While clearly a more complex and challenging design, the College chose a selected topics model with forethought and purpose. Brookdale's Self Study is designed to assess, enhance, and improve an already strong and established planning and decision-making process in order to support institutional renewal and remain true to the College Vision, Values, Mission, and Goals.

Preparation of the Self Study

Brookdale's Self Study process began in May 2005. The President, after consulting with the Board of Trustees (Appendix I.5), appointed co-chairs and established an 11-member Core committee which immediately began preparing for the 2008 Middle States Institutional Self Study. The Core committee is co-chaired by a faculty member and an administrator. The Core committee includes the chairs of the 1998 Self Study, both Executive Vice Presidents, the

Executive Director of Planning, Assessment, and Research, the Director of Institutional Research and Evaluation, the Executive Assistant to the President, the Assistant to the Executive Vice President for Educational Services, and the Chair of the Educational Services committee of the Board of Trustees. The Core committee was charged by the President with selecting a Self Study model that would most effectively examine the progress and challenges Brookdale has experienced since the previous Self Study in 1997-1998 (Exhibit I.2) and Periodic Review Report in 2003 (Appendix I.6). A secondary charge was to provide guidance to the College community throughout the Self Study process.

Early Core discussions centered on developing a selected topics theme. After a review centered on the Vision, Values, Mission, and Goals Statement, previous Self Study documents, and College research data, the committee identified five focus areas as integral to the fulfillment of Brookdale's Vision, Values, Mission, and Goals: Educational Programming; Student Centeredness; Planning, Assessment and Budget; Community Connectedness; and Employee Engagement. The Core committee selected **Governance: A Culture of Engagement and Outcomes** as a theme uniting these five focus areas and one key question to be addressed throughout the Self Study: **“How does the College decision-making process engage employees and the community in planning, assessment, budget, and evaluation to produce outstanding educational outcomes and sustain excellence into the future?”**

In Summer 2005, the Core committee began identifying chairs and co-chairs for each of the focus areas, and developing charge questions for each of the committees. Through discussions with a wide variety of academic leaders, faculty, administrators, and staff, and an open invitation to the College community, a pool of candidates was established. Focus Area committees (Appendix I.7) were selected based on leadership, ability to foster teamwork, knowledge of the College, writing skills, and the ability to think strategically and maintain objectivity. The Core committee, co-chairs of the nine Document Only committees, and the co-chairs of each Focus Area committee comprise the Self Study Steering committee (Appendix I.8).

Each focus area was examined by one of the committees. The committees provided an assessment of the efficacy of the College's decision-making process along with documented evidence of congruence with the Middle States Standards identified for the purposes of the selected topic Self Study process: Standard 2, *Planning, Resource Allocation, and Institutional*

Renewal; Standard 3, *Institutional Resources*; Standard 4, *Leadership and Governance*; Standard 7, *Institutional Assessment*; and Standard 14, *Assessment of Student Learning*.

A concern that surfaced throughout the Self Study process was the significant level of confusion with the distinction between “governance,” defined as the full range and scope of decision making, and “Brookdale Governance,” the College’s constitutionally formed, and membership-based collegial process. To avoid confusion, this final report maintains its focus on governance by emphasizing the connections between decision making, the College’s planning processes, and the active involvement of all constituencies.

The committees met over the course of the 2005-2006 academic year, submitting periodic draft reports. Throughout the 2006-2007 and 2007-2008 academic years the five committee reports were incorporated into the ensuing drafts of a single Self Study document. These Self Study drafts were reviewed by the five Focus Area committees, the Core and Steering committees – and at various stages – the College community, which includes the Board of Trustees.

Throughout the revision process, input was solicited and updates were presented to the faculty, administration, and staff of the College through a series of presidential and Governance Forums and in division, department, and individual meetings. The Core committee and the Co-Chairs made reports to the Board of Trustees’ Educational Services committee, and the Board of Trustees. The member of the Board of Trustees who served on the Core committee updated the Board monthly in their workshop meetings. The culmination of this extensive collegial dialogue is this final, selected topic Self Study report.

As Brookdale simultaneously prepares this Self Study and celebrates its 40th anniversary, the College is focused on planning for the future in an increasingly complex and challenging environment. To address these challenges, planning and renewal at Brookdale must be a continuous and College-wide process that reflects the richness and diversity of Brookdale and unites the College in fulfilling its Vision, Values, Mission, and Goals.

CHAPTER 1: PLANNING AND DECISION-MAKING

Standard 2 of the *Characteristics of Excellence in Higher Education* (C.E.) states:

The willingness to seek improved approaches, determine the efficacy of something previously untried, test hypotheses, and resist complacency is a sign of institutional vigor. An accredited institution uses the results of planning and assessment to maintain, support and improve its programs and services (C.E., 2006, p. 4).

Brookdale's decision-making process exemplifies this statement.

Chapter 1 of this Self Study examines the context and processes of planning to determine whether decisions are made based on the Vision, Values, Mission, and Goals Statement, and are appropriately used to maintain, support, and improve services and programs. Through review of the Planning, Assessment, and Budget process, this chapter demonstrates Brookdale's compliance with Standard 2, *Planning, Resource Allocation, and Institutional Renewal*, and Standard 3, *Institutional Resources*.

Participatory Planning and Decision Making

Vision, Values, Mission, and Goals

In 2000, a College-wide committee was charged with facilitating an examination of the College's 1992 Mission Statement to make it more accurately reflect the College in the 21st century. Open dialogue throughout the College, focus groups, and guided discussions open to staff and students led the Board of Trustees to approve of a Vision, Values, Mission, and Goals Statement in June 2001.

The document affirmed the core academic, lifelong learning, open-access, and economic development aspects of the mission, recognized the need to offer services at a wide variety of locations, and highlighted the importance of the College's role in providing access to post-associate degree learning opportunities through collaborations with other education providers.

The Vision, Values, Mission, and Goals Statement articulates the value placed on innovation and creativity to ensure the currency of experience for all students engaged in the pursuit of learning and personal development. The Vision, Values, Mission, and Goals provide the context through which all planning and decision making takes place within the College.

Levels of Decision Making and Communication

An appreciation of the inclusive College-wide planning and assessment process includes an understanding of the mechanisms for planning, the constituencies involved in decision making, and the linkages between the two. At Brookdale, decision making is vested in many participants including community, State and County government, the Board of Trustees, the President, the Senior Executive Leadership Team (SELT), the President's Cabinet, Division Chairs, faculty, administration, staff, students, and the collegial Governance system (Appendix 1.1).

The Board of Trustees sets policies for the College and ensures compliance with the Mission of the institution. The President, in concert with SELT – the Executive Vice President for Educational Services, the Executive Vice President for Administration, Operations, and Information Technology Services, and the Executive Assistant to the President – and the President's Cabinet, are responsible for providing leadership, carrying out organizational processes, and communicating the direction set by the Board to the College community and other constituencies for discussion, input, and implementation. In addition to the members of SELT, the President's Cabinet includes the Vice President of Business and Finance; Vice President of Outreach, Business, and Community Development; Vice President for Governmental and Community Relations; Dean of Human Resources; Dean of Enrollment Development and Student Affairs; Dean of Academic Affairs; Dean of the Communiversities/Higher Education Centers; and the Executive Director of Marketing. The Confidential Assistant to the Cabinet/Board of Trustees takes minutes for all meetings. Minutes are distributed to attendees and posted on the College Intranet.

Throughout the College, communication, discussion and input take place in a variety of ways. In the Educational Services Division, immediately before the start of the Fall and Spring semesters, there are Faculty Day programs, hosted by the President and Executive Vice President for Educational Services, to present State-of-the-College discussions and to brief the College on important initiatives. In September, the Executive Vice President for Educational Services widely distributes a year-long calendar of meetings with Division and Department Chairs, faculty, and administrators within the division (Appendix 1.2). In turn, the Deans, Division Chairs, and administrators meet with their staff to share information and promote discussion.

Similar dialogue takes place in the Administration, Operations, and Information Technology Services Division where the Executive Vice President meets bi-weekly with all of his direct reports and his senior administrators. In the Executive Division, in addition to weekly Cabinet meetings, the President meets regularly with staff in Human Resources, Business and Finance, Governmental Relations and Resource Development, Planning, Assessment, and Research, and the Marketing departments.

These regular meetings at all levels empower and encourage faculty, administrators, and staff to identify their needs and recommend strategies for improvement. This chain of communication throughout the institution ensures, as noted in the Fundamental Elements of Standard 2, “planning and improvement processes that are clearly communicated,” and “provide for constituent participation...” (C.E., p. 6).

Community Connectedness

Community, County, and State input is facilitated through several offices including the President’s office and the offices of Governmental and Community Relations; Marketing; and Outreach, Business, and Community Development. Activities to reach community partners encompass membership in professional organizations, community initiatives, and legislative relationships. Academic advisory committees (Appendix 1.3), established to lend guidance to educational program development, are coordinated through the academic divisions and the Office of Academic Affairs.

The College’s leadership is committed to extending Brookdale’s relationships with external stakeholders, including area high schools, four-year colleges and universities, federal, State, and elected officials and agencies, and corporate, nonprofit and residential neighbors. The President and many faculty and staff have assumed visible external leadership roles and activities in public and private organizations locally and nationwide. Productive, collaborative relationships are vital to Brookdale’s success in accomplishing its strategic goals, maximizing resources, and meeting its community-centered mission. Effective partnerships with businesses, for example, are necessary to provide adequate opportunities for internships and/or cooperative education placement (Exhibit 1.1) in which students get real-life experiences in their chosen profession. Community Needs Assessments (Exhibit 1.2) are conducted through the Office of Planning, Assessment, and Research (PAR) approximately every 18 months to assess current and

predictive information on a State and local level. This information, and additional data provided by PAR, is used to support planning initiatives responsive to Monmouth County and broader community needs.

College Governance

A vital link in communication is participation in the College Governance which provides a vehicle for all members of the College to discuss and debate issues and contribute to the decision making process (Appendix 1.4). All members of the College community are “members” of Governance and may participate in committee meetings and in the Governance Forum, a bi-monthly meeting where pertinent issues are discussed and debated in an open forum. For those unable to attend, Forums are broadcast on the Lincroft and Western Monmouth campuses and at all Higher Education Centers.

More than 250 faculty, staff, and students serve on either College-wide committees (Appendix 1.5) or one of the seven standing committees of Governance (Appendix 1.6), which meet twice a month and accomplish most of the work undertaken by Governance each year. All of this is managed by a Steering committee (Appendix 1.7) comprised of a Chair, Vice-Chair, and elected members from each constituency. All students can take part in College Forums and student representatives on the standing committees are voting members along with the faculty, staff, and administrators. The Governance system is discussed in detail in Chapter 2.

Planning Framework

Connecting Planning to College Mission

At Brookdale, an inclusive and integrated planning process allows all constituencies to participate in decision making. To strengthen that process, in December 1999, the President authored a White Paper, *Millennium Planning; A Context for Strategic Initiative* (Appendix 1.8). An important distinction between the planning process outlined in the Millennium Planning White Paper and earlier planning guidelines was the emphasis placed on the Mission and a shared vision for the institution. The White Paper stressed that the College strategic plans must work in concert, that planning is reinforced as an on-going process, that there is an expectation of participation from all the constituencies, and that planning must reflect assessment findings.

The Millennium Strategic Planning and Review, Diagram 1.1, was developed in 1999 to present a clear, visual depiction of the key elements of the plan. It notes the centrality of the

Mission, the importance of assessment and analysis of internal and external data and information, and the generation of planning documents. The outer rim of the diagram illustrates the individual relationship to specific strategic plans. Collectively, the diagram depicts the integration among all the plans and constituencies. The diagram, although very useful at the time to illustrate the integration of the planning process, has not been updated to reflect current organizational structure and for the most part has been replaced by the Institutional Effectiveness Model.

Diagram 1.1

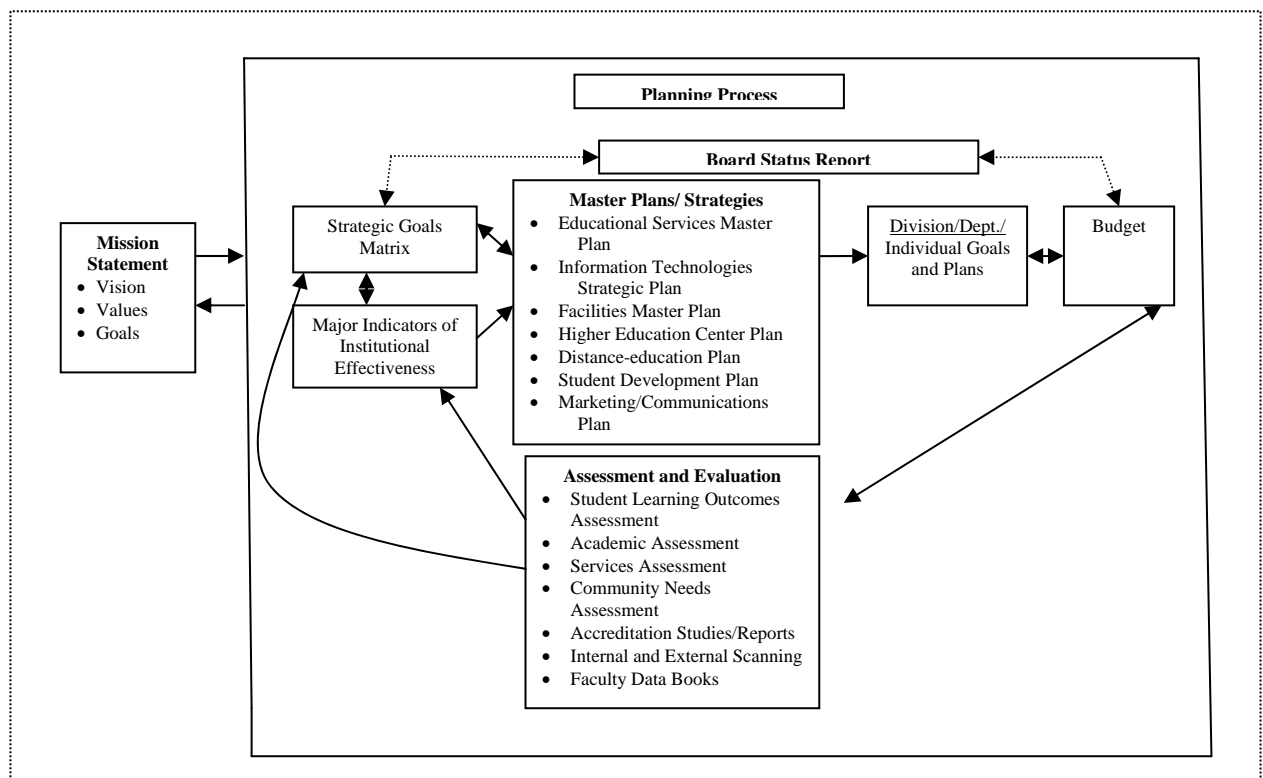


Institutional Effectiveness Plan

The Institutional Effectiveness Plan (IEP) (Appendix 1.9), more fully described in Chapter 3, defines a consistent, integrated, college-wide process designed to connect planning and resource allocation to the assessment of student learning and the services that support student learning. Components of the IEP include: Strategic Plans, Academic Assessment, and Service Assessment. The IEP was revised in Spring 2007 to articulate the relationship among all the components of the planning process.

The Institutional Effectiveness Model, Diagram 2.1, is a graphic illustration of the IEP that shows the integration and flow of the Institutional Effectiveness Plan, outlining the various components of Brookdale’s planning and assessment process. Like the Millennium planning diagram, it starts by highlighting the central role of the Mission. The Model demonstrates the deliberate connection and relationship between the College’s major plans, academic and non-academic assessment, the Major Indicators of Institutional Effectiveness (Appendix 1.10), budget development, and division, department, and staff goals. The Model highlights what Standard 2 describes as the need for, “appropriate relationships among institutional, operational and unit level goals” (C.E., p. 5), and incorporates assessment and evaluation as an integral part of the cycle.

**Diagram 2.1
Institutional Effectiveness Model**



Strategic Planning Matrix

The Strategic Planning Matrix was introduced to the College by President Burnham in 1991-1992. It is a comprehensive framework for institutional planning that, as Standard 2 articulates, provides a “disciplined, coordinated, systematic, and sustained effort to achieve the institution’s mission and goals...” (C.E., p. 4).

Referred to by the College community as “the Matrix,” it is a snapshot that illustrates College priorities. As opposed to a one-dimensional list, the Matrix is arranged in a horizontal and vertical plane to focus attention on the integration and relationship of priorities. The Matrix begins with the establishment of strategic themes over a three-year planning cycle. Themes for the 2006-2009 timeframe include: I. Strategic Management of Growth, II. Curriculum and Student Development, III. Organizational and Leadership Development, and IV. Connecting to the Community (Exhibit 1.3).

The broad three-year themes form the foundation for the development and prioritization of annual strategic themes and tactical goals through an open and collegial process. These annual goals flow from the College’s master plans, most notably the Educational Services Master Plan, and serve as a basis for departmental planning, budget requests, and development of unit and staff goals. The most current Matrix draft follows.

MATRIX 2008 – revised Summer 2007 – draft 13

I. Growth in a Challenging Environment	II. Planning for Change in Curriculum & Student Development	III. Making Change Happen in Organizational & Leadership Development	IV. Connecting One Brookdale to the Community
<p>A. Focus enrollment goals to ensure fiscal stability while maximizing access to College programs, facilities & services:</p> <ol style="list-style-type: none"> 1. Develop enrollment projections & course scheduling based on program & course level trends (e.g. Data Books). 2. Increase high school dual-enrollment partnerships & assist high schools in linking high school graduation & College entry competencies. 3. Increase Communiversities programs & partnerships & implement dual admit agreements to expand baccalaureate access; fully integrate the Communiversities into all college planning, programs, services & marketing. 4. Fully occupy new Bayshore and Neptune sites. 	<p>A. Integrate & implement ESMP, ITSP & FMP* at all Brookdale locations, with focus on quality outcomes, long term needs, data analysis & decision-making processes for academic services:</p> <ol style="list-style-type: none"> 1. Maintain and expand opportunities in teaching & curricular excellence. 2. Support expansion of successful & dynamic learning environments & delivery options by acting on priorities as outlined in ESMP & ITSP: <ol style="list-style-type: none"> a. Enhance teaching & learning b. Foster new curriculum development and curriculum renewal with focus on Gen Ed & Core Competencies. c. Expand distance-education opportunities d. Support decentralization e. Enhance technology access & utilization f. Guide facilities development g. Review & update Emergency Management Plan. h. Integrate the Brookdale Network i. Encourage collaboration internally & externally j. Promote student development and communicate student successes. k. Expand international scope of curriculum/programs. 3. Focus on program student learning outcomes as assessment of all levels of SLO continues. 	<p>A. Develop & support strong institutional engagement & leadership development:</p> <ol style="list-style-type: none"> 1. Finalize organization of Educational Services management; complete search for 12 month Academic Division Deans.. 2. Continue to emphasize and communicate leadership role of Governance in discussion and consensus building for new & continuing initiatives. 3. Promote best practices for recruitment & selection of highly qualified & diverse workforce, including adjunct faculty. 4. Increase pool of qualified adjunct faculty with enhanced focus on mentoring. 5. Increase opportunities for student involvement, College service, & leadership; expand Experiential Learning, particularly Career Services as cited in Graduate Follow Up Survey 2005. 6. Promote leadership development in concert with succession planning. 7. Facilitate Diversity Council’s transition to Governance standing committee. 	<p>A. Strengthen relationship with County of Monmouth and secondary schools through proactive advocacy and enhanced participation in initiatives.</p> <ol style="list-style-type: none"> 1. Expand business & industry, and economic development initiatives; continue to develop credit & non-credit programming for high-demand occupations. 2. Aggressively participate in efforts to secure re-use of Fort Monmouth. 3. Strengthen partnership w/Monmouth County Vocational School District, particularly the magnet high schools. 4. Expand faculty to faculty linkages with K-12 and senior institutions. 5. Conduct a comprehensive Community Needs Assessment in concert with County economic development needs. 6. Revitalize Urban Services.

