

Brookdale Community College
Middle States Commission on Higher Education
Self-Study Design 2026-2027
Final 6-10-25

Table of Contents

Table of Contents 1

I. Institutional Overview 2

II. Institutional Priorities to be Addressed in the Self-Study 8

III. Intended Outcomes of the Self-Study 12

IV. Organizational Structure of the Steering Committee and Working Groups 14

V. Guidelines for Reporting 29

VI. Organization of the Final Self-Study Report 31

VII. Self-Study Timeline..... 32

VIII. Communication Plan..... 36

IX. Evaluation Team Profile 39

X. Strategy for Addressing Annual Institutional Update Indicators and Metrics..... 41

XI. Strategies for Managing the Evidence Inventory..... 43

XII. Strategies for Identifying How the Self-Study Visit is to be Conducted..... 46

Conclusion 47

Appendix A 48

I. Institutional Overview

Brookdale Community College, the county college of Monmouth County, New Jersey, is an open admission, comprehensive community college dedicated to providing accessible, high-quality education and lifelong learning opportunities. Founded in 1967 and sponsored by the citizens of Monmouth County through the Board of County Commissioners, the College is a member of the New Jersey Council of County Colleges (NJCCC), the state association for New Jersey's 18 community colleges. Brookdale is a dynamic public community college and a pillar in the local community that is recognized for commitment to excellence in teaching, innovative programming, and partnerships with local industries, positioning itself as a leading institution for workforce development, academic advancement, and community engagement.

Access and opportunity are core to the College's commitment to economic empowerment. They are key components of Brookdale's mission to empower a diverse community by providing open access to high-quality and cost-effective educational and lifelong learning options with clear paths to personal, educational, and economic success, as well as its vision to be a dynamic community college system committed to student success, lifelong learning, economic development and the common good of society. Brookdale plays a transformative role in our community, providing educational, cultural, and professional programs and offerings to enable, empower, and inspire all community members to fulfill their aspirations to the best of their ability. In fulfillment of the College's mission and vision, Brookdale established the following four values each being of equal weight and importance:

1. **Educational excellence** through engagement, assessment, and innovation
2. **Economic empowerment** through access, opportunity, and entrepreneurial partnerships
3. **Institutional integrity** through academic freedom, stewardship, and accountability
4. **Diversity** through inclusivity, human equity, and individual perspective

Brookdale's main campus is in the Lincroft section of Middletown Township, with additional locations in Asbury Park, Freehold, Neptune, Wall Township, and on the campuses of The College of New Jersey and St. John Vianney High School. Additionally, the College offers concurrent enrollment opportunities to local high school students, operating 6 early college high school programs leading to full associate degrees as well as a robust menu of dual enrollment courses taught at 19 high schools designated as other instructional sites.

Access and opportunity are also ensured through the availability of financial aid options for students. The financial aid programs administered through the College include federal and state grants and loans, as well as private scholarships offered through the Brookdale Foundation. In FY2023, \$17,763,000 in Federal Financial Aid, \$6,409,000 in State Financial Aid, and \$365,000 in Foundation Grants/Scholarships were awarded to Brookdale students.

Educational excellence is Brookdale's top priority. The College enjoys a 57-year history of distinction in New Jersey and throughout the country. Brookdale regularly ranks among the top 100 degree-granting community colleges in the country and has been ranked by Niche as the top community college in NJ in 2023, 2024, and 2025.

Brookdale offers a wide range of academic programs, including associate degrees, certificates, and specialized workforce training programs in fields such as health sciences, business, humanities, social sciences, STEM, and career-technical education. With over 70 degree and certificate options, students have ample opportunities to pursue studies aligned with their personal and professional goals. Students are taught by highly dedicated professors and professional staff, many of whom are national leaders in their areas of expertise. As of Fall 2024, the College offers 68 associate degree programs including fully online degree programs in Business Administration, English, History, Liberal Education, Political Science, Psychology, Sociology, and Social Sciences. Further, the College offers 4 Academic Credit Certificates that require 30 or more credits and 11 Academic Credit Certificates of Achievement, including a new Cybersecurity Academic Credit Certificate of Achievement, which require fewer than 30 credits to complete.