I. Growth in a Challenging Environment	II. Planning for Change in Curriculum & Student Development	III. Making Change Happen in Organizational & Leadership Development	IV. Connecting One Brookdale to the Community
<p>B. Enhance existing & aggressively seek new revenue while managing/controlling expenses:</p> <ol style="list-style-type: none"> 1. Identify “success metrics” for use in academic, administrative financial planning (R.O.I.). 2. Complete operational/ re-engineering initiatives to ensure \$1 million reduction in operating budget. 3. Continue implementation of FMP 2015 priorities, particularly Collins Arena; AutoTech; Brookdale Administrative Center, & renovations in Long Branch & Western Monmouth. Develop comprehensive capital funding plan for facility improvements. 4. Implement plan for aggressive, focused resource development in Grants & Foundation to increase scholarships. 5. Increase revenue from Auxiliary Services. 6. Implement energy saving initiatives & green campus strategies. 7. Expand “proprietary” initiatives appropriate to the College mission and marketplace. 	<p>B. Be fully prepared for the visit of the Middle States Accreditation Team in Spring 2008:</p> <ol style="list-style-type: none"> 1. Guarantee full engagement of campus community through review of Self Study. 2. Implement priority recommendations of the BCC Middle States Self Study; integrate efforts through Governance as appropriate. 3. Fully commit to a culture of assessment: communicate and act on the findings of assessment efforts. 	<p>B. Sustain high quality, innovative teaching & learning through ongoing professional development of faculty, administrators & staff:</p> <ol style="list-style-type: none"> 1. Continue to implement & strengthen programs designed to engage all employees in providing excellent service to internal & external constituencies. 2. Expand recognition of performance excellence. 3. Expand faculty professional development for on-line course development, management & delivery. 4. Expand supervisory skills through professional development. 5. Expand competencies of faculty & staff in the use of analysis & data for decision making, planning and budgeting. 6. Define standards for professional growth and development of <u>all</u> organized levels. 	<p>B. Continue to maximize collaboration among divisions & departments.</p> <ol style="list-style-type: none"> 1. Continue growth initiatives based on collaborations between credit & non-credit initiatives. 2. Maintain an effective, “One Brookdale” approach to multi-location environments. 3. Implement Middle States Branch Campus requirements for Western Monmouth.
<p>C. Respond to marketplace demands & anticipate changing demographics of student body:</p> <ol style="list-style-type: none"> 1. Fully implement new General Education regulation to improve transfer of courses/programs; widely communicate impact to community. 2. Assess student expectations & develop plan to increase non-traditional students. 3. Evaluate student transportation alternatives. 4. Develop and implement a Career Transition Center to serve non-traditional students transitioning to new careers. 5. Continue focus on Basic Skills analysis of enrollments and outcomes. 	<p>C. Continue innovations & improvements in Student Development & Student Services:</p> <ol style="list-style-type: none"> 1. Determine process and timeline for comprehensive review of Student Development Model; initiate. 2. Assist new students assimilate to College; instill responsibility for learning process/progress. 3. Develop an interdisciplinary approach to integrating learning in Student Life. 4. Expand new technologies – web, wireless & classroom – to improve student access & services, particularly those cited in the Graduate Follow Up Survey 2005. 5. Fully implement Student Success Centers at each Higher Education Center and Branch Campus. 	<p>C. Advocate, strengthen and optimize organizational learning & development:</p> <ol style="list-style-type: none"> 1. Assess best practices in organizational development focusing on consensus building, teamwork, open & effective communication and respectful behavior. 2. Determine need for campus Ethics committee to address ethical behavior questions, institutional integrity & issues related to the Code of Ethics; ensure definitive policies & regulations governing practices. 3. Identify opportunities and implement changes to work systems (organizational restructuring, job restructuring, or process improvement) to achieve greater efficiency & meet re-engineering goals. 	<p>C. Strengthen Internal & External Communication & Image Enhancement</p> <ol style="list-style-type: none"> 1. Implement internal communication regulation; assess & modify as appropriate; continue to build College web site to serve decision maker & student access to current information & research. 2. Assess marketing/promotion initiatives to ensure consistent application of Brookdale ‘brand’. 3. Engage entire community in celebration of Brookdale’s 40th Anniversary.

Matrix Development: Participation

The depth and breadth of inclusive planning and decision making is evident by noting the broad level of participation in the Matrix development. The active and enthusiastic involvement throughout the College community in the Matrix process vividly demonstrates the context of Standard 2 that, “The planning process is a coordinated effort that involves representatives of all affected parts of the institution...” (C.E., p. 5).

The Board of Trustees sets the direction of the Matrix by defining key issues over a three-to-five-year period. The President and Cabinet then synthesize these issues into the thematic classification from which Matrix Strategies flow. This draft Matrix is shared with the Institutional Planning and Effectiveness committee (IPEC), one of the College Governance standing committees. IPEC – comprised of 25 faculty, staff, administrators, and students – reviews data provided from the office of Institutional Research, modifies the draft Matrix, and shares the draft with the College community at a Governance Forum. Changes are brought back to the Cabinet for feedback, review, and final approval. The Matrix enables units and individuals to develop and organize their initiatives and activities and to prioritize the deployment of resources; the Matrix also provides faculty, administration, and staff with an overview of the College strategic plan for the coming year.

Matrix Development: Timing

Fine-tuning the planning cycle of the Matrix is an evolving process and illustrative of collegial involvement and input in critical decisions. In 2005, a significant change took place in Matrix development to make it a timelier tool for planning and budgeting purposes. Previously, the Matrix was not finalized until well after the budget process had ended. Led by IPEC, revisions to the Matrix preparation calendar now call for a nearly completed document a year prior to the budget cycle. Departments are now engaged in discussion of initiatives approximately 18 months prior to implementation. With earlier development of the Matrix, budget allocations can be better prioritized by Matrix relevancy which helps meet the Standard 2 expectation that, "...the planning process also aims to promote coordination of resources, prioritization of goals based on resources available, and resolution of resource conflicts or insufficient resources" (C.E., p. 5).

A practical example of this change occurred when the Fiscal Year 2008 Matrix was introduced to the College community by IPEC at the May 2006 Forum (Exhibit 1.4) Feedback was received at the Forum and additionally through academic departments during end-of-year faculty meetings in May. IPEC worked during early summer to finalize its recommendations to the President. During the summer, the President and Cabinet further refined the strategic goals in the Matrix. In September 2006, the Matrix was used by faculty and staff for the creation of departmental plans and budget requests for Fiscal Year 2008. The nearly finalized 2008

Strategic Planning Matrix was brought again to the College community at a Governance Forum. Changes were highlighted and further input, such as a revision of Basic Skills requirements, was received and incorporated. The Board of Trustees approved Matrix 2008 at a Board meeting on October 19, 2006 (Exhibit 1.5).

This typical dynamic of Matrix development results in a collaborative document. Reflecting the input of many different perspectives, at all levels of the institution, the Matrix often contains strategic goals, what should be done, as well as tactical goals, how something should be done. To ensure a strategic focus, the College needs to continually reinforce the difference between strategic and tactical goal planning. The development and implementation of Matrix-related tactical goals are the responsibility of the divisions and departments who also establish the measures for assessing Matrix outcomes.

Matrix Reporting

In compliance with the fundamental element expectation calling for, “the assignment of responsibility for improvements and assurance of accountability” (C.E., p. 7), Matrix outcomes are reported twice a year through the President’s Cabinet and IPEC, and candid assessment of progress on initiatives is noted. Based on these assessments, strategic goals often evolve from one Matrix to the next for on-going action and improvement. A sequence of verbs – “address,” “strengthen,” “assess,” “revise” – in successive matrices or “develop a plan” followed by “implement plan” identify the status of an initiative, and indicate planning continuity and the inclusion of assessment in the process. Additionally, goals may be altered in their prioritization, illustrating the dynamic nature of the Matrix (Exhibit 1.6).

Example:

Matrix 2005 Goal	Matrix 2006 Goal	Matrix 2007 Goal
C. Pursue integration of credit and non-credit initiatives.	B.1. Develop a plan for enhanced joint credit and non-credit initiatives (ESMP III).	B.2. Continue growth initiatives based on collaboration between credit and non-credit initiatives.

College Master Plans

In addition to the Matrix development, representatives from departments throughout the College work together to develop a series of strategic master plans designed to achieve the overall institutional Vision, Values, Mission, and Goals. The Institutional Effectiveness Plan

identifies the Matrix and four other major strategic plans that drive programs and services and provide a foundation for effective decision making: the Educational Services Master Plan, the Facilities Master Plan, the Information Technologies Strategic Plan, and the Marketing/Communication Plan. Beyond plans specifically identified in the IEP, the Five Year Financial Plan and the Branch Campus/Higher Education Center Plan play an integral part in planning.

Educational Services Master Plan (ESMP)

The Educational Services Master Plan 2010 sets the College's educational direction and outlines associated strategies and tactics, consistent with the description in Standard 2 encouraging the "planning and implementation of intentionally designed objectives or strategies – programs, services and initiatives – to achieve the missions and goals" (C.E., p. 5). As the document most closely linked to the academic mission of the institution, the ESMP provides much of the context for the Facilities Master Plan, the Information Technologies Strategic Plan, and the Marketing/Communication Plan. The ESMP is revised periodically with the involvement of a wide array of faculty and staff from academic and student service departments and other College divisions.

ESMP Evolution

In Fall 2005, under the direction of the Executive Vice President for Educational Services, the Educational Services Division began the process of developing a new Educational Services Master Plan. Based on a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, guiding principles inter-related to the Matrix strategic themes were developed for the "*ESMP 2010: Sustaining Excellence for the Future.*" The new ESMP addresses the challenges anticipated over the next three-to-five years with specific goals and strategies.

In the Spring semester 2006, faculty and administrative "leads" were assigned to guide the development of the specific chapters of the ESMP; the chapters were based on critical issues identified by the Division Chairs and the Executive Vice President and included: Articulation and Mission Differentiation; Assessment; Brookdale Network; Collaboration between Non-Credit and Credit; Curriculum; Decentralization; Distance-Education; Dual Enrollment; Experiential Learning/International Center; Facilities; Instruction; Scheduling; Student Life and Activities/Counseling; and Technology. Each lead conducted interviews with constituents

whose work and interests aligned with that specific chapter. The leads and the Executive Vice President for Educational Services gave presentations and solicited comments at faculty meetings, Cabinet meetings, Board committee meetings, staff meetings, roundtable discussions, and Governance Forums regarding their progress and the issues that were surfacing. In early Fall 2006, the College community, via the Governance Forum, endorsed the final draft of the ESMP 2010, and it was sent to the Brookdale Board of Trustees for approval (Exhibit 1.7). The resulting ESMP 2010 is a comprehensive document that details initiatives, drives resource allocation, and facilities development; it will guide the future direction of Educational Services for the next three-to-five years.

ESMP 2010 Phase I Outcomes

As a result of the broad base of participation formulating ESMP 2010, there is a good understanding of, and strong commitment to, its goals among the constituencies responsible for its implementation. The “record of institutional and unit improvement efforts and their results” (C.E., p. 7) called for in Standard 2 is clear in outcomes reported in ESMP 2010, Phase I 2006-2007 (Appendix 1.11). These include strengthened educational programming through the addition of new programs in Digital Animation and 3D Design, and Health Information Technology; review and revision of General Education curriculum; wireless Internet zones expanded on the Lincroft campus; addition of four new computer classrooms; a podcasting initiative; dual enrollment increase of 15 percent at participating high schools; and Student Success Centers established at the Western Monmouth Branch Campus and all Higher Education Centers.

Departmental Planning

While the Matrix and ESMP outline institutional priorities and perspectives over an expanded timeframe, unit or departmental plans are proposed to develop and execute goals on an annual basis in the varied context of divisions and departments. These goals reinforce the Standard 2 expectation that unit goals are clearly linked to mission and institutional goals, based on assessment results and drive planning at the unit level. Each academic and service department at Brookdale is expected to develop an annual departmental plan that is directly linked to the various master plans and to the Matrix.

Academic Departmental Plans

The starting point for annual academic departmental plans (Appendix 1.12) is the Faculty Day held just prior to the start of the Fall semester. Each Faculty Day begins with broad updates on College directions and priorities including a review of the priorities of the ESMP. With an eye toward “best practices,” faculty members in various disciplines are asked to present examples of successful program planning with an emphasis on assessment. Faculty then meet individually to complete a two-step task. Based on assessment data, they review and finalize their departmental plans for the coming year which they have developed in draft form the year before. Then, building on that draft, faculty develop departmental plans for the next year.

To aid in their planning, the Executive Vice President provides faculty with Data Books which include information about enrollment, grade distributions, graduation data, retention, and relevant survey data provided through the Office of Planning, Assessment, and Research. These data drive department plans, provide evidence of accomplishment of departmental goals, and support resource allocation. This process reinforces many critical elements of Standard 2 such as development of

goals and objectives...for individual units that are clearly stated, reflect conclusions drawn from assessment results, and are used for planning and resource allocation at the ...unit levels; planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results; and periodic assessment of the effectiveness of planning, resource allocation and institutional renewal processes (C.E., p. 6).

The format of the academic departmental plans moves from the mission-focused Matrix, to departmental goals, to strategies to achieve those goals. The plans are reviewed mid-semester through reports to the Dean of Academic Affairs (Exhibit 1.8) and are completed in May with the submission of an annual assessment report (Exhibit 1.9).

An example of an Academic Department Plan follows (Chart 1):

Chart 1

Matrix Theme – Topic	Department Goal	Strategy Ideas
<p>I & IV Growth and Community</p> <p>Enrollment</p>	<ul style="list-style-type: none"> ▪ Increase enrollment in math courses at the HECs throughout the year to match the growth rate at the College. ▪ Increase the enrollment in the General Education math courses: MATH 131, MATH 136, and MATH 145 by at least 5 percent. ▪ Increase the number of students in MATH 015 and MATH 136 who use the Math Lab. Baseline data will be developed this year. Comparison data will be collected next year. 	<ul style="list-style-type: none"> ▪ Work with the staff of each of the HECs to develop a full schedule of math courses for each center in the fall, spring, and summer semesters. ▪ Work with the staff of the HECs to develop location specific adjunct orientations. ▪ Work to standardize the staffing of Math Lab service at all HECs. ▪ Increase the number of course-specific workshops sponsored through the Math Lab (and introduce skills-specific workshops, such as test taking skills, graphing calculator, etc.). ▪ Sponsor “open houses” in October and February for students to learn about services in their department. ▪ Try strategies to integrate the Math Lab into the classes by having learning assistants visit classes to explain what the Math Lab can do; having instructors spend office time in the Math Lab; and monitoring student use of the Math Lab.
<p>II & IV Curriculum and Student Development and Community (Program Outcomes)</p> <p>Retention/ Graduation Rates</p>	<ul style="list-style-type: none"> ▪ Increase the number of math majors/graduates and students interested in taking higher level math classes. Further information is needed about the current status of the math major population. 	<ul style="list-style-type: none"> ▪ Sponsor the Student Math League. ▪ Contact the math majors about joining a student club or group, having a faculty or learning assistant mentor or receiving information about mathematics, in general. ▪ Develop and maintain a webpage and PowerPoint presentation with video for majors. ▪ Research and publicize information about scholarships and careers in mathematics. ▪ Attend College Open Houses. ▪ Sponsor WEST (Women in Engineering, Science and Technology) meetings with speakers and career information.
<p>II & IV Curriculum and Student Development and Community (Program Outcomes)</p> <p>Completion Rates</p>	<ul style="list-style-type: none"> ▪ Improve the completion rate in MATH 025 by 5% points. ▪ Improve the completion rate in MATH 131 by 5% points. 	<ul style="list-style-type: none"> ▪ Investigate new homework and review strategies for MATH 025. ▪ Develop labs for MATH 022 and MATH 025, incorporating the use of technology. ▪ Offer review sessions for tests in MATH 131. ▪ Increase Math Lab support for labs in MATH 131. ▪ Review the curriculum in MATH 131 and make appropriate revisions.

Matrix Theme – Topic	Department Goal	Strategy Ideas
<p>II & IV Curriculum and Student Development and Community (Program Outcomes)</p> <p>Student Satisfaction</p>	<ul style="list-style-type: none"> ▪ Determine the satisfaction rate (at least 75 percent satisfied) with the supplements developed by the department for calculus (MATH 171, 172 and 173). 	<ul style="list-style-type: none"> ▪ Survey the students in MATH 171, 172 and 273 about their response to the course supplements.
<p>(Student Learning Outcomes)</p> <p>Assessment</p> <ul style="list-style-type: none"> ▪ Syllabi review ▪ Discipline project ▪ Program learning outcome review ▪ Identify Core Competencies ▪ Certificate learning outcomes 	<ul style="list-style-type: none"> ▪ Continue department assessment projects following the College guidelines. ▪ Review program learning outcomes and Core Competencies. 	<ul style="list-style-type: none"> ▪ Continue with department course assessment: 022, 035, 161, 176 and 273. ▪ Assess the lab portion of MATH 015. ▪ Review follow-ups to assessments for courses evaluated in the past. ▪ Review all course syllabi for needed updates regarding Core Competencies, learning outcomes, etc.
<p>Customized Departmental Goals</p>	<ul style="list-style-type: none"> ▪ Develop, enhance and improve web pages for more of our courses. ▪ Mentor <u>all</u> new faculty and faculty new to a course, as is our current practice. ▪ Provide instructor guidelines and other instructional materials for at least 90 percent of our 26 courses. ▪ Increase the number of courses that use on-line and/or web resources as learning technology within the course by 20 percent. ▪ Collaborate with other departments on campus to provide students with new learning experiences. 	<ul style="list-style-type: none"> ▪ In Spring 2007, we will have a new computer lab that can be scheduled for class meetings. The room was designed specifically with MATH 015 labs and certain topics in MATH 136 in mind. Faculty will develop curriculum using computer resources for these two courses. ▪ Evaluate uses of a variety of computerized assessments and activities in a variety of our courses (e.g. MATH 011, 012, 015, and 131) as a method to increase student success. ▪ Develop projects with departments in the Science/Technologies Division.

Matrix Theme – Topic	Department Goal	Strategy Ideas
III Organizational and Leadership Development III Organizational and Leadership Development	<ul style="list-style-type: none"> ▪ Continue to make professional contributions to the College and to professional mathematics and mathematics education organizations. 	<ul style="list-style-type: none"> ▪ Every position on College committees available to the department will be filled. Department representatives will attend College meetings and join in planning of new College and department initiatives. ▪ More than half of the department members will attend and/or present at professional meetings outside of the College. ▪ Math faculty will serve on many Middle States committees.
Course Management Software Training	<ul style="list-style-type: none"> ▪ Participate actively in initiatives sponsored by the TLC. 	<ul style="list-style-type: none"> ▪ At least 50 percent of the Math faculty will attend a TLC training session or other course management training.

Facilities Master Plan (FMP)

An integral part of the Institutional Effectiveness Plan, the Facilities Master Plan (Appendix 1.13) is a significant element of the Standard 3 goal that, “the decision-making process for allocating assets should be connected to the institutional planning process” (C.E., p. 9). Utilizing data from research such as the Community Needs Assessment (Exhibit I.1), Student Satisfaction Inventory (Exhibit 1.10), and Labor Market Assessments (Exhibit 1.11), the FMP is designed to audit and evaluate the College’s current physical assets, define future needs over a specified period, and make recommendations for renovation and new construction based on the institution’s pedagogical needs, facility condition, and growth in enrollment. In concert with the ESMP and Instructional Technology Strategic Plan, the FMP demonstrates the Standard 3 fundamental element calling for “an educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation” (C.E., p. 10).

Formal facilities master planning began in 1991 with the creation of the Facilities Master Plan: Vision 2000 (Exhibit 1.12). Updated in 1994 (Exhibit 1.13), the plan resulted in forecasting for, and construction of, Larrison Hall, the Warner Student Life Center, a new Police Station and Mail/Receiving Center, as well as major renovations of the Bankier Library, the academic “Megastructure” (a series of inter-connected buildings), the Performing Arts Center, the

Brookdale Administrative Center, and the science labs. In 2003, the FMP II: 2015 process began. Unveiled in February 2004, FMP II led to the renovation to the Natural and Applied Sciences building, renamed Main Academic South and the consolidation of most student services into the Counseling, Admissions, and Registration building. A variety of funding sources have been used to address Brookdale's facility needs, among them a Library Endowment campaign, County bonds, New Jersey State bonds (Chapter 12), and operating and contingency funds.

The Facilities Master Plan 2015, a collaborative and inclusive endeavor, identifies institutional renewal initiatives such as facility and infrastructure needs and establishes priorities. Utilizing a life-cycle planning approach, FMP 2015 provides an assessment of current and future renewal requirements for each campus and Higher Education Center, addresses support and maintenance systems for new and existing infrastructure, and uses data and forecasting models to validate space and staff needs as well as predicting enrollment and capacity issues. The FMP reflects core pedagogical principles stated in ESMP 2010 including classroom configurations and the inclusion of "student success centers" incorporated into the designs of the Branch Campus and all Higher Education Centers. These actions support the fundamental elements in Standard 3 calling for, "strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals," and, "rational and consistent policies and procedures in place to determine allocation of assets" (C.E., p. 10).

The College's history of long-range facilities planning, coupled with five-year financial planning, enabled Brookdale to fund more than \$150 million in building, construction, and renovations over the past 10 years, and led to an A+ Rating from the three major financial ratings institutions. This rating allowed Brookdale to sell Non Profit bonds at a very favorable interest rate through the Monmouth County Improvement Authority, and to ultimately self-finance the construction of the Warner Student Life Center and to purchase the Western Monmouth Branch Campus facility.

Information Technologies Strategic Plan (ITSP)

The Information Technologies Strategic Plan (Appendix 1.14) provides a conceptual framework for technology planning. Consistent with the Standard 2 context that, "effective institutional planning begins with the academic plans, which informs the other plans," and that, "all plans should be interrelated" (C.E., p. 5-6), the ITSP, in concert with the ESMP, directs the

implementation of state-of-the-art information technology in all of the student, faculty, and administrative areas of the College, and is expected to be revised periodically. Central to this planning process is the Information Technology Advisory Council (ITAC) (Appendix 1.15), which is comprised of representatives from all areas of the institution, including faculty and staff representing all administrative divisions. The ITAC, chaired by the Executive Director of Information Technologies, assists in the identification of technology needs and issues, and the development and revision of the ITSP. A sub-group of ITAC includes members of a Technology Users Group (TUG) (Appendix 1.16) who help prioritize on-going technology initiatives.

The 1998 ITSP (Exhibit 1.14) articulated core elements of Brookdale's technology planning. The focus on these elements continued through 2003 with emphasis on the application and utilization as it focused on five themes: Instructional Technology, E-Brookdale, Organizational Development, Colleague (the College's integrated database), and Staff Development and Training. Many outcomes are evident as a result of the Institutional Technology Strategic Plan. To enhance instructional technology and support E-Brookdale initiatives, the College researched and purchased a new learning management system to enhance interaction among instructors and students. Additionally, significant enhancements and upgrades have been added to Colleague, the College's integrated database, including on-line registration; an on-line payment option; and connection to an on-line admission application. The College is committed to improving and enhancing technology as a tool to support student learning. A draft version of ITSP III (Appendix 1.17) was developed over the 2006-2007 academic year and will undergo review by the College community in 2007-2008.

The Five Year Financial Plan

The Five Year Financial Plan (Appendix 1.18), which is reviewed annually, ensures that the College budget is adequate to provide the necessary resources to meet Matrix priorities. This is consistent with the *Characteristics of Excellence* Standard that the budget process should be aligned with institutional planning (C.E., p. 10). Brookdale's Five Year Financial Plan helps ensure that decisions regarding enrollment, tuition pricing, and negotiations of wages and benefits, key drivers of the College's financial performance, are made with an understanding of their implications over a multi-year planning period. The plan reports enrollment trends annually

assessed; State appropriations each semester; County support reflecting a reasonably balanced set of assumptions regarding contributions; and a reasonable estimate of expenditures.

Development of the model's funding assumptions has been a highly collaborative process with significant input from Monmouth County advisors in the Freeholder's Office. Once approved by the Board of Trustees each year, the budget is used to track financial performance throughout the year.

Financial Planning

In developing the Five Year Financial Plan, the Vice President of Business and Finance works closely with the President, the Executive Vice Presidents, and the Finance committee of the Board of Trustees (Appendix 1.19) to establish a budget that is responsible and congruent with the Mission and needs of the College. The Plan is reviewed in context of the Matrix, ESMP, and initiatives outlined in the FMP and ITSP and ultimately sent to the full Board of Trustees for approval. After Board approval, the Monmouth County Board of School Estimate, a statutorily created body in New Jersey which determines each County's appropriate tax contribution to support its community college, approves the budget, effectively locking in annual County support. In addition, as called for in Standard 3 (C.E., p. 10), an annual audit of the College's accounts, financial transactions, and student enrollment is conducted by a certified public, independent audit firm; the College has always obtained unqualified audit opinions, containing no instance of material weaknesses or ineffective internal controls (Appendix 1.20).

The College Board of Trustees and President plan for tuition increases as part of the Five Year Financial Plan (Exhibit 1.15). Through the financial planning and budgeting process, Brookdale has maintained a reasonable tuition base which is critical to keeping pace with inflation and creating support for on-going investment in human and facility resources.

Effective linkage of strategic planning, implementation, and resource allocation is dependent on annual budgeting and long-term financial forecasting. Brookdale has a well established process to ensure fiscal solvency and appropriate support for all units within the institution. Two of the most telling outcomes of this process, as noted earlier, are the consistently unqualified audit opinion and the College's exemplary Bond rating. Beginning with the Five Year Financial Plan and unfolding to individual unit budgets, mechanisms are in place to provide appropriate "...institutional resources to support the institution's mission and

outcomes expectations” (C.E., p. 10), as noted in Standard 3. Brookdale’s budget development process provides an opportunity for academic and administrative departments to request additional resources to implement strategic and department goals.

Departmental Budget Planning

On the department level the cycle begins in September with future-year planning. The President, in his September State-of-the-College address, specifically mentions the major initiatives of the academic year Matrix. The Executive Vice Presidents and Vice Presidents follow up with their divisions highlighting how these initiatives relate to planning within their respective areas. Resource allocation is based on an assumption of flat funding for non-human resources spending. Incremental resources which are requested are prioritized per their relation to the Matrix and Strategic Plan priorities.

As noted earlier, in the Educational Services division, prior year budgets are assessed based on established department plans which are connected to the ESMP and Matrix. All units review the annual reports that they completed at the end of the previous academic year as well as their Data Books providing unit-specific information on enrollment, retention, completion, and graduation data for the previous five years. The process continues at the divisional level as each area determines its incremental and critical needs following submission of requests by directors, Department Chairs, and Deans. A collegial process takes place where each academic area presents its staffing, operating, and capital needs along with data to support the request (information on enrollment trends, student credit hours, number of full-time and adjunct faculty, class size, etc.) to a “panel” of their peers in open budget hearings. This inclusive process highlights Standard 3’s recognition of “rational and consistent policies and procedures in place to determine allocation of assets;” and “an allocation approach that ensures adequate faculty, staff and administration to support the institution’s mission and outcomes expectations” (C.E., p. 10).

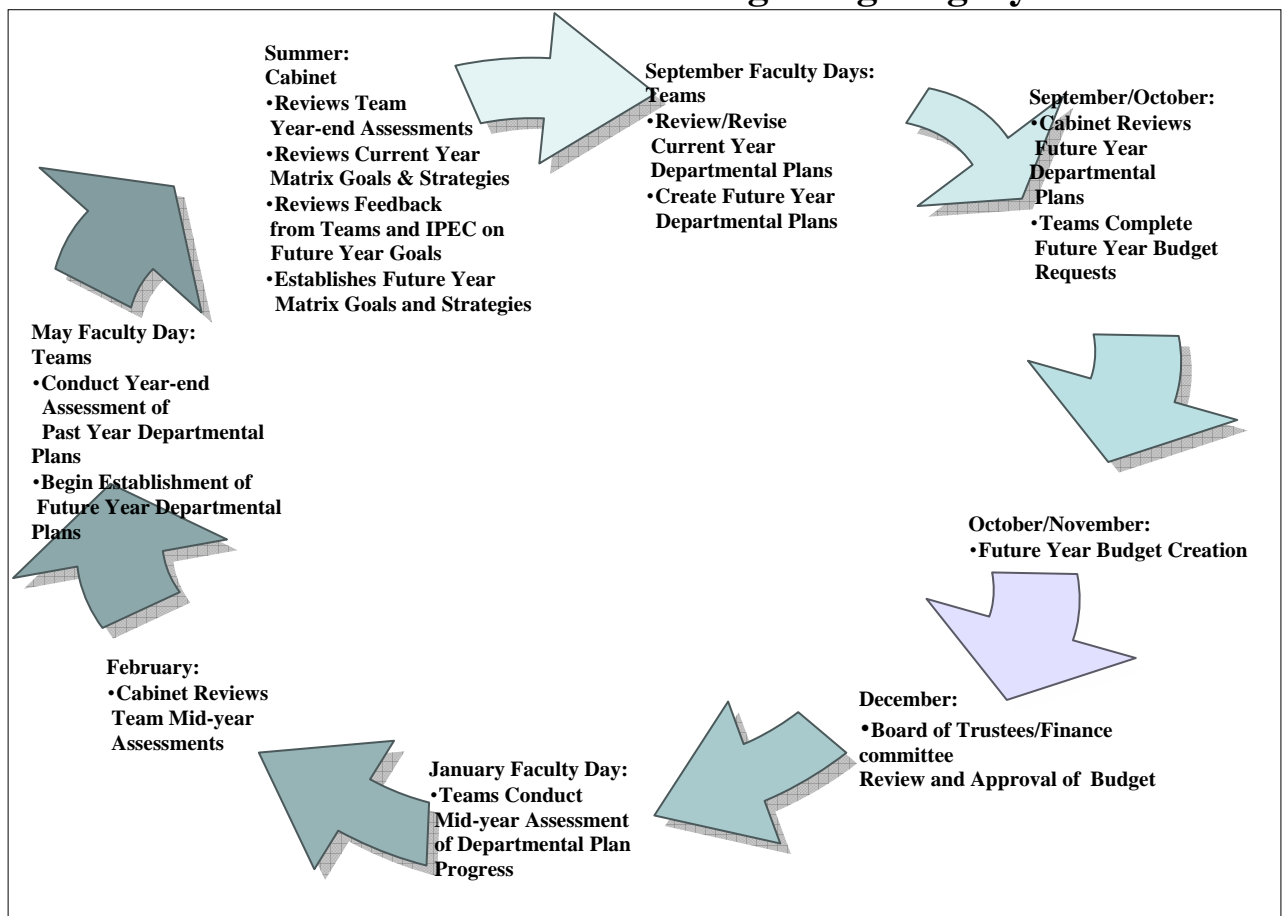
The budgeting and allocation discussion is then moved to the Senior Executive Leadership Team, and then to the President’s Cabinet as part of a very deliberate and collaborative decision-making process. Approved expenses are included in the financial forecast (Exhibit 1.16) provided to the Board of Trustees as part of its tuition pricing decision making in November/December each year.

Non-academic departments follow a similar process linking their budget requests to the Matrix and to the College Vision, Values, Mission, and Goals. Non-academic units also receive information and data from a variety of sources such as student survey results, census data, and environmental scans. Non-academic units must also demonstrate how their requests are connected to the College’s strategic goals and applicable master plans.

Budget development is illustrative of how the Matrix, master plans, and assessment findings are linked to resource allocation. It is during the budget development process that units are expected to demonstrate how their requests relate to and advance the College’s strategic goals and master plans.

The following diagram illustrates the appropriately aligned assessment/planning/budget cycle.

Brookdale Assessment/Planning/Budgeting Cycle



Marketing/Communications Plan

The Marketing/Communications Plan (Appendix 1.21) is revised annually by the Office of College Relations. The plan includes publications to convey timely schedule information to members of the Monmouth County community. Press releases, advertisements, and story pitches promote a variety of activities and programs through electronic and print media, from new academic programs to featured speakers and artists. Primarily, the Marketing/Communication Plan provides mechanisms to initiate, support, and supplement communication, and input is regularly solicited from, and shared with, the constituents most affected.

To further ensure participation in the plan's development, a representative group from all sectors of the College known as the Marketing User's Group (MUG) (Appendix 1.22) meets on a bi-weekly basis to share information. Members are included from all College constituencies in an effort to combine resources and leverage internal and external assets. Approximately 25 students, faculty, and staff are regular participants at MUG meetings, and close to 150 students and employees are on the MUG mailing list.

Communicating the Planning Process

Governance Forums, Presidential forums, Executive Vice Presidential meetings, Faculty Days, and town hall meetings have proven successful mechanisms for communicating planning and implementation progress, and have helped to build greater confidence, accountability, and engagement in the process throughout the College community. These meetings, held throughout the Fall and Spring semesters, inform students, faculty, and staff about the development of the strategic plans, Matrix, and occasional emergency issues such as changes required by State legislation to the General Education Regulation. They also provide an opportunity to share the impact of these initiatives and exchange ideas on such things as recruitment, retention, student satisfaction, institutional image, and academic stature, among others.

The President's State-of-the-College address, given at the start of each semester to faculty and staff, also provides an opportunity to apprise the College community about planning and implementation progress. For instance, the President's September 2006 address (Exhibit 1.17) included an update of the 2008 Middle States process, a summary of the Spellings Commission's charge, and information about the Fall 2006 enrollment that alerted the College community to a trend of increased numbers of new students but a leveling off of the number of

returning students indicating a need to focus on retention efforts. The President's address also included information about State aid and State fiscal issues that had the potential to increase the College's reliance on tuition and enrollment growth. Contract settlements were presented, construction was highlighted, and personnel and reporting changes were communicated. Dr. Burnham informed the college community of new articulation agreements covering 42 programs and allowing joint/dual admission with Georgian Court University. Supplementing these communication efforts, a wide variety of presentations were made by the President or the Executive Vice President for Educational Services to academic Department Chairs, the College's collective bargaining associations, and the alumni association. Participants were encouraged to contact the President or any member of the Cabinet by phone or e-mail to clarify points or get more information.

Not all communication is conducted in person; there are several additional methods to provide relevant information to the College community. The President's addresses, and all major presentations, are summarized in the *Inside Track* and/or the *Brookdalian*, two in-house publications disseminated regularly throughout the year, and posted on the College web site, to faculty, staff, students, alumni, and friends of the College. Another communication practice is the distribution of College-wide e-mail or voice-mail messages.

In 2005-2006, the College Life committee of College Governance evaluated the efficacy of current methods of communication (Appendix 1.23). The committee found a perception among faculty and staff that some administrative decisions were not widely known, and the impact on specific units not fully anticipated. In response, the committee issued a series of guidelines (Exhibit 1.18) that included employee accountability to access information through a variety of communication vehicles available, institutional responsibility to ensure that information affecting employees is communicated in a timely manner, and an initiative to improve the most frequently used forms of communication such as phone mail and the College web site. One specific outcome has been a review and revision of the College web site which was finalized in September 2007. As Brookdale continues the implementation and assessment phase of its planning framework, it will be important to assess and adjust communication strategies accordingly.

The Branch Campus/Higher Education Center (BC/HECs) Plan

The Branch Campus/Higher Education Center Plan (Appendix 1.24) describes the strategies for decentralization and growth as Brookdale evolves from a single to a multi-campus institution. The plan is largely integrated into the ESMP and FMP. Together with the Matrix, these documents provide the framework in which discussion and effective decision making takes place; they are reviewed more thoroughly in Chapter 3.

Adaptable Planning

While planning is the basis of effective budgeting, it is critical that the College be adequately prepared to deal with all contingencies. A good example of Brookdale's culture of adaptive decision making in the budget process was evident when newly elected Governor Corzine announced a dramatic change in funding to the State's higher-education institutions. On March 21, 2006, the Governor announced steps to address the State budget crisis, which included an estimated loss of nearly \$1.5 million of State aid to Brookdale. An emergency meeting of the Board of Trustees was called; following discussion with the Board of Trustees and Cabinet, the President called for a special College-wide Forum and authored a memo (Appendix 1.25) sent to the entire College community to discuss the impact of the budget shortfall. In this memo, the President emphasized that "The Mission and Strategic Planning Matrix will guide our actions in addressing this extraordinary fiscal shortfall, just as they have guided the College's development."

Based on those guiding principles and a sound fiscal base, the College was able to quickly develop a comprehensive strategy that would best serve the students, continue to move the institution forward in a positive direction, and maintain financial stability. Some of the measures were short-term such as a temporary freeze on travel and vacant positions, including deferring two faculty hires for the Western Monmouth Branch Campus. Others were permanent, such as the elimination of open positions where there was conviction that re-engineering would allow for the change with minimal disruption to service. The College also began an intense scrutiny of energy utilization for potential long-term savings.

Ultimately, through a concerted effort of the State's public higher-education community and the support of many legislative delegations, many of the funding cuts were restored. While disruptive, the process was also rewarding in that Brookdale was able to respond quickly and

effectively. Fundamental guiding principles, a planning process that immediately and clearly defined College priorities and the inclusion of the College community in the discussion and decision-making process, aligned to address a difficult situation in a positive manner.

Institutional Renewal

Brookdale's strategic planning has resulted in significant renewal over the past 10 years. Through the effective linkage of strategic planning, implementation, and resource allocation, Brookdale has continued to build enrollment, develop innovative new academic offerings, and significantly strengthen the technology infrastructure. The College has also evolved into a multi-campus institution and has completed major renovations at the Lincroft and Western Monmouth campuses, as well as a variety of construction and renovation projects at all the Higher Education Centers.

Each of the strategic plans over the past decade resulted from dialogue and involvement at all levels of the College community. Consistent with the context of Standards 2 and 3, they have outlined detailed goals and strategies within each of the above areas, ensuring that investments in financial and personnel resources were appropriately and strategically managed. Investments in academic and student-life facilities strengthened enrollment management efforts, as did investments in marketing and student-support services. With the most recent ESMP, development and implementation of a more coordinated process for planning new academic programs helped ensure the appropriate funding for program quality and innovation.

Several of Brookdale's recent facility initiatives reflect the strong ties between strategic planning and resource allocation. An excellent example is the purchase and renovation of the Western Monmouth Higher Education Center (now a Branch Campus) and the construction of the Warner Student Life Center on the Lincroft Campus: both funded through an innovative combination of bond funds and operating capital. These priorities were identified early in the strategic planning process anticipating enrollment growth in the traditional age student, and an expanding population in the Western Monmouth area of the County.

The incorporation of planning at all levels, and the dynamic involvement of so many people in every step of the process, exemplifies the best of Brookdale Community College. The commitment to use assessment data to drive purposeful resource allocations, ensure a sound

fiscal base, and provide the human, facility and technological needs of its students clearly speaks to the fulfillment of Standards 2 and 3.

STRENGTHS

- The many facets of the planning processes at the institutional level engage the College community and include analysis of community needs. The highly participatory nature of the various plans and the development and implementation of the Matrix, and the high degree of communication to the College community has ensured the commitment of the College to Brookdale's continual renewal.
- Positive operating results of the past 10 years have been the direct result of more effective enrollment management, careful budgeting and cost-control measures consistent with the Matrix priorities. This has contributed to a positive financial position and the ability to quickly react to contingency situations, and has resulted in a variety of strategic investments in academic and student life programs and services, as well as in facilities and technology.
- The strategic plans are widely viewed by the College as having resulted from an inclusive, collegial process, and together with the Matrix, clearly define the institutional priorities.