The College maintains a robust transfer pathway, establishing articulation agreements with four-year universities across New Jersey and beyond, ensuring that students can transition seamlessly to continue their education. Many graduates go on to attend prominent institutions, benefiting from Brookdale's close ties with universities such as Rutgers and Monmouth University. Students who transfer beyond Brookdale consistently tend to outperform students who began at the transfer colleges in their first year. Strong and abundant articulation agreements exist with colleges throughout New Jersey and the surrounding region, and students can complete their baccalaureate degree on Brookdale's main campus through Rutgers University, Georgian Court University, and Kean University.

Brookdale's commitment to educational excellence is reinforced by the College's investment in programs that support inclusion and belonging. In 2024, the College created the Center for Transformative Learning, which aims to create an inclusive, equitable campus environment where students and faculty can thrive, innovate, and lead transformative shifts in our diverse and ever-changing world. The Center's inaugural year included professional development on poverty-informed educational practices and supporting neurodivergent students, as well as the creation of the Engaged Faculty Working Group to support inclusive classroom practices. Outside of the classroom, all students are encouraged to participate in the many campus events, clubs, guest lectures and special programs offered through the Office of Student Life & Activities. The College offers a wide array of athletic programs, many with regional and national championships. The College's research consistently demonstrates that students who are involved in Student Life & Activities programs tend to persist, succeed in classes, and graduate at a significantly higher rate. Furthermore, the College offers a comprehensive range of student services, including academic advising, tutoring, mental health support, career counseling, and numerous clubs and organizations that foster leadership, networking, and community service. The Brookdale Honors Program, as well as various scholarship opportunities, provide pathways for students who are driven to excel academically and contribute to the College community.

During the 2022-2023 Academic Year, 14,610 unduplicated students enrolled in credit courses, with annual enrollment increases being experienced for the past three years (FY22-FY25). Demographic trends during the five years from Fall 2019 to Fall 2023 indicate increases in the

proportion of students who are Asian, Hispanic, part-time, and concurrently enrolled in high school. Conversely, the proportion of students who are White has consistently declined over this same time period. Consistently, more than 65% of the College's credit students are aged 21 or younger, and more than 80% enroll in transfer degree programs. Brookdale has dual enrollment agreements with over 30 county high schools and hosts nearly 150 international students from 45 countries.

During the 2022-2023 Academic Year, there were 7,480 enrollments (4,309 individuals) in non-credit courses such as Adult Basic Education (ABE) classes, academic camps, lifelong learning programs, and training programs leading to industry-valued credentials. Approximately 38% of these enrollments were in career-oriented or vocational courses. In addition to more than 500 of these students being enrolled in Adult Basic Education/GED/ESL programs, Brookdale has partnerships with local employers to provide workforce training and connect non-credit students with high demand industry training and employment in fields such as healthcare, business, information technology, and teacher education/childcare training. Of the 62% of non-credit students enrolled in leisure or recreational courses, more than 3,100 were enrolled in lifelong learning programs and nearly 1,500 were enrolled in academic or recreational summer camps.

Brookdale is a large employer within Monmouth County, with employees committed to the College's mission and values, as demonstrated by their longevity with the College. Among the full-time employees in FY2024, 189 were faculty, 149 were staff, and 143 were administrators. The College employs over 330 adjunct faculty and close to 229 part-time staff and administrators.