CHALLENGES

- This in-depth examination of the process has led the committee to recommend efforts to simplify the documentation of the planning process, linking assessment and outcomes.
- The College community would benefit from a greater understanding of the differences between strategic and tactical planning, particularly in Matrix development.
- A comprehensive internal communications plan should be established and implemented using a variety of formats and strategies. The College would benefit from an examination of the incongruence between the expansion of communication vehicles and the perception from some that decisions are not widely disseminated. The plan should ensure that all division/department heads communicate directly within their divisions about assessment and implementation efforts taking place throughout the College.

CHAPTER 2: ENGAGEMENT

Standard 4 of the *Characteristics of Excellence* states, “The primary goal of governance is to enable an educational entity to realize fully its stated mission and goals and to achieve these in the most effective and efficient manner that benefits the institution and its students” (C.E., p. 12). The second chapter of this Self Study continues to discuss the application of resources and details the engagement of the Board of Trustees, faculty, administration, staff, students, and the community in the College’s planning activities and elaborates on Brookdale’s leadership structure and inclusive decision making processes. Chapter 2 reinforces Brookdale’s compliance with Standard 3, *Institutional Resources*, and demonstrates fulfillment of Standard 4, *Leadership and Governance*.

Nowhere is the uniqueness of higher-education in general, and Brookdale Community College specifically, more evident than the opportunity for shared governance. As noted earlier, a deliberate effort was made in 1991, with the development of the Strategic Planning Matrix, to move from the more centralized nature of previous planning efforts to one that was broad-based, contributing to greater engagement throughout the institution. For the first time, faculty and staff had the opportunity to play a meaningful and active role in College-wide strategic planning.

This high degree of engagement has extended beyond the Matrix to the planning and implementation of all Strategic Plans – the ESMP, the FMP, ITSP, Marketing, and BC/HEC plans. In addition, through the use of surveys and focus groups, consultation with colleagues, College Forums, Faculty Days, and other discussions throughout the year, many faculty and staff are engaged beyond those who serve as formal members of the planning and Governance committees.

Board of Trustees

Board Responsibilities

Effective planning requires clear and concise direction, and in the broadest sense, the Board of Trustees is responsible for establishing the parameters under which the College operates (Appendix 2.1). The composition, by-laws, and the tangible role the Board plays provide explicit evidence of the Standard 4 context and many of the specific fundamental elements in Standard 4, *Leadership and Governance*.

The Board of Trustees consists of 12 Monmouth County citizens. The County Superintendent of Schools serves ex-officio by virtue of the office. Eight members of the Board are appointed by the Monmouth County Board of Chosen Freeholders, and two members are appointed by the New Jersey Governor for three-year terms (Appendix 2.2). One alumni member, the Graduate Trustee, serves a one-year appointment after election by each graduating class. The Graduate Trustee was recently given voting rights when the Governor amended the higher-education statute to permit the Board to decide whether to grant the graduate member the right to vote; Brookdale's Board unanimously approved the measure. Through their committee structure (Executive, Finance, Technology, Educational Services, Human Resources, Policy, and Buildings and Grounds), the Board provides input and guidance to the College's leadership team to ensure student learning and institutional effectiveness.

Directly responsible to the citizens of Monmouth County and the State of New Jersey, the Board operates under by-laws that clearly define duties and responsibilities, delineate a code of ethics (Appendix 2.3) and conflict of interest statement, establish an organizational structure including the Chair and Vice Chair positions elected from the Board membership, and assign responsibilities to the President as Chief Executive Officer. The Board appoints the President and Executive Staff, and approves all hires at the College. The Board meets monthly in both workshop and public sessions. Quarterly workshop meetings are also scheduled (Exhibit 2.1), and two annual retreats are held that include a variety of assessment activities (Exhibit 2.2). All new Board members participate in a comprehensive orientation (Exhibit 2.3). Over the years, the diversity and commitment of the Board have helped them convey the College Mission and provide appropriate policy leadership and direction.

Board of Trustee Engagement

Since Dr. Burnham's arrival in 1991, the Board of Trustees has played a much larger, and integral role in the development of all "visioning" and strategic planning documents as compared with previous planning efforts. While earlier plans were approved by the Board, status reports were never provided, and none directly involved Trustees in their development. Over the past 10 years, the Board has been actively engaged in future year visioning, strategic plan development, and review of outcomes documents as recommended in Standard 4 (C.E., p. 12).

Twice yearly the Board of Trustees meets in extended retreats (day and a half in length) to review issues and provide context for the Matrix development. Additionally, Board quarterly meetings are built into the Board schedule. These meetings are focused, and Board briefings are prepared and distributed in advance and posted on the Board Intranet. The material is shared and discussed with Cabinet members prior to the meetings, and a comprehensive debriefing is held afterwards.

The Board meets monthly and is regularly updated on implementation efforts. Board briefings on topical and strategic matters are routinely prepared for Board review. Cabinet members attend the workshop meeting of the Board, leading and joining discussions as appropriate.

Board of Trustees Decision Making

Consistent with the responsibilities noted in Standard 4, in the past 10 years, the Board has approved over \$25 million in bond applications, monitored \$150 million in facilities improvements, presided over changes in curriculum, authored a Code of Ethics, and forecast the enrollment growth that led to the decentralization and the establishment of the Branch Campus. Under the President's leadership, the institution's rapid growth was anticipated, planned for, and changes to address the growth were strategically well managed.

One example of the response to growth, and an illustration of the College's commitment to meeting community needs, can be seen in the Board's deliberation and decision regarding the Nursing Program. Based on labor-market analysis, and senior staff's representation on several hospital Boards, the College became aware of a critical nursing shortage in Monmouth County and beyond. Student enrollment in Brookdale's Nursing Program was already at a maximum within existing resources.

Considering all of the ramifications, the Board decided to invest in expanding the Nursing Program (Exhibit 2.4). The decision impacted the proposed renovation of the Natural and Applied Science building and future staffing needs. The outcome has been increased enrollment in the Nursing Program and another example of fulfillment of the College's Mission to serve the community.

Senior Administrative Leadership

President

The President serves as chief administrator of the College and is responsible for all executive and administrative duties in connection with the College. The President is charged to lead the institution to fulfillment of its mission and goals and with representing the College to the community in cooperation with the Board, faculty and staff.

Cabinet

Membership in the President's Cabinet has evolved to address changes in organizational structure and new priorities. The Cabinet meets weekly throughout the year. An agenda is distributed prior to each meeting (Exhibit 2.5) and Cabinet roundtables (Exhibit 2.6) and briefings (Exhibit 2.7) are prepared and discussed. Briefings are normally for policy discussions and/or issues requiring Board of Trustee discussion and decision-making. In the Cabinet meetings each Wednesday from nine to noon, the President and members use the time to discuss the briefings and roundtables, share news, and discuss impending issues. Often, a sub-committee of the Cabinet will be formed to explore an issue that is then brought back to the Cabinet for substantive discussion.

The President also meets regularly with his Senior Executive Leadership Team, which in concert with the Cabinet, oversees the College's direction and resources. Through the senior administrative leadership, as called for in Standard 3, Brookdale ensures the careful stewardship of its financial, facilities, technological, human, and other resources in service to its students. As noted earlier, Brookdale has enjoyed 10 years of positive operating results as a direct result of enrollment management, careful budgeting, and cost-control measures consistent with its strategic plans. Brookdale's audited financial statements, all of which have received unqualified audit opinions, attest to Brookdale's financial strength (Appendix 1.20).

Academic Leadership

Integral to the effective implementation of any plan is an organizational structure capable of executing decisions. Throughout Brookdale's history, the academic leadership has been vested in the Vice President, now Executive Vice President for Educational Services, a Dean of Academic Affairs, and faculty members, nominated by their division, who served as Division Chairs. Each chair served a three-year period and could serve a maximum of two consecutive

terms. While consideration was made for additional summer hours, the Division Chairs operated under the provisions of the 10-month faculty contract.

Re-engineering Academic Leadership

In July 2005, a new Executive Vice President for Educational Services was hired. Consistent with the 2005 Matrix, IV.A “Organizational and Human Resources and Communications: Maximize Organizational Resources: determine viability of operational infrastructure and organizational capacity and ability to respond to new initiatives,” and at the direction of the President, the Executive Vice President initiated an analysis of the need for change in the current academic leadership structure. Through a dialogue with the Division Chairs and Educational Services Deans, the strengths and weaknesses of the current system were evaluated. The lack of 12-month academic leadership was identified as a weakness in the support of the College Mission, especially in light of the steady enrollment growth and the evolution and increasing complexity of the summer schedule. At a Faculty Day meeting in January 2006, with the support of the President, the Executive Vice President reported the findings, and announced the perceived need to create 12-month academic administrative positions.

The Faculty Association reacted strongly to the proposal, and with additional feedback from the College community, in April 2006, consistent with the 2006 Matrix strategy to “Coordinate and communicate transitions in institutional leadership: engage faculty and staff in ‘visioning’ for the future,” the President appointed a Commission for Academic Leadership Models (CALM) (Appendix 2.4). CALM was charged to explore different models for consistent, year-round, academic leadership. Chaired by two tenured faculty members, the 10-member Commission included representation from faculty, Department Chairs, Division Chairs, Cabinet members, and administration (Appendix 2.5). CALM was charged by the President to research and recommend alternative 12-month management models for his consideration and ultimate decision, in consultation with the Executive Vice Presidents and Board of Trustees.

Campus Engagement in CALM

CALM sought input throughout the entire process, providing updates at College Governance Forums and in the College publication, *Inside Track*, including contact information for those wishing further information or to provide input. The Commission acted on the

President's request to address the institution's expansive growth and complexity of operations. Their report presented three 12-month models of leadership, from which two were recommended (Appendix 2.6). CALM also identified the need to support faculty and chairs with their work related to technology, curriculum development, and assessment.

Upon completion of the Commission's work in November 2006, the report was distributed College-wide, and placed on the College web site for review and comment. The President conducted three open Presidential Forums, co-hosted by the Executive Vice President for Educational Services, to solicit input and reaction to the Commission's report. These Forums were well attended, and elicited a great deal of feedback.

In March 2007, the President issued a White Paper, "The Future of Academic Leadership at Brookdale Community College" (Appendix 2.7), outlining his recommendations after thorough vetting of the CALM report on campus. He conducted two Presidential Forums, again co-hosted by the Executive Vice President for Educational Services, where he proposed a hybrid model based on the two models recommended by CALM, creating "academic division Deans" to be hired effective 2008.

Review of Divisional Organization

Concurrent with the recommendations from CALM, the Executive Vice President for Educational Services led the Division Chairs in a comprehensive discussion of the current division and department structure. It was recommended that changes to the role of the Division Chair would impact the role and function of the Department Chair. A realignment of disciplines and departments resulted from this intensive discussion and comprehensive analysis (Appendix 2.8). Changes were proposed based upon specific criteria including size and synergy among the various disciplines within a division. The Division Chairs distributed the proposed change information to all faculty members in their division, encouraging and receiving input. Draft recommendations for realignments were presented at the February 2007 faculty division and department meeting, generating much discussion. The Executive Vice President met with groups and individuals to discuss, and the Division Chairs did the same.

These actions are consistent with the 2007 Matrix strategy to "Restructure Educational Services leadership." The realignment of departments was approved in March 2007 and took

effect in July 2007. The division realignment was approved in May 2007 and will become effective in July 2008.

Student Centeredness and Engagement

In addition to the graduate representative on the Board of Trustees, there are many avenues for – as a fundamental element of Standard 4 calls for – “appropriate opportunity for student input regarding decisions that affect them” (C.E., p. 15). Similar to many commuter colleges, participation in Student Government is a particular challenge at Brookdale because of the large number of students with work and family obligations. The Student Life Board (SLB) (Appendix 2.9), Brookdale’s equivalent of a Student Government, has had a sporadic history, often depending on a small group of officers to organize and run events. In 2006, a change in administrative leadership in the office of Student Life and Activities, and discussion facilitated through the Student Life committee of College Governance served to re-invigorate the Student Life Board. As a result, a new Constitution (Exhibit 2.8) has been written for the SLB and the SLB will be asked to present at a College Forum to provide information on programs and events and to solicit input and involvement from the College community.

Student involvement in College Governance has been erratic and a cause for concern. Over the past several years, increased awareness and recruitment efforts have helped secure student representation on most Governance committees. In particular, the Steering committee has benefited by a consistently high level of student participation.

In Fall 2007, a breakthrough took place regarding student participation in Governance. The College Life committee elected two students to co-chair the Committee in concert with a faculty member (Appendix 2.10). Nothing speaks more clearly to student centeredness at Brookdale than this example of including and, simultaneously, mentoring students in leadership positions.

Another avenue of student leadership and engagement can be seen in the recently developed Student Ambassador Program (Appendix 2.11). Initiated in 2005, the program has grown to include some of the most outstanding students at the College. Primarily working for the office of Student Life and Activities and the office of Recruitment Services, the Ambassadors represent the College in a variety of roles and activities. In 2006, a Student Ambassador Leadership Institute (SALI) was created. The 2007 SALI orientation received very positive

feedback in the assessment (Exhibit 2.19) and the program continues to look for ways to improve. One outcome of the success of SALI is the plan to open the leadership training to students outside of the Ambassadors.

Finally, students are engaged in a wide range of academic, service, and social activities through more than 30 active clubs and organizations (Exhibit 2.10) and a strong intercollegiate athletic program (Exhibit 2.11). Alpha Pi Theta – Brookdale’s chapter of Phi Theta Kappa, the two-year college International Honor Society and Circle K – the College affiliate of Kiwanis International – routinely garner national awards for their exemplary service projects. The Black Student Union sponsors trips to Historically Black Colleges and Universities to explore transfer opportunities while the English Club and History/Political Science Club sponsor lectures by Pulitzer Prize winning poets and internationally renowned figures. The College’s Forensics Team competes on an international level. More than 150 students in nine competitive sports participate in an athletic program that has garnered two recent national championships and in 2006-2007 won five conference championships and three regional championships. Additionally, 51 student athletes received Academic All-Region honors and seven were named as Academic All-Americans. All of these activities speak to a student population involved in growth beyond just the classroom experience.

Collegial Governance

Brookdale’s College Governance is an illustration of the value of effective engagement of the human resources that constitute Brookdale’s administration, faculty, staff, and students. College Governance epitomizes the Standard 4 charge that the Commission expects a “climate of shared collegial governance in which all constituencies...involved in carrying out the institution’s mission and goals participate in the governance function in a manner appropriate to the institution” (C.E., p. 12).

In the late 1980s, a new system of Governance at Brookdale was created when a small group of faculty expressed the need for a greater role in the decision-making process. Brookdale was in a period of flux at that time. President Joshua Smith had recently resigned and a search was underway for a new president. Interim President Gershom Tomlinson chartered a Governance Commission in 1990, and charged its members with the creation of a structure of shared governance that would enhance the role of faculty and administrators in College-wide

decision making, and examine the role of staff and students in College Governance. The principles established by the committee focused on participation, responsibility, accountability, and communication. More specifically, the Commission called for greater participation and input into the development of procedures and policies from those most affected by their implementation. In the new governance structure, those who would be directly affected by or responsible for executing policy, as Standard 4 recommends, would be involved in its formulation from beginning to end, and Governance would include open and honest communication between and among all members of the College community (Exhibit 2.12).

Commitment to Governance

When Dr. Burnham arrived in 1991, he formally approved the recommendation of the Governance Commission. The President also publicly stated his unequivocal commitment to a participatory governance system.

In 1998, the Middle States site visit team noted that Brookdale Community College should address several challenges associated with Governance. These were the following:

- Governance should not try to be the primary communications vehicle for the College.
- Governance is, and should be, only one of a number of decision-making tools; the College should clarify the appropriate vehicle for different types of decisions.
- Individuals must assume primary responsibility for participation in Governance and other decision-making processes.

Governance Today

In the 10 years since the last decennial visit, Brookdale has addressed the Middle States recommendations and in the process, strengthened the culture of engagement and outcomes. Many of these issues were addressed in the 2003 Periodic Review Report (Appendix I.6). Changes included scheduling bi-weekly Governance Steering meetings during the academic year, and weekly meetings during the summer. Additional Governance Forums were added to the annual calendar. The *Governance Gazette* (Exhibit 2.13), a newsletter prepared by the Governance Vice Chair, serves as a means of recording and improving communication to the College, and is distributed in hard copy and electronically. The office of Marketing Services has been revamped, providing two College-wide publications, the *Brookdalian* (Exhibit 2.14) distributed monthly, and the weekly *Inside Track* (Exhibit 2.15), which have become an

alternative source to Governance for knowing what is going on at Brookdale. The Marketing office also e-mails copies of news clips featuring Brookdale in the news on a daily basis to more than 750 faculty and staff.

Governance Steering Committee

Brookdale's collegial Governance system is coordinated by a Governance Steering committee that consists of elected representatives from faculty, administration, professional staff, and one appointed student representative. The Executive Assistant to the President serves ex-officio. The Chair and Chair-Elect of Steering meet with the College President monthly to discuss issues under discussion through Governance and potential recommendations to come to the President. Steering is the organizational and management body of the Governance system and the College Forum. Members are responsible for maintaining a collegial working environment and ensuring that members of the community are informed about issues critical to their role at the College. It is their responsibility to channel issues that are raised to the appropriate standing or College-wide committee for consideration, and to develop the agenda for Forum meetings.

The Steering committee coordinates the Governance process by assigning issues to standing committees and keeps the College community informed about issues under consideration. The President can return a recommendation to a committee if there is a disagreement or rejection of the final recommendation.

Governance Standing Committees

In May 2007, there were six standing committees. A seventh standing committee, Diversity, was approved by a Forum vote in late May 2007, and was added through an amendment to the Governance Constitution in November 2007. Details of this decision follow in this report. The remaining six standing committees of Governance are Academic Council, Academic Standards, College Life, Institutional Planning and Effectiveness (IPEC), Professional Development, and Student Development. The standing committees recommend new or revised policies, regulations, procedures, actions and programs to the President, through the Steering committee. Their roles help monitor, strengthen, and ensure the Standard 3 fundamental element calling for "rational and consistent policies and procedures in place to determine allocation of

resources” (C.E., p. 10). Their mission statements were developed in committee and approved by the Forum:

- Academic Council oversees the establishment and discontinuance of all courses and programs and other matters related to curricula. It also assures adherence to College policies on academic matters, and reviews any actions that affect curricula.
- Academic Standards reviews standards pertaining to programs and services, recommends development of new and revisions of existing policies, regulations, procedures, and practices related to academic standards (e.g. grading, class scheduling, and course repetition).
- College Life considers and recommends policies concerning the overall quality of life of the Brookdale community. This includes the campus environment, non-academic services, facilities use and management, and relations between the College and the community.
- IPEC develops, monitors, and evaluates the College’s strategic planning and assessment processes, provides a set of institutional strategies and objectives that address the appropriate external factors that drive the College’s budget, and develops, monitors, and assesses the Major Indicators of Institutional Effectiveness.
- Professional Development develops and evaluates the policies of the faculty, support staff, and administrative professional development committees for full and part-time employees of the College, and coordinates with Human Resources to provide College-wide orientation programs for all employees and assists in distribution of funding for continuing education.
- Student Development addresses the needs and concerns of students outside the classroom by recommending policies to enhance student success, growth, and development. These may include extra-curricular activities, student behavior, and other issues that affect students’ development.

College-Wide Committees

In addition to Steering and the standing committees, there are three College-wide committees that are part of Brookdale’s formal governance structure. They are Basic Skills, General Education, and Honors. College-wide committees differ from standing committees

because, although they have College-wide membership, they may overlap with more than one standing committee and are not charged by the Steering committee. College-wide committees may also have agenda items that are not Governance related.

Governance Process

Governance charges are always linked to Mission and reflect the emphasis the community places on the College values. For each voting item, the Steering committee decides which constituency – faculty only or all members – are permitted to vote; limiting voting constituencies allows for input from the entire community while respecting the primary faculty responsibility to implement instructional programs of the College. Committee reports are structured to include benchmarks and data analysis, and the Forum and Governance Gazette serve as strong communication devices to disseminate information. The end-of-the-year report of Governance Steering to the President (Appendix 2.12) follows an outcome format to both visualize progress and point out areas in need of further attention.

Governance Engagement

Brookdale’s Governance system encourages employee engagement by providing an opportunity for open dialogue, discussion, and participation in decision making by all constituencies of the College community. All stakeholders have an opportunity to provide input into Governance issues through committee membership or simply as an interested party. Committees are balanced based on organizational structure and include all employee classifications. Committees are expected to present timely and thoughtful recommendations to the administration concerning policy, procedure, and programs. The structure supports the President and other Cabinet members by providing an organized forum for all constituencies/stakeholder groups to become informed about issues and to become involved in the decision making process. When a recommendation is received by the President, it is acknowledged and a formal response provided in a timely manner. If the recommendation is rejected, reasons for the rejection are provided to the Steering committee.

Governance Forum

The Governance Forum allows for the broadest participation with all members of the College community “invited.” Twice a month – during the “College Hour” on Tuesdays,

11:30AM – 1:30PM (Exhibit 2.16), a time period when no classes are scheduled – members of the College community convene in the Student Life Center for the Forum. Governance Forums are also broadcast on the Lincroft and Western Monmouth campuses and all the Higher Education Centers. Typical attendance at a Governance Forum ranges from 75 to 200, and varies, based on the topic(s) under discussion. At the Forum, Governance committees provide reports, solicit feedback regarding issues that are being addressed through the governance process, and vote on proposals brought forward from the committees.

Governance Outcomes

The variety of charges addressed by Governance is wide-ranging. Some of those topics and outcomes include the following:

Table 2.2

Issue	Discussion and Outcome
Basic Skills	Discussions at Governance have led to recommendations clarifying the definition of testing requirements, better publicity about Basic Skills and placement testing, extending the waiver for placement testing to students who meet established scores on the SAT exam.
“Green” Campus	The College’s commitment to environmental sustainability was discussed, and initiatives recommended. Soon after the Governance discussion, recycling containers were placed throughout the campus.
Honors Program	Governance conducted student focus groups to discern student expectations of honors courses. Enrollment in the program continues to grow, and honors summer courses are now offered.
Student Government	A variety of ways of increasing the number of students’ involvement in College Governance has been discussed. The concept of a “student senate” has been explored. Governance supports working with and improving the current structure of student membership on Governance committees, and supporting an active Student Life Board.
General Education Model	Recommendations for the standards of courses eligible for designation as General Education have been discussed at Governance. Recommendations for improving the catalog explanation of General Education have been made and implemented.
“One Brookdale” with multi-campus	Reviews of the physical facilities, safety issues, security, and service equity have all been Governance discussions. The College Life committee recommendations for the physical facilities have been incorporated into the Facilities Master Plan.
Grading Change to a Traditional Model/Plus Grades	Governance engaged in extensive discussion of the benefits and disadvantages of including plus and minus grades to the letter grading system. In 2003, Governance recommended adding B+ and C+ to the grading policy.

Issue	Discussion and Outcome
Core Competencies	The Core Competency Commission communicated with the College community through the Governance forums as well as in other venues. Governance discussed the linkage among Core Competencies, General Education, and institutional assessment. Related discussions in 2003 took place when Governance explored the advantages and disadvantages of a “core curriculum”. A recommendation was made to continue to meet Core Competencies through General Education requirements.
Smoking on Campus	Smoking issues were discussed and analyzed. A compromise recommendation to allow smoking only in a few designated areas was made. Smoking gazebos have been constructed. Smoking litter has decreased, fewer people smoke near the buildings, and follow up surveys, conducted through Governance, document that the solution is currently satisfactory to the Brookdale community.
Honorary Degree	The Governance discussion included determining campus support for granting an Honorary Degree, and recommending the guidelines and procedures for selecting candidates. Three Honorary Degrees have been conferred.
Differentiating 100 and 200 level course criteria	This discussion involved all members of the Forum, but the vote was restricted to faculty only. Faculty recommended that curriculum structure be included in the Five-Year Program Review.
Information Technology Advisory Council (ITAC) and its relationship to Governance	The possibility of ITAC, a group of faculty, staff, and administrators that assists in the execution of the Information Technology Strategic Plan, becoming a Governance committee was explored. The recommendation that this Council not become a Governance committee was based on the function of this group “advising” the Executive Vice President for Administration, Operations, and Information Technology Services, and not meeting the Governance committee charge to recommend policy.

Governance Concerns

The reorganization of the senior management team in 2005, which established the role of two Executive Vice Presidents, served to provide more structure and clarity to the question of what decisions are administratively focused and which belong in the collegial governance arena. However, there continues to be some discussion regarding the 1998 Middle States recommendation regarding clarification of the appropriate vehicle for different types of decisions. The College has still not clarified important distinctions between policy, procedure, and program, and hence confusion over how to handle a specific issue sometimes occurs. For instance, there is an on-going discussion regarding a change to the Student Conduct Code (Regulation 6.3000R) allowing greater administrative flexibility in circumstances where there is

a threat to safety. It is unclear to many across the College whether this needs to go through the full Governance review process or is administrative prerogative.

A number of other concerns with the current Governance structure center on participation. The majority of Governance committees meet on Tuesdays at a the aforementioned “College Hour” – 11:30AM – 1:30PM. No classes are scheduled during this time period, but other groups, including student groups, use this time for meetings and activities. Ex-officio members assigned to one committee are often needed to provide information and data at another committee meeting, making their official committee attendance sporadic. Additionally, faculty and staff often feel pressure from conflicting responsibilities making regular standing committee attendance problematic, and members of the Professional Staff Association (PSA) may not be able to leave offices unattended to attend Governance meetings or Forums. Finally, student participation has increased recently but remains a concern. Often, student clubs and organizations meet at the same time as Governance Forums and standing committees. Participation has been acknowledged by Governance as an important issue and will be discussed in the upcoming academic year. Particular emphasis will be placed on strengthening recent relationships with the Student Life Board.

Governance and Diversity

Diversity is fundamentally a part of the Brookdale culture, imbedded in the Vision, Values, Mission, and Goals Statement. The Value Statement, We Value Diversity, states, “Brookdale incorporates experience with an exposure to a diverse, socially conscious, multi-cultural global society in its curricula and in its student life and cultural experiences.” Diversity is also an integral part of the 2007 Matrix.

Historical Perspective of Diversity Council

In 1992, the President appointed a Presidential Commission to examine issues of diversity at Brookdale and make recommendations for future actions (Exhibit 2.17). One of the adopted recommendations was the creation of a group to foster diversity across the College. The Diversity Council was formed with a limited time charge and later became a permanent College-wide committee.

Over the ensuing years, the work of the Diversity Council has been inconsistent, often vacillating between a variety of valid, yet disconnected issues. In July 2006, the President

published a White Paper, “A Renewed Commitment to Diversity Development and Organizational Inclusion” (Appendix 2.13). In that paper, he charged the College community in general, and the Diversity Council specifically, to “address internal organizational issues of diversity inclusion and/or discrimination and insensitivity within the workplace.”

Diversity Council Outcome

The ensuing debate re-invigorated the Diversity Council. Discussion centered on whether the College commitment to diversity may have been diminished by the assignment of the Diversity Council as a College-wide committee as opposed to installing the Diversity Council as a Governance standing committee and the merits and challenges associated with changing the designation. To assess the situation, the Diversity Council initiated questionnaires, held several focus groups, and facilitated discussion at Governance Forums. At the Forum, discussion concerning the differences between Governance standing and College-wide committees, the diversity needs of the College, and the role the Diversity Council should play in helping to meet these needs, received wide input and a variety of opinions were expressed. On April 3, 2007, the majority of the members of the Forum voted – in an all constituency vote – to support the recommendation of the Diversity Council to become a standing committee, “in order to ensure a College-wide, collegial, and effective mechanism for participation in the development, implementation, and assessment of issues, policies, and procedures on diversity and inclusion” (Exhibit 2.18).

There remains much discussion regarding inclusion and diversity. A recent master’s thesis (Exhibit 2.19) by a Brookdale employee studying diversity at Brookdale states that “Attempts to address diversity issues have been made, but the results show that more work needs to be done.” The collegial process that led to a new Governance Diversity committee is a positive step in that direction.

Professional Development Resources

The College provides significant professional development resources to facilitate engagement and effective decision making. A primary commitment to learning opportunities is visible in the constitution of a Governance Professional Development committee. The committee reviews applications and awards more than \$60,000 annually, and more than

\$1,000,000 a year is spent on a variety of growth, training, and learning opportunities (Exhibit 2.20). Some of these include the following:

- Faculty Day Assessment Presentations
- Leadership Brookdale
- STARS – Supporting Teamwork Achieves Results
- Teaching and Learning Center
- Brookdale Tuition Waiver
- Tuition Reimbursement
- Sabbatical Leave
- Travel
- Outside Training
- Professional Association Membership
- Mentoring
- Administrator’s Day

The Self Study committee noted that while a variety of funding support exists, integration of those activities with Matrix priorities are not always clearly apparent. In his response to a 2004 Governance recommendation (Exhibit 2.21) to address this issue, the President noted, “The emphasis on aligning College goals and College-wide initiatives with Professional Development funding is long overdue and welcomed.”

Faculty Professional Development

Faculty engagement with assessment is indicated by the College’s support networks and faculty participation in related professional development opportunities. One example is the Teaching and Learning Center (TLC). Formerly the Teaching, Learning, and Technology Center which primarily focused on use of technology in the classroom, the department was reorganized to provide broader support for faculty. The reconstituted TLC is focused on fostering pedagogy including assistance in developing rubrics for grading assignments, and developing assignments that reflect Core Competencies and student learning outcomes (Appendix 2.14).

The Executive Vice President for Educational Services and the offices of Academic Affairs and Human Resources provide programs throughout the year in teaching and learning and the critical aspect of assessment. Assessment related faculty professional development sessions include Faculty Day programs, division and department meetings, new faculty orientation, and workshops throughout the year.

Additionally, the office of Planning, Assessment, and Research provides valuable resources in support of assessment activities. Specific tools available through this office are described later in this Self Study.

STRENGTHS

- There is solid engagement in assessment, planning, and institutional renewal by the College Board of Trustees. Acting as stewards for the residents of Monmouth County, the Board is diverse and skilled and has an excellent relationship with the President. The Board analyzes the College's use of resources, insists on data to plan effectively, and engages many others in the decision-making process.
- The College's new executive level leadership has brought renewed energy to enhance the College's ability to fulfill its Mission.
- The College has benefited from stability and innovative leadership in the office of the President.
- Collaborative efforts such as the CALM process and the Diversity Commission foster open and collegial discussions on major issues.
- Governance voted to adopt an amendment to the Governance Constitution naming Diversity as a new standing committee. Campus engagement on this issue is contributing to major changes, and is expected to result in a focused, strategic approach to diversity at Brookdale.

CHALLENGES

- As the expanded role of Department Chairs in the new academic leadership model evolve further College-wide discussion may be needed; conscious efforts must be made to emphasize the importance of the faculty's input in all collegial discussions and significant decisions.
- An assessment of how administrative leadership is strengthened with the addition of academic division Deans should be conducted after an appropriate time period.
- The connection between professional development funding and Matrix priorities needs to be reinforced. Discussion is expected to continue on this issue throughout the 2007-2008 academic year.
- A comprehensive examination of how to increase student participation in Governance activities should be undertaken.

- Diversity issues related to students, staff, and faculty must be given high priority. The College must remain alert to diversity matters and respond accordingly to new issues and concerns.
- Faculty and staff have expressed concerns about feeling “overwhelmed” with Governance meetings, committee responsibilities, assessment activities, and conflicting time commitment. The College should consider innovative ways to address these concerns.
- The College must communicate more clearly the resources available for assessment support, and share the results of institutional studies and surveys in a formal, strategic manner. Echoing a challenge from Chapter 1, a comprehensive communications plan should be an integral part of Brookdale’s planning framework and assessment processes.

CHAPTER 3: ASSESSMENT AND OUTCOMES

The College Institutional Effectiveness Plan (IEP) states that the purpose of institutional assessment is to “evaluate the degree to which the institution is achieving its mission and major institutional goals.” This suggests the premise of Standard 7, *Institutional Assessment*, which requires the College to develop “an assessment process that evaluates its overall effectiveness in achieving its mission and goals” (C.E., p. 25).

Guided by the themes established in the Matrix, and utilizing the structure outlined in the IEP, Brookdale ensures successful student learning and institutional effectiveness through an established assessment process. Chapter 3 provides specific examples of the use of the assessment including course and program assessment, and the decision-making process to improve student learning outcomes and institutional effectiveness. Standard 12, *General Education*, (Appendix 3.1) and the *Basic Skills* (Appendix 3.2) segment of Standard 13 were addressed in the Documentation Roadmap; but consistent with the guidelines in Standard 14, assessment activities related to General Education and Basic Skills are further detailed in this chapter of the Self Study. Chapter 3 expands on the array of assessment data available and focuses on compliance with Standard 7, *Institutional Assessment*, and Standard 14, *Assessment of Student Learning*.

Assessment of Student Learning Outcomes

Institutional Effectiveness Plan

At Brookdale, the foundation of organized, systematized, and sustained evaluation is the College Institutional Effectiveness Plan (IEP) which was revised concurrent with the development of the ESMP 2010 and finalized in Spring 2007. The IEP articulates the guiding principles of assessment as an integral part of planning; it describes the role of assessment in the College’s Institutional Effectiveness Model, informs the community of assessment tools and benchmarks, and provides a timeline for completing evaluation projects. As emphasized throughout Standards 7, *Institutional Assessment*, and Standard 14, *Assessment of Student Learning*, the IEP addresses strategic plans, academic assessment, and service assessment, and serves to evaluate the degree to which the College is achieving its Mission and major institutional goals.

Institutional Resources to Support Assessment

In support of the IEP, the office of Planning, Assessment, and Research (PAR) collects, validates, analyzes, and reports on a wide variety of data. An important component of PAR's work is the administration and analysis of locally developed and nationally recognized student surveys to help College decision makers understand student characteristics, satisfaction, learning needs, and their perceptions. Surveys have proved a valuable means of informing decision making and resource allocation across the College, and survey results and other findings are shared with a broad cross-section of the College and community in several ways (Appendix 3.3).

To provide administrative assistance in academic assessment, a new College position of Administrator of Assessment was created in Fall 2007 (Appendix 3.4). Working in the Office of the Dean of Academic Affairs, the administrator assists faculty with program and course assessment processes and the compilation of data.

Assessment of Student Expectations

The June 2004 Entering Student Survey Report indicated that the intention of 49.3 percent of entering student respondents was to transfer to a four-year institution. Of the 14,509 respondents (covering the period from 1998 through 2003), 18.8 percent hoped to eventually earn a masters degree or higher; 78.2 percent of the respondents chose to attend Brookdale to "become a better educated person." A majority of the respondents, 67.6 percent, chose to attend Brookdale because of its "academic reputation" (Exhibit 3.1).

Student goal attainment may be made slightly more difficult by the fact that more than one-half of all new students entering Brookdale require remediation in at least one content area (*Basic Skills Annual Profile Summary Report*, May 2007) (Exhibit 3.2). Brookdale students both require and demand classes and learning experiences rich in academic content, rigor, and depth, yet often need significant remediation to reach these goals. This type of academic assessment provides faculty with information and data to improve teaching and learning, and assist them in meeting student expectations. The Basic Skills committee is currently analyzing this data as part of a State-wide discussion on Basic Skills "cut-off" scores. More information on this discussion follows in this chapter.

History of Assessing and Improving Student Learning Outcomes

The 2003 Periodic Review Report was written as Brookdale was in the early stages of developing a standardized Institutional Assessment Plan that linked College-wide Core Competencies with program and course student learning outcomes. The process of institutionalizing the assessment of student learning outcomes was initiated in Fall 2002. A consultant, Dr. Henry Linck, of Baltimore Community College, Catonsville, Maryland, was the keynote speaker at the Fall 2002 Faculty Day program, and spent the afternoon working with small groups to brainstorm strategies to implement the Institutional Assessment Plan. The recently developed Core Competencies (Exhibit 3.3) were in the process of collegial review, and a group of faculty was being trained to be “Brookdale Learning Outcomes Buddies” (Exhibit 3.4) to assist other faculty to develop and/or continue assessment projects. The academic Division Chairs developed a preliminary assessment plan that evolved into the Student Learning Outcomes Plan (Exhibit 3.5) as part of the College annual report structure. The recommendation of the Visiting Team, as a result of the Periodic Review, was that:

Brookdale has made substantial progress toward implementing a Student Learning Outcomes Assessment process. Clearly the institution understands what it needs to do, and is pursuing this institutional priority. Brookdale should follow the direction it has set for itself in this important area so that the results of the assessment of student learning can provide additional direction to the planning process.

Core Competency Development

As Standard 14 details, “The improvement of overall educational quality and the enhancement of effective teaching and learning are most likely to occur when faculty and administrators work together to implement a sound, institution-wide program of assessment” (C.E., p. 66). Administrative support and commitment to developing and assessing student learning outcomes is evident in the following chart illustrating the priority established to student learning outcomes in every Matrix since 2003.

Year	Matrix Item
2002-2003	Implement ESMP focused on the “learner-centered” environment; student success, learning outcomes assessment, & enhancement of diversity across curriculum. Complete/implement action plans.
2003-2004	Implement preliminary student learning outcomes plans in all disciplines and skill based training programs.

Year	Matrix Item
2004-2005	Assess and Implement Appropriate Next Steps of ESMP & ITSP: undertake next phase of Student Learning Outcome Plans
2005-2006	Combine planning models w/focus on integrating academic planning, student learning, IT and resource allocation
2006-2007	Assure assessment of institutional effectiveness & student learning consistent with Middle States Characteristics of Excellence #7 & #14.
2007-2008	Fully commit to a culture of assessment: communicate and act on the findings of assessment efforts.

In Fall 2005, the new Executive Vice President for Educational Services recognized that while extensive faculty effort and institutional resources had gone into developing effective assessment, consistent implementation of assessing student learning had not been achieved. The Executive Vice President worked closely with PAR to revise the Academic Assessment Plan (Appendix 3.5) to reflect the direction set in ESMP 2010. One goal was to strengthen assessment efforts by ensuring that changes to courses and programs were based on assessment findings. Consistent with Standard 14, the ESMP 2010 defines assessment, describes how assessment is planned and conducted, and stress the importance of utilizing the results of assessment to improve student learning and to communicate the results of assessment to Brookdale stakeholders. Currently, faculty-driven academic assessment now links together College Core Competencies (Appendix 3.6), Student Learning Outcomes Plans (Appendix 3.7), Five Year Program Reviews (Appendix 3.8), and Departmental Plans (Appendix 3.9) to form a comprehensive academic assessment process.

Academic Assessment Plan

The revised academic assessment plan is targeted at demonstrating the students' successful completion of the course and/or program competencies. The plan focuses on Student Learning Outcomes, Department Plans, and Five Year Program Reviews, and provides the foundation for the Standard 14 fundamental element calling for, "a documented, organized, and sustained assessment process to evaluate and improve student learning..." (C.E., p. 66). Results of the assessment are then used for curriculum renewal. To further support curriculum renewal and student learning, General Education and Basic Skills are also assessed and evaluated.