Brookdale's 220-acre main campus is a resource to the community for fine and performing arts, concerts, films, athletics, trade shows, sporting events, and festivals. Special interest programming is provided through the Center for Visual Arts (CVA) Gallery; the Center for Holocaust, Human Rights and Genocide Education (CHHANGE); the International Education Center (IEC); the Bankier Library, and the College's 360-seat Performing Arts Center; the 1,800-seat Collins Arena; the Warner Student Life Center; and 7 athletic fields. In FY2024, the College also opened the Center of Excellence for Cybersecurity Education, the Caroline Huber Holistic Wellness Center, and an esports arena, all of which provide programs for the community in addition to students. Finally, our student support areas and classrooms include 60 computer labs with about 2,000 fully networked PCs running all of today's mainstream applications at all Brookdale locations.

Guided by Brookdale's Mission Statement - *Brookdale Community College empowers a diverse community by providing open access to high-quality and cost-effective educational and lifelong learning options with clear paths to personal, educational, and economic success*, the College is driven to inspire and empower students to achieve academic and professional success. Brookdale Community College embodies the spirit of inclusivity, academic integrity, and community engagement. Through its programs, services, and partnerships, Brookdale continues to play a critical role in enhancing educational access, fostering economic development, and enriching the lives of its students and the broader community.

Defining Characteristic

Brookdale’s involvement with the local community is a defining characteristic. The College takes immense pride in its middle name – community. Brookdale works closely with local high schools, businesses, municipalities, and community organizations hosting events, workshops, and cultural programming that enrich Monmouth County and its residents.

For example, in addition to housing traditional college academic and student life programming, Brookdale partners with community organizations to offer programs for adults with intellectual and developmental disabilities, high school students who are in recovery from drug and alcohol addiction, and youth who have been displaced from traditional K-12 education for various reasons. The College partners with local school systems to offer a robust menu of dual enrollment course offerings, such that approximately 16% of students are concurrently enrolled in high school. Eighty-four on-site dual enrollment courses were offered at 18 high schools in 2024-2025.

Wellness Center Partnerships

RWJ Barnabas Health Monmouth Medical Center has generously donated to establish the Nutrition Hub within the Caroline Huber Holistic Wellness Center at Brookdale. RWJ Barnabas and Fulfill have helped the Wellness Center offer grab-and-go meals and weekly groceries to students in need. Free mental health and social services are provided through partner agencies including CPC Behavioral Health, UWill, and Monmouth County Social Services. These partnerships underscore the importance of collaboration in promoting comprehensive health.

NJ Film Academy

In partnership with the New Jersey Council of County Colleges, Brookdale created the NJ Film Academy (NJFA) and serves as the lead college for New Jersey. NJFA partners with several other New Jersey community colleges, film studios, labor unions, and the New Jersey Economic Development Authority to provide students with opportunities to earn industry-recognized credentials, teaching them valuable skills for the film and television industry.

Achieve Academy for Adults with Autism

The Achieve Academy for Adults with Autism at Brookdale’s Wall location addresses the critical need for services and educational opportunities for adults with Autism once they reach 21 years old and public-school services end. Local trade unions and contractors, particularly Bryan Keeshen of Shoreland Construction, are acknowledged for their generous donations of time and materials. Frances and Paul Turner Family Foundation, Inc., are acknowledged for their exceptionally generous donation, which played a significant role in making the Academy a reality.

KEYS Academy Recovery High School

The KEYS Academy Recovery High School is a partnership between Brookdale, Matawan-Aberdeen Regional High School, and Right Your Life to provide an opportunity for high school students who are in recovery from drug and alcohol addiction to complete a high school diploma on Brookdale's main campus. Eligible students have access to dual enrollment opportunities through the College.

President's Community Advisory Council

The President's Community Advisory Council was established to develop strong advisory, communication and advocacy relationships between Brookdale Community College and community leaders that represent the diverse populations served by the College.

The Advisory Council creates a mutually beneficial partnership between Brookdale and community leaders who can provide strategic review/input and influence to advance the strategic mission of the College and partner organizations. Additionally, it serves as a forum for community leaders to become personally and professionally involved and connected with the College – creating a network of friends and constituents.