One component of the Academic Assessment Plan, the Student Learning Outcomes Plan, outlines the process for the assessment of programs and courses. Expectations of student

learning are clearly defined and student learning is measured to assess whether those outcomes have been achieved. To facilitate implementation, the Executive Vice President articulated five levels (Appendix 3.10) defining the assessment cycle which supports a plan that Standard 14 defines as having, “sufficient simplicity, practicality, detail, and ownership to be sustainable” (C.E., p. 66).

Levels of Assessment of Student Learning Outcomes

Level One – Articulate Program Learning Outcomes

- Assure that all statements are in outcomes language and focused on learning outcomes.
- The foundation assessment question is: What is it the student should learn?

Level Two – Identify the tools that are used to assess the achievement of the Program Learning Outcomes.

- Evaluate Core Competencies using the standardized General Education rubrics.
- The foundation assessment question is: What tools are being used to assess achievement of these learning outcomes?

Level Three – Gather data regarding achievement of Program Learning Outcomes

- The foundation assessment question is: What data has been gathered regarding achievement of learning outcomes?

Level Four – Change instruction/curriculum to improve teaching and learning based on the data gathered in Level Three.

- The foundation assessment question is: What changes have been made to instruction/curriculum?

Level Five – Provide evidence that changes have improved student learning.

- The foundation assessment question is: What evidence exists that changes have actually improved student learning?

Integrating Student Learning Outcomes in Course Syllabi

All courses at Brookdale are expected to have syllabi which define learning outcomes (Appendix 3.11). Approximately 90 percent of the students responding to the Fall 2004, Fall 2005, and Fall 2006 Student Opinion Reports either agreed or strongly agreed with the statement “The course syllabus helped me understand what I was expected to learn” (Exhibit 3.6).

In 2005-2006, course and program outcomes were assessed College-wide. Numerous modifications were made to assignments, teaching techniques, courses and programs to improve desired student learning. In the 2006-2007 College Catalog, for the first time, student learning outcomes were identified for all Brookdale programs (Appendix 3.12).

To ensure the inclusion of student learning outcomes in syllabi, the office of Academic Affairs initiated a comprehensive review of all syllabi. As of June 2007, 530 course syllabi have been reviewed by the Interim Dean of Academic Affairs, and found to be inclusive of student learning outcomes. An additional 144 courses were reviewed and returned to the faculty members/departments for further refinement and/or revisions. A sampling of the relationship between program and student learning outcomes is included in the following table.

Articulation between Program and Student Learning Outcomes

Program	Program Outcome Graduates of this program will be able to:	Course	Student Learning Outcome The student will:
Philosophy Option	Assess critically arguments found in public discourse, using deductive and inductive logic and other critical thinking techniques	Philosophy 115, Introduction to Philosophy	Demonstrate critical thinking about multiple relevant philosophical issues
History Option	Demonstrate and summarize knowledge of historical content	World Civilization 1 HIST 105	Write effectively in a historical context
Computer-Aided Drafting and Design Technology Program	Prepare and plot a complete set of working drawings, deciding which views to include, if auxiliary or sections views are needed and how to dimension and plot each drawing.	Drafting 106, Fundamentals of Basic Drafting	Graphically describe the shape of an object in a minimum of right angle projected views.
Accounting	Communicate the economic events in the form of general purpose financial statements including income statements, net earning statements, balance sheets and case flow statements	Introduction to Accounting, ACCT 101	Prepare basic financial statements for sole proprietorships in accordance with generally acceptable accounting principles
Communication Media	Communicate an understanding of the history and nature of television production	Communication Media COMM 102	Analyze and identify current industry and regulatory trends
English Option	Distinguish literary genres	Creative Writing ENGL 221	Develop knowledge of craft and style in multiple genres, concentrating on the specific techniques of each genre...
Environmental and Earth Sciences	Upon completion of this course, students will apply the knowledge gained from lectures to identify specific environmental issues and recognize examples of faulty ways of environmental reasoning...	Environmental Studies ENVR 105	Apply the knowledge gained from lectures to identify specific environmental issues and recognize examples of faulty ways of environmental reasoning...

Using Student Learning Outcomes Assessment to Improve Teaching and Learning

Brookdale's commitment to student learning is evident in the implementation of the outcomes-assessment programs, and faculty is making a concerted effort to assess student learning. The faculty employs a variety of creative approaches in step with the guidelines in Standard 14 addressing the use of, "systematic, sustained and thorough use of multiple qualitative and/or quantitative measures" (C.E., p. 81), to assess how well students are learning so they can continuously examine and improve their teaching methods. Several examples follow (Exhibit 3.7).

English 122 (ENGL122) – English Composition: Writing and Research

A course outcome for students in ENGL 122 is the ability to "write and revise convincing papers using data to support an assertion." A unit outcome is that the student will "use proper documentation format."

A committee formed from among the English faculty assessed the *Works Cited* pages from students in ENGL122. Their goal was to evaluate students' ability to document sources according to current Modern Language Association (MLA) standards. The committee created a rubric and a list of scoring guidelines, collected a random sampling of *Works Cited* from all course sections, and reviewed the data. The results showed that students were making errors documenting their sources, and were using more web sites (45 percent of sources) and fewer books (10 percent) and database sources (8 percent) than faculty believed appropriate for academic writing.

The department committee devised recommendations and presented their findings to the English faculty. They recognized a need to help students select topics with more academic rigor, limit the number of web sites allowed as sources, and to include content helping students evaluate sources more critically. Further evaluation of the data suggested that students used web site source entries rather than database source entries because they were easier to format.

The committee worked with the ENGL 122 faculty to select a new textbook, worked with the Writing Center staff to ensure consistency, and created an easy to follow MLA handout for students. They hosted monthly, well-attended, pedagogical roundtable discussions for faculty and learning assistants from the Writing Center to discuss best practices, effective teaching techniques, uses of technology, and the challenges of teaching. The assessment project was

repeated the following semester, and the data collected found a decrease in overall errors and an increase in the use of books and database references.

Speech 115 (SPCH115) – Effective Speech

The Speech Department chose to evaluate SPCH 115, Effective Speech, because of its high student enrollment. Student learning outcomes for the course include: extemporaneous speaking, traditional and electronic research skills, speech organization, and critical thinking. To demonstrate skills in communication, students were required to deliver three major speeches during the semester which are evaluated by the instructor using a scoring rubric.

Traditionally, students were asked to present demonstrative, informative, and persuasive speeches, in that order, to reflect progression from easier to harder speech skills. However, students' high grades on the first speech led to a misperception of course difficulty resulting in mediocre future speeches.

In Spring 2007, faculty reordered the major speeches to be informative, persuasive, and demonstrative in a pilot group of course sections. Faculty noted higher quality speeches throughout the semester and increased student confidence in their speech performance by the end of the semester. Faculty was concerned about the impact of reordering the speeches and how it would affect speech-reticent students so a special effort was made to monitor course-attrition rates in these pilot sections. In comparison with all sections, retention rates were similar. As a result of this assessment, the reordered speeches were implemented in all sections and the department continues to monitor student progress.

Culinary Arts 115 (CULA115) – Sanitation and Safety

One program outcome for students in the Culinary Arts AAS program is to “apply the standards of sanitation and safety that have been attained upon successful completion of the National Restaurant Association’s Serve-Safe Certification.” Faculty provide students the opportunity to achieve this outcome through fulfillment of the CULA 115 – Sanitation and Safety course outcome, “students will earn the Serve-Safe Certification by passing the national exam required in this course.” Students are also provided with learning experiences of classroom activities, videos, classroom discussion of real-world restaurant examples, quizzes, and homework assignments.

The tool used to collect data about student progress mastering this outcome is the student's final grade on the National Restaurant Association Serve-Safe exam administered to all students in the class. The initial data collection took place in Fall 2006 and analysis indicated that 86 percent of the class passed the exam. To increase that percentage, instruction was modified and peer study groups were incorporated into classroom activities; also greater use of the learning assistant for tutoring was strongly encouraged.

Students were reassessed in Spring 2007, and findings demonstrate an improvement in the pass rate on the Serve-Safe exam to 90 percent of students passing the exam. As a result of these findings, the faculty will continue to encourage the student study groups and use of the learning assistant for tutoring.

Some additional assessment results at the course level are summarized in the following chart:

Course	Student Learning Outcome	Measure	Findings	Possible Reasons	Action Taken
General Chemistry 1 CHEM 101	Apply chemical concepts, mathematical techniques, and critical thinking skills to solve chemical problems both independently and in group setting which emulates a career environment	Unit exams	In Fall 2003, 33 percent of students receive a grade below "C".	Students are not engaged in subject matter	Peer Led Team learning was implemented as a pedagogical technique. In Spring 2006 students were reassessed and 17 percent received grades below "C".
Principles of Management BUSI 205	Students will be able to synthesize the information to analyze, identify solutions, and make logical decisions in case study analysis.	Rubric scored case studies	Average ability to complete the case study was unsatisfactory, as demonstrated by the rubric scored case study.	Students were not receiving enough practice and feedback in how to do case studies. Students who did not take English 121 and English 122 before BUSI 205 were not as well prepared as students who did complete the courses	More case studies were presented in class. Team work assignments were encouraged. Changed sequence of business courses and English 121 is recommended pre-requisite for the course
Introduction to the Exceptional Child EDUC 217	Student will critique the concepts of mainstreaming and inclusion	Rubric scored essay question	Limited understanding of the special needs student and placement	Students were not aware of what knowledge was necessary	Student learning objectives were more clearly defined. Provide additional class activities about inclusion and special needs

Course	Student Learning Outcome	Measure	Findings	Possible Reasons	Action Taken
Introduction to Political Science POLI 101	Student will discuss and explain political ideologies of conservatism, liberalism, socialism, communism, fascism	Rubric scored writing assignment: Ideological Perspective Comparison	Average writing performance is high as demonstrated by rubric-scored writing assignment	“Writing Performance Scale” used to guide students is highly effective	Rubric will be shared with other courses.

As Standard 14 recommends, assessment measures are not static and may vary within the institution. The Mathematics Department and the Nursing Department are examples of departments that have chosen to assess student learning outcomes at the program level.

Mathematics Department

Embedding questions into unit tests and developing grading rubrics in two of the program courses, the Mathematics Department undertook a multi-year project designed to measure students’ progress toward the program outcomes of being able to define and express basic concepts and theories, and being proficient in mathematical software specific to the course. Faculty used the first year of their project to develop an effective rubric. As a result of analysis of this data, faculty made course revisions designed to help students improve areas of deficiency. Faculty improved the uniformity and clarity of language used in class materials, devoted more time to teaching specific skills, and used “spiraling homework” and on-line quizzes and practice to reinforce concepts. In the program outcome of applying mathematical skills, student performance improved significantly. However, the reassessment of two other goals did not show improvement. The department plans to review the data and continue to seek the appropriate measures to address all program-learning outcomes.

Nursing Department

Another example of assessing student learning outcomes at the program level occurs in the Nursing department. The Nursing department developed a triangulated, comprehensive assessment program that includes direct and indirect measures for the purpose of improving student learning. The assessment program uses a variety of methods including, but not limited to, tracking and evaluating program- and course-learning outcomes, completion rates, National Council Licensure Examination (NCLEX) scores, and employment rates and employer

satisfaction. Faculty examines trended data for patterns and assessment of changes that have been made for three-year periods. A trend noticed on course and program evaluations was students commenting on the large amount of information they needed to know to ensure success on the RN licensing exam, and their feeling of being “overwhelmed” by the amount of content.

Faculty researched ways to assist students to master content, and began to explore the integration of narrative pedagogy into the Nursing curriculum. Narrative Pedagogy is a method of communicating content through sharing and interpretation of stories between students and instructors. Review of the literature indicates that Narrative Pedagogy invites nursing students and faculty to engage in reflective thinking, increases student engagement and participation in the classroom, and assists students in applying theory in the clinical setting.

In Fall 2004, the Nursing program was invited to participate in a national research effort on Narrative Pedagogy sponsored initially by the University of Wisconsin, Madison, and currently by Indiana University. Brookdale is one of the participant schools included in the project to address the proliferation of content in nursing programs. Faculty has received training in the method, and participated in monthly audio conferences sharing experiences using the pedagogy. Between Summer 2006 and Summer 2007, 100 percent of the Nursing faculty received training on Narrative Pedagogy.

Students have commented positively on the effects of Narrative Pedagogy and their understanding of content. Faculty will continue to monitor test scores, NCLEX pass rate, and student evaluations to determine the effects of the integration of Narrative Pedagogy on student success.

Sharing the Results of Student Learning Outcomes Assessment

To ensure the Standard 14 recommendation that, “evidence of student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning” (C.E., p. 67), departments discuss assessment findings and devise plans to improve student learning during department and division meetings. The Administrator of Assessment conducts on-going meetings with faculty to assist in the development of process, and to share successful initiatives of other faculty and departments. Assessment results are shared with administration through their inclusion in the departmental

plans and with the College community at faculty meetings explicitly devoted to best practices appraising student learning outcomes.

Departmental Planning

While faculty maintains academic freedom in individual course instruction, it is incumbent upon each department to ensure consistency and quality in the teaching and learning experience, and connection to the Mission, Vision, Values, and Goals. Departmental plans are annual goals and strategies linked to Matrix themes: Growth and Community, Curriculum and Student Development, Community, and Leadership Development. To support these goals, the IEP includes the assessment of departmental plans as a major component.

Departmental plans were first required of all departments in 2002. These plans, which are revised annually, are based on assessment data, and are used for budget planning for the subsequent year. To facilitate effective departmental planning, the Executive Vice President for Educational Services, in concert with the office of Planning, Assessment, and Research, pioneered the use of faculty Data Books (Appendix 3.14). The Data Books communicate a valuable context to support decision-making and departmental planning. Information in the books include

- Five-year trended data enrollment by program of study
- Five-year trended data enrollment by course and course prefix
- Two, three, and four semester retention rates by program
- Five-year trended graduation figures by program of study
- Five-year trended data retention by program
- Five-year trended data enrollment and term profiles.
- Grade distribution from the previous academic years
- Executive summaries of major student surveys

The introduction of faculty Data Books has provided a more readily accessible source of information and as a result, departmental plans demonstrate an increased utilization of reliable and accurate data.

Also included in departmental plans are program review action items and recommendations from specialized accreditation visits. At year end, the goal achievement is reported as part of the departmental annual report (Exhibit 3.18). Two examples of departmental plans linked to Matrix goals follow.

Mathematics

The Matrix Goal related to the theme of *Growth and Community* was linked to the Mathematics department goal to increase enrollment in College-level math classes and in one developmental class by 10 percent. The strategy devised to accomplish this was to offer more evening, weekend, summer, Branch Campus, and Higher Education Center sections, and to work with counselors to identify students who would benefit from computer-assisted, self-paced sections of pre-algebra classes. The enrollment goals in this case were attained and surpassed.

In correlation with the Matrix goals in the Matrix item of *Curriculum and Student Development*, the Mathematics faculty set a goal for a higher completion rate for students taking MATH 021 (Introductory Algebra) and MATH 151 (Intermediate Algebra). Strategies designed to increase student learning and retention included workshops, promotion of group study, and special review sheets for students. The faculty also held teaching circles on technology for teaching, grading issues, and the role of homework, to assist staff growth in pedagogy. The completion rate for MATH 021 showed an increase, but remained below the faculty goal. MATH 151 completion rates were unchanged. Faculty will continue to analyze the data to develop more effective strategies.

Computer Science

The Computer Science goal related to the Matrix goal of *Growth and Community*, sought to increase AS and AAS enrollment by 5 percent. As a strategy, the faculty created options to provide students greater choice and flexibility in course selection. In one example, faculty created on-line sections of COMP 129 (Computer Literacy), and offered sections of the class during the summer sessions. Enrollment in COMP 129 increased 3 percent from Spring 2005 to Spring 2006, and overall enrollment increased 6 percent in the AAS degree program and 34 percent in the AS degree program. Another example of the department's effort to increase student enrollment options was the development and subsequent approval through Academic Council of the new AAS Gaming Option and a System Design course.

The Matrix goals in *Curriculum and Student Development* were met with the department meeting their own goal of increasing retention and course completion rates by 5 percent. Strategies included reordering context, redesigning assignments, rescheduling quizzes to provide earlier student feedback, and upgrading classroom computers. To continue the forward

momentum, the department requested, and has received budget approval for upgraded memory and video cards for computers. Retention for COMP 126 (Computer Logic and Design) increased 10 percent between Fall 2005 and Fall 2006.

Five year Program Review

Along with the Student Learning Outcomes Plan and departmental plans, the Five-Year Program Review is one of the three major components of the Academic Assessment Plan as outlined in the IEP. Academic programs undergo formal review every five years. The program review empowers a team comprised of faculty who teach in the program, a faculty member from another division, and an administrative liaison to assess and validate the program's fulfillment of the College Mission and the effectiveness of meeting stakeholders' needs. AAS degree programs have conducted five year program reviews since 1996 (Exhibit 3.19); review of transfer degree programs began in 2005 (Exhibit 3.10).

The first year of the process of program review includes a thorough assessment of the program mission and vision, learning outcomes, and syllabi. The faculty review student success, pedagogy, the sequence of courses, and the program rigor. Community connectedness is evidenced in the process through the additional input of advisory boards, consultants, students, graduates, and transferability searches. Recommendations in the reports are implemented in the year after the report is finalized. The following year's departmental plans are revised to include the program review recommendations and serve as support for budget requests.

In 2005-2006, six programs underwent the review process: Communication Media AAS, Computer Science AAS, Criminal Justice AS, Human Services AAS, Marketing AAS, and Radiologic Technology. Some of the modifications made as a result of the review process include the following:

- Communication Media: Responding to increased enrollment and community needs, a new digital media program option, game option, and system design course have been created by faculty and approved by Academic Council.
- Computer Science: Reflecting a need to increase student success, transferability, and marketability, the program made 14 course revisions that modified course sequencing to permit seamless degree attainment and added technical electives. Program faculty worked with Career Services and developed the syllabus for an internship course as

requested by their advisory board. To improve student satisfaction, they arranged for computer science job postings in the Computer Science area as opposed to posting exclusively in the Career Services office.

- **Criminal Justice:** Based upon increased enrollment, the department received a new faculty line in 2006-2007. A new Intensive Supervision Program/Parole internship was developed in Fall 2006, and two students have participated each semester since its inception. To increase student access, an on-line section of CRJU 101, Introduction to Criminal Justice System, and CRJU 151, Introduction to Criminology, were offered in Fall 2007.
- **Human Services:** To provide expanded opportunities in Human Services, faculty developed a curriculum for Certified Alcohol and Drug Counselor accreditation. After reviewing enrollment models over several years, the Addiction Option was revised, and the Creative Arts Option was deleted. A pamphlet was created to attract more male students into the program. The department web site was revised to include data highlighting the job market and includes numerous Human Services local, State, and national links.
- **Marketing:** To provide a consistent standard of excellence and course rigor, the Marketing review led to the standardization of tests for all Marketing courses. To increase experiential learning, focus has been placed on promotion of internships and cooperative education opportunities for students, and the development of new internship opportunities with local businesses.
- **Radiologic Technology:** The program review focused on facility needs that were subsequently addressed in the design and renovation of the Main Academic South building housing the Radiologic laboratories. Faculty members are currently focusing on developing student-centered pedagogies that take into account different student-learning styles.

The College continues to assess the process of five-year program reviews, and based on this on-going review, several revisions were recommended and implemented. The student survey has been streamlined and is now web-based; and the program review instructions have been reformatted, and now more clearly indicate process and timelines.

Assessment of General Education

Defining the General Education requirements and assigning appropriate courses to fulfill these requirements is a fundamental academic function. Brookdale's general-education courses have undergone a massive re-examination and revision since the last Middle States review in 1998.

General Education History

Brookdale's General Education Regulation (5.0003R) describes criteria for courses that are designated as General Education (Appendix 3.13). Historically, Brookdale's General Education has included the traditional categories of Communications, Humanities, Mathematics/Science, and Social Sciences. Beginning in 2000, new categories of Diversity and Information/Technological Literacy were added to reflect societal needs at the recommendation of the General Education committee and the approval vote of the Governance Forum (Exhibit 3.11). The general-education distribution requirements support acquisition of the Brookdale Community College Core competencies.

The assignment of particular courses to the established General Education core categories, however, has been somewhat non-traditional. For over two decades, Brookdale has recognized the student's desire to explore different interests and majors and created a second tier of General Education called General Education Electives.

In 2004, the faculty and staff at Brookdale Community College recognized the need to regulate and clarify the assignment of general-education designated courses to assist students in their transfer goals. Consistent results from the Student Satisfaction surveys indicated student dissatisfaction with transfer of Brookdale courses to other higher-education institutions.

The General Education committee (Appendix 3.14) formed a subcommittee to clarify and categorize the courses that met the established College criteria for General Education, "a broad-based foundations course with a high rate of transferability." Courses were labeled "General Education Designated" if they were ruled as most likely to transfer and "General Education Elective" for those courses that were deemed broad-based, but less likely to transfer. The catalog was revised to include a grid, clearly indicating course designation (Appendix 3.15).

Despite this clarification, transfer issues for students continued. The General Education committee continued to monitor changing student demographics, particularly the increased

number of students seeking to transfer to four-year institutions. Today, close to 60 percent of current Brookdale students plan to transfer (Exhibit 3.12). Non-transferability has also received considerable political attention resulting in the State legislation to address the concern. Recognizing these changes, Brookdale revised the General Education Regulation in 2006-2007 to eliminate the General Education Elective category.

General Education and New Jersey Legislation

The Lampitt Bill (Exhibit 3.13), signed into law by the Governor in September 2007, establishes a State-wide model for General Education in public colleges and universities in New Jersey. The Bill calls for a seamless transfer among New Jersey public colleges, predicated upon an agreement signed December 1, 2006, by all New Jersey college presidents, stipulating that each of the 19 community colleges in New Jersey would adopt consistent general-education core requirements. Compliance is mandatory and expected to be in place for students registering for September 2008.

Brookdale was actively engaged in the development of the subsequent State-wide General Education model; President Burnham chaired the Articulation and Transfer Task Force of New Jersey college presidents who worked on building consensus regarding the uniform general-education core, and Brookdale's Interim Dean of Academic Affairs was an active participant in the New Jersey Academic Officers Association, the group that actually created the general-education core.

Revision of General Education

The General Education committee, with the Interim Dean's assistance, closely monitored the State debate, and recommended revisions to the Brookdale General Education Regulation to mirror the State-wide model. Effective Fall 2008, all programs leading to an associate degree at Brookdale will include a distribution of courses in the General Education portion of the curricula from the major knowledge areas established by the State-wide model: Communications, Humanities, Mathematics, Sciences, Technological and/or Information Literacy, Social Sciences, History, and Cultural and Global Awareness. An Ethical Dimension competency may be infused within any course in the above categories. Students matriculating into a program beginning July 1, 2007, will follow the revised General Education requirement and the outcome is expected to

be significant improvement in the ease of transferability within the State's higher-education community.

The change in categories requires that course designation be re-evaluated, and the General Education committee, working over Summer 2007, created a worksheet to assess courses and connect them to specific categories (Appendix 3.16). The General Education committee conducted hearings in Fall 2007 to arbitrate expected disputes over the general-education status of courses, and expects to continue to do so throughout the implementation phase. The General Education committee spent a great deal of time communicating to the faculty the expected changes at numerous Governance Forums and in a special faculty meeting called by the Executive Vice President for Educational Services for this express purpose.

Defining Core Competencies

The development and implementation of Core Competencies has been an on-going process at Brookdale. In 2003, Core Competencies were reviewed and revised by a Commission appointed by the President and composed of members from College Governance Academic Standards, Academic Council, and General Education committees (Appendix 3.17). Their findings were reviewed and discussed at a Governance Forum in September 2003, and as a result of the discussions, the Core Competencies were revised to include a competency on Historical Perspectives. This competency was later refined as Historical/Societal Analysis. The Core Competencies representing the essential elements of a complete and relevant education at Brookdale are the following:

- Communication
- Mathematical/Scientific Reasoning
- Critical Thinking
- Creative Expression
- Information Literacy
- Technological Literacy
- Historical/Societal Analysis
- Community and Workplace
- Personal Development

Integrating Core Competencies

During the 2003-2004 and 2004-2005 academic years, "Brookdale Learning Outcomes Buddies" worked with departments to develop a framework to assess courses and programs, revise syllabi into a learning outcomes format, and integrate Core Competencies into their

courses. Mary Ann Baenninger, then Executive Associate Director of Middle States, was the guest speaker for a day-long Governance retreat on student learning in March 2003.

In November 2003, another day-long retreat was devoted to assessment where faculty currently utilizing assessment tools including test blueprinting, portfolios, and rubrics shared their experience with more than 100 of their colleagues at an assessment roundtable. The faculty meeting in March 2004 was used for sharing best practices in assessment with faculty from each division presenting assessment and Core Competency initiatives. Faculty Day in May 2004 began with the President describing the key role assessment of student learning outcomes has in the improvement of teaching and learning.

Work continued on assessing Core Competencies, program outcomes, and course outcomes throughout 2004. In 2005, each department was charged to assess the Core Competency of Information Literacy or Critical Thinking, as well as specific course or program outcomes (Exhibit 3.14). The Core Competency Commission completed their charge, and their recommendation to integrate the Core Competencies into the curriculum rather than listing them separately was endorsed by the Governance Forum (Appendix 3.18). The integration of Core Competencies is demonstrated in the template for syllabi (Appendix 3.19) that instructs faculty to identify Core Competencies addressed in the course. Best Practices in Assessment was the theme of the faculty meeting in March 2005, and faculty from each department shared assessment projects. Since 2005, best practices in assessment have been shared every year at either the May or September Faculty Day program.

General Education and Core Competency

The following chart illustrates the relationship between General Education categories and College Core Competencies. All except one of the nine Core Competencies are included in the General Education model. The missing Competency is Personal Development. The Core Competencies are stated in outcomes language indicating what students will be able to do, know, and value.

General Education and Core Competency Relationships

General Education	Core Competency
<p>1. Communication An array of courses which prepare students to speak, read, and writes effectively.</p>	<p>Communication The student will communicate information and ideas clearly and effectively in the written and spoken form, and will demonstrate effective listening and reading skills.</p> <p>Information Literacy The student will identify a need for information and collect, analyze, organize and evaluate information from a variety of sources. The student will synthesize, document and present information.</p> <p>Critical Thinking The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.</p>
<p>2. Mathematics Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.</p>	<p>Mathematical/Scientific Reasoning The student will use mathematical and/or scientific skills and methods to organize information and develop and test conjectures. The student will also analyze and solve problems and interpret the results within the context of practical applications.</p> <p>Critical Thinking The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.</p>
<p>3. Science Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.</p>	<p>Mathematical/Scientific Reasoning The student will use mathematical and/or scientific skills and methods to organize information and develop and test conjectures. The student will also analyze and solve problems and interpret the results within the context of practical applications.</p> <p>Critical Thinking The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.</p>
<p>4. Technology Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.</p>	<p>Technological Literacy The student will use computer systems and other appropriate forms of technology to achieve professional, educational, and personal objectives.</p> <p>Critical Thinking The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.</p>
<p>5. Social Science Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.</p>	<p>Historical/Societal Analysis The student will identify and analyze historical and/or societal issues as they impact current and future trends.</p> <p>Critical Thinking The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.</p>

General Education	Core Competency
<p>6. Humanities Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.</p>	<p>Creative Expression The student will use visual, verbal or written methods of communication to articulate a response to the arts and /or humanities.</p> <p>Critical Thinking The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.</p>
<p>7. History Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.</p>	<p>Historical/Societal Analysis The student will identify and analyze historical and/or societal issues as they impact current and future trends.</p> <p>Critical Thinking The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.</p>
<p>8. Diversity courses Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language.</p>	<p>Community and Workplace The student will demonstrate cultural sensitivity within the context of the contemporary, diverse, global community. The student will demonstrate ethical conduct and effective teamwork.</p> <p>Critical Thinking The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.</p>
<p>9. Ethical Reasoning and Action This ethical reasoning and action goal may be infused in any of the above categories. These courses should include the ethical implications of issues and situations.</p>	<p>Community and Workplace The student will demonstrate cultural sensitivity within the context of the contemporary, diverse, global community. The student will demonstrate ethical conduct and effective teamwork.</p> <p>Critical Thinking The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.</p>

Improving General Education

Brookdale will continue to assess General Education outcomes within the overall plan for assessing student learning outcomes. The process will provide the means for updating and maintaining the list of General Education courses, serve to evaluate student proficiency in Core Competencies, and improve curriculum. Through the combined efforts of the General Education committee and Academic Council, bolstered by research and data from the office of Planning, Assessment and Research, the on-going evaluation of General Education courses demonstrates assessment processes that Standard 14 asserts are, “appropriately integrated with one another,”

“consonant with the institution’s mission,” and “support the collaboration of faculty and administration” (C.E., p. 66).

Assessing Related Education Offerings – Basic Skills

A College-wide Basic Skills committee (Appendix 3.15) oversees and addresses matters related to Basic Skills students and developmental courses. The committee also engages in outreach efforts in the local high schools to help high school faculty identify – and students achieve – a smoother transition from high school to college. The Fall 2006 Excellence and Accountability Report/NJCHE Annual Institutional Profile noted that 26.8 percent of the total students enrolled at Brookdale are enrolled in one or more remedial course. During the Fall 2005 term, 69.2 percent of recent high school graduates were enrolled in one or more remedial course.

Basic Skills Report

Each year the Planning, Assessment, and Research office develops an extensive profile of the Basic-Skills program in order to better drive course and curriculum development. The Basic Skills Annual Profile (Appendix 3.20) informs the College community about students who require remediation and their graduation and transfer rate. The 2007 Basic Skills report (Exhibit 3.21) summarized that students who require remediation in only one subject area have a combined graduation and transfer rate that is higher (39 percent) than those who require remediation in two areas (36.1 percent), which in turn, is higher than the combined success rate for students who need remediation in all three content areas (17 percent). More than half (56.5 percent) of those who did not require any remediation graduated and/or transferred within three years of entering Brookdale.

Some of the data included in the annual Basic Skills report:

- Percent of new students evaluated for placement (This also includes information of test and placement waivers and re-tests results.)
- Percent of new students requiring remediation
- Profile of students who require remediation in English, Reading, and Math
- Demographic data for Basic Skills students
- Percent of graduates who enrolled in Basic Skills courses
- Basic Skills course completion rates
- Six-semester retention rates for all students who were evaluated for Basic Skills placement

Outcomes of Basic Skills Assessment

The Basic Skills committee examines the annual data against the previously collected data and develops recommendations for improvement. Among the initiatives recommended by the Basic Skills committee and implemented in response to the analysis of data from these reports are the following:

- Establishment of a cut score on the SAT as a waiver from Basic Skills testing (Exhibit 3.15).
- Participation by members of the Basic Skills committee in State-wide meetings hosted by the Council of County Colleges to initiate standardized SAT waiver scores and Accuplacer cut scores sector-wide.
- Development of a system to alert Brookdale counselors that a student may need further evaluation for English as a Second Language courses prior to placement in developmental courses (Exhibit 3.16).
- Enhanced information about Basic Skills and placement testing on the College web site (Exhibit 3.17).
- Exploration of a specific time limit for retaking the placement test scores after an extended absence from Brookdale. Rather than set a mandatory time limit, the Basic Skills committee recommended evaluating on an individual basis.
- Elimination of catalog wording regarding 0-level courses, and made all references consistent to “basic-skills courses.”
- Change of the grading system in basic-skills course English 095 from a Pass/No Credit grading system to a letter grade to encourage students’ efforts to succeed in the course.

Improving Basic Skills Instruction

A number of strategies are in place to assist faculty in improving basic-skills instruction. The Mathematics, Writing, and Reading faculty sponsor a listserv, conduct on-line forming sessions for grading, and hold roundtable discussions to promote consistency among adjunct and full-time faculty in the teaching of Basic Skills courses. Faculty in these departments are also exploring the creation of “learning communities” that link Basic Skills courses with thematic College-level courses, creating a learning cohort expected to lead to increased retention.

Following a review of the data (Exhibit 3.2), and much input from faculty, Basic Skills assessment and outcomes were analyzed and subsequently addressed in ESMP 2010. This document includes recommendations to offer classes in a variety of modes including on-line learning, expansion of the Reading Lab to a Reading Center so that all students in the College can receive necessary help, and continuing to adequately staff the Learning Disabilities Office to face a growing population of students needing services.

Institutional Assessment

Institutional assessment is an integral part of Brookdale's strategic planning and culture. It is critical to the College's commitment to academic excellence and maintaining an environment centered on student learning as detailed in the Institutional Effectiveness Plan. It is also evident in a variety of activities and work taking place within administrative divisions. Institutional assessment provides the basis for institutional planning, resource allocation, and institutional renewal, and consistent with Standard 7, supports, and is interrelated to student learning outcomes established in Standard 14.

Assessment Tools

A variety of assessment tools are utilized to provide complementary perspectives on institutional performance and the teaching and learning process. The office of Planning, Assessment, and Research (PAR), the official source of institutional data, works collaboratively throughout the institution in collecting, validating, reporting, and communicating a wide variety of data for primarily internal constituencies, and on occasion, external constituencies.

Brookdale has data collected over time that provides information which can be used with confidence to make plans and policies, allocate resources, and improve programs and services. As part of its assessment efforts, PAR provides a variety of tools to promote comprehensive assessment efforts. The following are a number of major tools employed throughout the institution, a few of the major findings, and examples of how they have been utilized. Full texts of these surveys and assessments will be made available to the visiting team.

Entering Student Survey (Exhibit 3.1)

This survey is designed to identify new students’ goals, objectives, and expectations for achievement at Brookdale. The Entering Student Survey identifies the primary reasons why students select Brookdale as well as the most important factors in their decision to enroll.

Entering Student Survey 1998 – 2004		
Major Findings	Actions Taken	Results
Some of the key factors influencing students' decision to attend Brookdale are location, cost, convenience (in terms of ability to go to work and school at the same time), availability of particular programs, transferability of courses, and College reputation.	Off-campus Learning Centers were changed to Higher Education Centers, and more services and programs (i.e., admissions, registration, financial aid, counseling, etc.) were provided.	Although overall credit enrollments have increased in Lincroft, the largest increases were at the Higher Education Centers. The Western Monmouth Higher Education Center was elevated to the Branch Campus status (2006). New centers were opened in Hazlet (replacing East Keansburg) and Neptune (replacing Asbury Park in 2007). The Long Branch Higher Education Center underwent significant renovations.

Community Needs Assessment (Exhibit 1.2)

Gauging the needs of the broader community is a critical component of Brookdale’s assessment plan. Approximately every two years, the College produces a report that focuses on major demographic and labor-market trends. Each report also emphasizes a specific theme (e.g. business and industry, nontraditional students, traditional students, Brookdale image, etc.).

Community Needs Assessments Business & Industry (1999), Camp Evans (2000), Traditional Student (2000/2003), Western Monmouth (2003)		
Major Findings	Actions Taken	Results
"The strongest feature of the planned site is the opportunity to get an education beyond the 2-year level typical of a community college." (Camp Evans 2000)	The College decided to move toward the acquisition of a portion of the Camp Evans site for the establishment of a learning center and the New Jersey Coastal Community (NJCC). An executive director was hired.	Partnerships were established with 5 senior colleges. The Wall Higher Education Center opened in Fall 2001 with an enrollment of 172. Fall 2007 enrollment was 1,970.
The 1999, 2000, and 2003 Community Needs Assessments have forecast increases in the traditional-age cohort through 2012.	Enhanced focus was placed on attracting the full-time traditional age student. Some of the initiatives included the construction of the Student Life	The percentage of Monmouth County high school graduates who attend Brookdale within the first year after graduation has increased from 22 percent in 2001 to 33 percent in 2006.

Community Needs Assessments Business & Industry (1999), Camp Evans (2000), Traditional Student (2000/2003), Western Monmouth (2003)		
Major Findings	Actions Taken	Results
The growth will slow after 2010. Declines are forecast after 2012.	Center, and revamping of class scheduling to meet traditional student needs	Most of these students attend full-time. As a result, FTES generated by full-time students now represent 74.4 percent of the total as compared to 69.4 percent in 2000.

Student Satisfaction Inventory (Exhibit 1.11)

A representative sample of students is surveyed in class to determine their perceptions of the Brookdale experience. More specifically, the survey (a Noel-Levitz product) addresses the following questions:

- Which aspects of the College do our students care most about?
- Which aspects do students find most and least satisfying?
- How can we best meet student expectations?
- How do our students' responses compare with students' responses at other community colleges, especially those that are similar to Brookdale?

Noel Levitz Student Satisfaction Inventory Administered 1999, 2001, 2003, 2006		
Major Findings	Actions Taken	Results
Students expressed serious concerns regarding parking 1999 and 2001	Additional parking lots were developed increasing the number of parking spaces by 400. In addition, the opening of additional facilities allowed more classes to be moved to the north side of the Lincroft campus. (2002) Although still lower than what might be desired, student rating of parking increased very substantially in the 2003 survey.	In 2006, classroom scheduling was revamped to maximize the use of classroom/laboratory facilities and credit enrollment increased. Student satisfaction with parking plummeted in the 2006 survey. The addition of more parking spaces is being considered.
Students were concerned about the availability of channels for expressing student complaints (1999, 2001, 2003)	A new position (Director, Student Affairs and Support Services) was created and assigned the responsibilities of handing student complaints.	The largest increase in satisfaction from 2003 to 2006 occurred in this area.

Graduate Follow-up Study (Exhibit 3.18)

Once every two years, all graduates from the previous year are surveyed nine months after their graduation. Survey data fall into five categories:

- Students' primary goals and attainment of those goals
- Opinions regarding Brookdale's services from a graduate perspective
- Student Learning Outcomes
- Transfer experiences with other institutions of higher education
- Current employment

Graduate Follow-up Survey Administered 1999, 2001, 2003, 2006		
Major Findings	Actions Taken	Results
Students continue to express concerns regarding counseling and advisement. Most concerns relate to counselor availability and accuracy of information. (1999, 2002, 2003) Findings are consistent with Noel-Levitz Student Satisfaction Inventory.	Counseling consolidated in one location. A new accountability system for tracking counselor hours is implemented. (2003)	Concerns continue to be expressed via student comments. (2003) In 2005, most student support services, including counseling, are consolidated into adjacent buildings. Students are no longer assigned to individual counselors but to counseling areas instead. Significant graduate concerns are still being reported. As a result, the President has indicated that he will establish a commission to look at the Student Development Model.
A significant number of students responded that they were not aware of Student Development Specialist services (1999, 2001, 2003)	To determine whether this was a terminology issue, the item was changed to reflect both Counselors and Student Development Specialists. (2005)	Awareness of counselors increased from 76.4 percent in 2003 to 98.7 percent in 2005.
No areas on the Graduate Follow-up Survey related to student learning outcomes. (1999, 2001, 2003)	A new set of items was added each of which reflects the wording of the Core Competencies as approved by College Governance (2005)	Overall, graduates reported they had all the skills and abilities. They most strongly agreed with two of the three "Community and Workplace" skills (teamwork and ethics) and were confident in their "Communication" and "Critical Thinking" skills. They were least in agreement with having skills related to "Historical/Societal Analysis" and "Mathematical/Scientific Reasoning". The General Education program is being revamped to include more emphases in historical/societal analysis. The new requirement will be in place by September 2008.

Survey of Non-Returning Students (Exhibit 3.19)

Every other year, all students who attended the College in the previous year's Fall semester but did not enroll in any of the subsequent terms and did not graduate are surveyed.

The basic survey data categories are essentially equivalent to those requested in the Graduate Follow-up Survey.