Challenges

Just as Brookdale nimbly addressed the challenge of the pandemic by quickly pivoting to online offerings and remote operations, the College will proactively address current challenges. The College employs target marketing using communication modes used by students, engaging in campaigns to restore state budgeting, and focusing on removing barriers for students. In Spring 2025 the college engaged in a SWOT analysis that will inform Strategic Plan 2030.

Key challenges identified through the SWOT analysis included the following:

1. Financial Sustainability & Funding Uncertainty
2. Declining Enrollment & Shifting Student Demographics
3. Political & Policy Threats to Higher Education
4. Workforce Development & Curriculum Relevance
5. Student Well-Being & Campus Experience
6. Internal Challenges & Institutional Efficiency

The proposed NJ state budget cut \$20 million in funding to community colleges for FY26. The College and the sector have been aggressively lobbying legislatures for the restoration of the funds in the budget and employees were encouraged to send weekly letters to legislators. In addition, members of the College community have been looking for alternate funding sources. Faculty and the Grants Office continually pursue grant opportunities, the Advancement Office works with donors to raise revenue, and the Continuing and Professional Studies (CPS) is looking for ways to use non-credit courses and programs as revenue-generators.

Declining enrollment will be a challenge for Brookdale in the future as Monmouth County public school enrollment by grade indicates fewer traditional-aged students over the next 10 years that will directly impact future enrollment. Shifting population demographics, however, may present opportunities for the College as the Hispanic/Latino population in Monmouth County increased

from 9.7% in 2010 to 12.5% in 2020 making it the county's second largest racial/ethnic group. The College will target this population in recruitment and support services.

Recent Achievements

In alignment with its mission to serve students and the broader community, the College has celebrated several notable achievements in recent years that reflect its strategic priorities and community engagement efforts. Among these accomplishments is the establishment of a **dental clinic in partnership with Parker Family Health**, expanding access to essential oral health services for underserved populations. The College also launched a **collaboration with the New Jersey Film Academy**, enriching academic offerings and providing students with hands-on experience in digital media and film production.

Further emphasizing its commitment to holistic student support, the College opened a new **Wellness Center**, creating a centralized space for physical, emotional, and mental health resources. In addition to programmatic and facility-based achievements, the College played an active role in statewide advocacy efforts and was instrumental in helping **lobby for the successful restoration of \$20 million in the FY2024 New Jersey State Budget for community colleges**—a critical win for institutional sustainability and student success across the state.

These accomplishments reflect Brookdale's dedication to innovation, community engagement, and advocacy, aligning with the College's mission to serve students and the region effectively.

II. Institutional Priorities to be Addressed in the Self-Study

Along with the Middle States Self-Study, Brookdale Community College is in the process of closing out its current strategic plan (Strategic Plan 2025, SP25) and in the process of developing its next strategic plan (Strategic Plan 2030, SP30). The Steering Committee and institutional leadership thought it would be best if the institutional priorities bridged the gap between these two concurrent processes. The institutional priorities will guide both the self-study and the development of SP30. This approach honors the work that has been done to reach SP25 goals while setting the College up for continued success under SP30.

Strategic Plan 2025

In preparation of Strategic Plan 2025, the Brookdale Community College Board of Trustees established four “Evergreen Priorities” during their annual retreat in the summer of 2020 to perpetually move the College forward:

1. Promote Community Success
2. Develop Innovative Educational Pathways
3. Enhance Student Services
4. Optimize Operations

The four Evergreen Priorities are the tenets of the Mission and became the basis for the creation of four master plans that collectively made up SP25:

1. Advancement Master Plan
2. Academic Master Plan
3. Student Success Master Plan
4. Organizational & Optimization Master Plan

The creation of the master plans was a collaborative and inclusive effort that included presentations at multiple convocations as well as twelve open town hall meetings that used electronic forms to gather input from the college community.