Survey of Non-returning Students 2004		
Major Findings	Actions Taken	Results
"One out of three non-returning students reported transferring to another institution." These findings suggest a need for Brookdale to further explore the advantages to students of attaining their associate degree prior to transfer.	Brookdale has played a lead role (the President chairing a statewide presidents' committee and the Director of Transfer Resources/ Articulation chairing a statewide practitioner's group) in helping to assure that students who graduate from a NJ community college will be able to enter a comparable program at a senior public with junior status.	Legislation was passed to enable seamless transfer to occur. Brookdale has refined its General Education program to meet state guidelines.

Many additional instruments and data are utilized to provide an accurate basis for assessment. One that provides baseline information and one new instrument are described below.

Major Indicators of Institutional Effectiveness (Exhibit 3.20)

The College regularly reviews internally trended data related to factors that are critical to effective operations. This data is presented as Major Indicators of Institutional Assessment, and was implemented in 1995 to organize data reflecting student, operational, and financial performance. The organization of this data has evolved from 77 separate indicators into a thematic arrangement reflecting access, student success, community, and quality.

The data is shared with the College community through the Governance Forum, and other communication vehicles. The Self Study committee notes the lack of a formal Indicators report distributed college-wide, and that not all of the Indicators are widely known. However, the Institutional Planning committee of Governance is currently finalizing a "Dashboard Report" on the Indicators which will be presented at the Forum. Some of the Indicators such as enrollment, retention, graduation and transfer rates are now distributed in the Data Books used for departmental planning.

Community College Survey of Student Engagement (Exhibit 3.21)

This national survey was administered for the first time in the Spring of 2007. It provides additional information pertaining to student perceptions regarding the attainment of Core Competencies. In addition, it will provide benchmarking information in such areas as Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support Learning. Data from this survey will be available for the Middle States Team to review in April.

Additional Outcomes of Institutional Assessment

A variety of assessment activities are on-going through the administrative offices and departments. The following are examples of assessment and service improvement activities that reflect several 2007-2008 Matrix themes.

Student Services Consolidation

The ESMP 2010 and Matrix 2007-2008 emphasize the importance of providing services that support student access. Concerns have long been raised by staff in student support services about how students were negatively affected by the decentralization of services associated with advisement and registration for classes. Students were sent from one building to another for counseling, testing, registration, and payment, presenting an obstacle to easy enrollment.

Data from the Noel-Levitz Student Satisfaction Inventory (Exhibit 1.10), the Financial Aid Satisfaction Survey (Exhibit 3.22), and the Graduate Follow-up surveys (Exhibit 3.18), bolstered by research documenting the number of students who did not complete the registration cycle, confirmed the observation of the student-services staff. In response to a charge from Governance Steering (Appendix 3.21), and after reviewing existing data and speaking with many people, the Student Development standing committee recommended in 2000 that the College find ways to “create a system in which a prospective student can apply, take the Basic Skills test, see a counselor, register and pay for classes on the same day, without leaving one building” (Appendix 3.22).

With substantive data, the College moved forward with plans to consolidate services. As an initial step, and a temporary measure to address counseling-service concerns noted in the Student Satisfaction Inventory and Graduate Follow-up Survey, counseling services were consolidated in Larrison Hall, rather than decentralized across the campus.

The proposed renovation of the Natural and Applied Science building and the need to relocate some displaced student services presented an opportunity to centralize the location of all student services. The Board of Trustees approved funding for the Center for Counseling, Admissions, and Registration (CAR). The areas of Testing, Registration, Educational Opportunity Fund, Financial Aid, Recruitment, Accounts Receivable, and Counseling were housed in CAR creating an efficient and easily accessible location for students to be admitted, advised, and tested in one visit to one building.

Collateral student services are located nearby, in the Main Academic Complex. These services include Disabilities Services, College Nurse, Student Development, Student Affairs, and Experiential Learning and Career Services; all have easy access to the offices of the Executive Vice President and the Deans of Academic Affairs, Enrollment Development and Student Affairs, and the Communiversity and Higher Education Centers.

While the consolidation of services resolved many of the ease of access issues noted in student data, there continues to be significant concern with the provision of student development services, particularly regarding responsive access and effectiveness in the delivery of counseling and academic advisement. Brookdale essentially maintains the same counseling and advisement model it employed at the College's founding with modifications over the years. Although the student-development theory and principles remain sound, the structure and practices through which they are delivered are no longer responsive to the present-day environment and the manner in which students seek services.

Over many years, the Graduate Follow-up Surveys and the Noel-Levitz Student Satisfaction Inventory have validated student concerns about advisement and counseling. Counseling has consistently been among the lowest rated student support services. Specifically, in the Student Satisfaction Inventory, counseling and advisement has been rated as one of the most important yet least satisfying services. In addition to the consolidation of services, steps have been taken recently to make the Counseling department more responsive to student needs. However, it is clear that broader engagement is needed to address the organizational issues. Toward this end, the College has begun a critical assessment of counseling and advising, similar to the approach taken with CALM, to develop mechanisms and structures to more effectively provide quality services. In early 2008, the President is expected to appoint a Commission, similar in nature and scope to CALM, to analyze the issue.

Bankier Library

Numerous examples exist of improvement that has occurred as a result of the Bankier Library's on-going formal and informal assessment activities. Six librarians, with faculty designation, teach library instruction, critical thinking, evaluative skills, and work-cited workshops. Librarians provide instruction in the research process through student orientation, library modules in Freshman Success Seminars, "Ask the Librarian" e-mail, and individually through the Help Desk.

The *Bankier Library Assessment Report* (Exhibit 3.23), facilitated by PAR in 2002, indicated that three-quarters of the 832 students surveyed use the Library at least once a week. Three out of four have accessed the Library at home via the web site.

On the most recent Student Satisfaction Survey (Exhibit 1.10), the Bankier Library received the highest satisfaction rating of all services listed. The Library continues to seek ways to improve by increasing the number of holdings, on-line full text articles, and academic data bases, in response to student and faculty requests. They have increased librarian liaisons to classroom faculty to strengthen the integration of the Information Literacy Core Competency in curricula. Additionally, to support the Branch Campus and Higher Education Centers, as identified in the Matrix, they have made outreach a high priority and have staff specifically responsible for the provision of library services at all locations.

Decentralization

In early 2000, the Board of Trustees discussed the recently completed Community Needs Assessment, census data, and other research that focused on institutional capacity and managing growth. The research showed that the College's student population would significantly increase, and Brookdale would attract greater numbers of younger students. In addition to the efforts already underway at the Lincroft campus to cater to the younger demographic, the Board directed the President and the Cabinet to adjust the Facilities Master Planning process to expand efforts at the College's regional Higher Education Centers (HEC) to attract the growing local student population and minimize crowding at the Lincroft campus. In 2000, PAR conducted a needs assessment of Southern Monmouth County (Exhibit 3.24), and in 2003 conducted a needs assessment of Western and Northern Monmouth (Exhibit 1.2). These phone survey/demographic

analysis studies confirmed enrollment trends and showed continued student enrollment at all Brookdale locations.

Dr. Burnham wrote in a March 2005 White Paper (Appendix 3.23), distributed to the Board and the College community:

The decision to evolve branch campuses has been driven both by growth and regional demographics. Although not currently at capacity, the Lincroft campus cannot fully absorb the forecasted growth over the next decade. This emerging situation has been noted as a key component of our Strategic Planning Matrix over the past four years: ‘Integrated Diversification;’ ‘De-Centralization;’ ‘Branch Campus Development;’ ‘Sustaining One Brookdale in a De-Centralized Environment.’ The reality of this transition is now upon us as we take the formal steps to establish our first branch campus at the Freehold site, the Western Monmouth Higher Education Center. This evolution to branch campuses will be careful and deliberate. Each campus will evolve in a ‘lean and mean’ fashion, consistent with the ‘One Brookdale’ philosophy and our unique Brookdale environment. The needs of the students will drive the appropriate levels of support and service, as per the requirements of the State of New Jersey, the Standards of the Middle States Commission for Higher Education, and our own policies and processes.

The College’s strategic response to the enrollment growth has been both vertical, expanding Brookdale’s presence at the HEC, and horizontal with the development of a broader, more eclectic range of entrepreneurial activities utilizing the Warner Student Life Center and Collins Arena as “destination venues” for revenue generation. Expansion efforts at the HEC are detailed in the ESMP (Exhibit 3.25) as well as department and division plans, and the following actions detail the initiative’s representation in successive Annual Strategic Planning Matrices.

In response to these studies, assessments, and analyses, a five-year plan for the Higher Education Centers was developed. These actions have led to successful outcomes with regard to accomplishment of the decentralization objectives articulated in the Board of Trustee mandate, the Strategic Planning Matrix, and the HEC plan. Significant actions as a result of the decentralization initiatives in the Matrix include the following:

- 2004 – reorganization created Dean of Communiversity and HECs; filed application to New Jersey Department of Education for Branch Campus (BC) status at Freehold Higher Education Center (Exhibit 3.26)

- Spring 2005 – filed application to Middle States Association Commission on Higher Education to change the Freehold Center from a Higher Education Center to the Western Monmouth Branch Campus (WMBC) (Exhibit 3.27)
- Summer 2005 – hired Branch Campus Director; restructured HEC/BC supervision to the Executive Vice President for Educational Services
- Fall 2005 – expanded student services and counseling at all HEC/Branch Campus; hired Director of Student Support Services for Branch Campus/HEC
- Summer 2006 – restructured Communiversity supervision to the Executive Vice President for Educational Services
- Fall 2006 – began providing full degree programs in Business and Humanities at WMBC; expanded first year academic course offerings at all HEC; expanded Communiversity programs at the Wall Center; hired new full-time counselor for WMBC; opened new modular buildings with classrooms at the Wall Center; hired full-time Reading instructor for the Asbury Park and Long Branch Centers; finalized purchase of new Northern Monmouth Center building.
- Spring 2007 – created Student Success Centers at each HEC/Branch Campus; finalized new site and readied for relocation of Asbury Park Center to Neptune.
- Summer 2007 – renovations to Long Branch Center completed.
- Fall 2007 – relocation to new Northern Monmouth and Neptune sites; hired full-time faculty in Mathematics and English for WMBC.

In addition to prominence in the Matrix, the Branch Campus and HEC became an important component in the development of ESMP 2010. Based on enrollment projections and the data gathered at the Centers, the ESMP outlined steps to support the HEC expanded academic and student service role including increasing local access to academic programs addressing community needs, developing more “core courses” that include Basic Skills and lower-level General Education courses applicable to multiple degrees in the College’s most popular programs, improving course scheduling to reflect the needs of the local population, expanding the student development and student life presence, and ensuring that the physical and educational environments are appropriate for the study body.

The FMP 2015 included a comprehensive facility review of Lincroft campus, the Long Branch HEC, and Western Monmouth Branch Campus (Exhibit 3.28). The plan has been

updated to address facility issues at Bayshore, Asbury Park, and Wall Township. As a result of the planning process, resources were directed towards the acquisition of a new HEC in Hazlet (Northern Monmouth), major renovations in the Long Branch HEC, and development of a new facility in Neptune.

To ensure smooth integration of academic planning across all HECs and Branch Campus locations, in 2005, the Dean of the Communiiversity and the Higher Education Centers began reporting directly to the Executive Vice President for Educational Services. The Executive Vice President for Administration, Operations, and Information Technology Services, likewise, ensured that facilities planning focused equally on the HECs/Branch Campus as well as Lincroft.

In the facilities that Brookdale leases – Sandy Hook and Asbury Park – the College faced a unique set of challenges. Sandy Hook is in the middle of a “privatization” dispute between the Federal Government, anxious to rehabilitate and rent buildings on the century-old National Park, and environmentalists, equally anxious to preserve the historical integrity of a beautiful site hosting the nation’s first lighthouse. Through an existing partnership with Rutgers, The State University of New Jersey, the College anticipates moving its Sandy Hook Field Station into a renovated, shared-use facility with the Rutgers within the next year.

In Asbury Park, the College relocated its facility numerous times. In 2005-2006, the Center struggled with security and landlord problems as students complained that basic maintenance was substandard and their course selections limited. The Board directed the senior administration to find a new location. A comprehensive search of the surrounding real estate was conducted. In early Spring 2007, a new location in nearby Neptune was secured, and the facility opened in Fall 2007. A new facility in Northern Monmouth was also secured to replace the aging Bayshore location.

At the Long Branch HEC, detailed renovation plans were developed to address repair issues consistent with an aging facility. The site was closed for Summer 2007 and services relocated to neighboring locations and the Lincroft campus to ensure minimal disruption. Construction was completed in time for the Fall 2007 semester.

Financial Aid

To continue to assess and improve student services, the office of Financial Aid took advantage of data from several sources. Brookdale’s Financial Aid department awarded nearly

\$17,000,000 in financial assistance in 2005, and total aid has increased 78.8 percent since FY2001. In 2005, 34.7 percent of full-time students received some aid (Exhibit 3.29).

The Graduate Survey of the Class of 2005 indicated a steady improvement in satisfaction with the services provided by the Financial Aid office since the 1997 survey (Exhibit 3.30). A 2005 financial-aid survey (Exhibit 3.32) initiated by the office of Planning, Assessment, and Research showed a high degree of satisfaction with the quality and service of this office. The Executive Summary by PAR noted that the data reflect “a very positive view of the staff who work in the Financial Aid office as well as favorable impressions of services and information available in printed and electronics form.” Furthermore, students described “a wide variety of services that they found particularly helpful, such as having someone assist them when filling out forms, provide details and tax information, and explain eligibility criteria.”

In all the available data, the most significant concern raised by students was the amount of financial aid available. Since the limits on State and federal funding were out of the control of the Financial Aid office, they worked closely with the College Foundation to supplement State and federal aid with institutional resources. The Foundation conducted a scholarship campaign, and the outcome was an increase in College assistance from \$151,245 in 2005 to \$223,663 in 2007 (Exhibit 3.31).

Based on available data, the Financial Aid office continues to look toward enhancements that will improve student access to financial aid and financial aid services. As a result of assessment activities, several recent improvements have included updating the financial aid web site and encouraging students to file appropriate documents electronically to ease the process and decrease the time it takes to determine finalized awards. The Financial Aid server has recently been upgraded to ensure prompt access to information and batch processes. The staff has expanded information about scholarship opportunities and proactively worked with students to search for scholarships.

Distance-Education and the Course Management System

Another example of institutional assessment resulting in improved services is the expansion of distance-education offerings and the subsequent change in the College’s course management system. While Brookdale has long offered telecourses and Interactive Television instruction, advances in technology and student demand created a need to improve and expand

those options. These goals are featured in ESMP 2010 (Exhibit 3.32) and appropriately nest within the Matrix themes.

Distance-education enrollments have increased every term since the Fall 2001 (Exhibit 3.33). The College offers three Associate in Arts degrees (Business Administration, Humanities, and Social Science), and four options (English, Liberal Studies, Psychology, and History), that can be earned exclusively through distance-education, and approximately 3,000 students were registered in web-enhanced classes during the Spring 2007 term.

To address data showing an increasing technologically sophisticated student population, increase access and opportunity for Brookdale students, and encourage innovation in the teaching and learning process, the College aggressively expanded distance-education offerings and provided training for faculty to design and teach on-line classes in the Teaching Learning Center (TLC). Concurrently, the College transitioned from a Teaching, Learning, Technology Center, staffed by the College's vendor/partner SunGuard/Collegis, with a primary focus on the uses of technology, to a College-staffed professional development center for faculty. The current Teaching and Learning Center centralizes and fosters the infusion of pedagogy and technology; faculty work closely with administrative TLC staff to create and run courses and utilize a peer-teacher approach to using technology in the classroom. As of July 2007, 207 faculty members have used the resources available in the TLC (Exhibit 3.34).

In the development of distance-learning modalities, a faculty committee (Appendix 3.24), after extensive analysis, recommended that the College select WebCT as its on-line course-management system. As part of its commitment to on-going assessment, the faculty courseware review group was formed to review course-management systems. They reviewed communication tools, productivity tools, student-involvement tools, course management, curriculum design, and student-tracking tools, and determined that the course management system, ANGEL, would most effectively meet the College's needs. The College has now made the switch to ANGEL, and an extensive training program is on-going to assure faculty and staff expertise with the new program; as of July 2007, more than 200 faculty have been trained. A comprehensive change management plan, including an assessment component, has been implemented to ease the transition to the new course management system (Appendix 3.25).

Student Success Seminar

Throughout its history, Brookdale has offered student success courses designed to help students navigate the college experience. Apart from individual counselor initiative though, there was little institutional discussion or support for these classes. As success courses proliferated nation-wide, even becoming required at many schools, Brookdale began a collegial dialogue through the Student Development standing committee to determine their place at the College and whether they should be required for all full-time, first-time freshmen. After much discussion, it was determined that there would be an expanded commitment to developing a more comprehensive Student Success Seminar (Human Development - HUDV 107) (Exhibit 3.35), and more emphasis on actively encouraging a first-time, full-time student cohort to enroll. The recommendation to make the course mandatory, however, was defeated when a large contingent of students speaking at the Forum opposed the “mandatory” aspect of the class.

The HUDV seminar was established to identify and practice a variety of skills and behaviors that can foster success in college and work. The syllabus for this class (Appendix 3.26) illustrates that the entire course is centered on the student and his or her needs in the college setting, and in whatever the future holds for that student.

Following the first full semester in Fall 2004 that HUDV was offered, 28 sections were assessed through the office of Planning, Assessment, and Research (Exhibit 3.36). The results noted that the impact on academic achievement and retention were significant. Specifically, data showed that when compared to students not taking the Freshman Success Seminar, students who successfully finished the class “completed more credits, had higher GPAs, and were more likely to return the following semester.”

Evaluation of Institutional Assessment Process

While assessment and improvement in support service areas has been on-going, it lacks the consistency and uniformity apparent in academic assessment. Recently, the Executive Vice President for Educational Services and the Executive Director of Planning, Assessment, and Research jointly developed a template based on the same five levels of assessment guiding the academic divisions (Appendix 3.27). The plan was unveiled during Summer 2007.

STRENGTHS

- The Planning, Assessment, and Research (PAR) department is well-staffed and data rich; it is recognized as an excellent resource at the College. PAR conducts numerous internal and external research studies extensively utilized in planning and institutional renewal. An excellent example of acting upon anecdotal and empirical data/evidence is the consolidation of all Student Enrollment Services in one convenient location.
- The College has a well-established planning and assessment process. The College has used assessment findings to improve programs and services, and continues to refine its processes. In response to faculty concerns, an Administrator of Assessment position was created and hired.
- The College has made significant progress in institutionalizing assessment of student-learning outcomes; faculty recognize the positive impact assessment has on student learning and are engaged in on-going academic assessment efforts in courses and programs, Basic Skills, General Education, and Core Competencies.

CHALLENGES

- The College will need to continue its implementation efforts to directly assess student learning and continue to enhance the process and reporting mechanisms. While faculty actively participates in assessment efforts, there is a concern that the process is time-consuming and cumbersome. The College must continue to provide support to the faculty in the process of assessing student learning and evolve the processes accordingly.
- The on-going challenges to address long-standing issues related to student development services, especially advisement and counseling, must move forward. The College must define and implement methods to improve student satisfaction with student-advisement services.
- As decentralization initiatives expand in scope and complexity, the College must make sure that appropriate fiscal, human, and physical resources are provided to all Branch Campuses, Higher Education Centers, and other educational locations.
- Although the College has developed major indicators of institutional effectiveness, they are not universally understood, and integrated into overall assessment processes. There is a need to develop a more consistent recording mechanism to monitor institutional effectiveness and communicate and utilize them institutionally.

- The College should review the Personal Development Core Competency and determine if it should remain a Core Competency. If so, it must be incorporated into the General Education categories as are the other Core Competencies.
- The Self Study committees found pockets of resistance to assessment activities due mostly to inadequate knowledge of how to proceed and frequent changes to the design of assessment instruments. The College must ensure that all departments, academic and non-academic, are engaged in meaningful assessment activities.

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