Strategic Plan 2030

Driven by a focus on credential attainment, at its Spring 2024 retreat, the Board established a North Star Goal of doubling students’ credential completion rate by the year 2030. Coined as the ‘60 by 30’ goal, it will be the focus of Strategic Plan 2030.

As SP25 ends, the College is engaged in a review of our mission, vision, and goals to assess that they are still relevant and achievable. As previously described, Convocation Fall 2024 was the kickoff. With approximately 400 faculty, staff, and administrators present, Convocation was the perfect opportunity for the College to engage in an open and inclusive discussion about its next strategic direction. Attendees were placed into groups intentionally made up of a mix of constituencies, so different members of the College community could interact and share diverse perspectives. These groups were then asked the question ‘What steps need to be taken in order to

achieve our North Star Goal?’ After a discussion period, each group wrote their recommendations on notecards and chose a representative to present their ideas to the larger forum.

After the presentations and more discussion, notecards were collected by Convocation organizers and given to researchers to synthesize the recommendations. The following four suggestions flowed from this open and inclusive discussion on the future direction of the College:

1. Implement mentoring for all students
2. Establish an effective advisement model
3. Introduce all students to college success practices
4. Expand the student population in alignment with demographic changes in Monmouth County

As of February 2025, College leadership is engaging the collegial governance committee, Institutional Planning and Effectiveness Committee (IPEC), to conduct a series of town halls for stakeholder input on the College’s mission, vision, and values. The goal is to complete the review and revision by the end of the spring semester and guide the development of SP30.

Bridging the Gap

The feedback from Fall 2024 Convocation guided the Middle States Steering Committee and institutional leadership in the creation of four institutional priorities that will direct the work of both the self-study and SP30. They expanded the proscriptive suggestions derived from the FY24 Convocation feedback and enabled the institutional priorities to be linked to the Evergreen Priorities honoring Brookdale’s mission and values setting the stage for innovative improvements aligned with achieving the North Star Goal.

Institutional Priorities

1. **Ensure Educational Excellence through Engagement, Assessment, and Innovation** - The College will ensure relevant educational programs offered in effective modalities that are regularly assessed. These programs will be taught by faculty committed to teaching excellence and innovative pedagogical practices that address barriers to learning.
2. **Support Student Success through Wraparound Services** - The College will increase student success by infusing college success practices into the curriculum, improving support services such as advisement, and utilizing student engagement programs such as mentoring.
3. **Promote Belonging, Diversity, and Justice through Inclusivity and Equity** - The College will apply poverty-informed educational practices to meet the needs of all learners. Specific attention will be paid to emerging and growing populations in Monmouth County.
4. **Ingrain Institutional Integrity through Stewardship and Accountability** - The College will continue to operate ethically, transparently, and in line with its mission and values. Brookdale will be a pinnacle of Monmouth County through community

partnering. The College will continue to monitor its fiscal stability, and its facility needs, which are integral to teaching, learning, student success, and community engagement.

The following table shows how institutional priorities fit with the College’s Mission Statement and the College’s Evergreen Priorities.

Brookdale Mission Statement/ Brookdale Evergreen Priorities	IP 1: Ensure Educational Excellence	IP 2: Support Student Success	IP 3: Promote Belonging, Diversity, and Justice	IP 4: Ingrain Institutional Integrity
Mission Statement Part 1: Brookdale empowers a diverse community	X	X	X	X
Mission Statement Part 2: Brookdale provides open access to high-quality and cost-effective educational and lifelong learning options	X			X
Mission Statement Part 3: Brookdale has clear paths to personal, educational, and economic success	X	X		
Evergreen #1: Promote Community Success			X	X
Evergreen # 2: Develop Innovative Educational Pathways	X			X
Evergreen #3: Enhance Student Services		X	X	
Evergreen #4: Optimize Operations		X		X

Alignment with Middle States Standards

The institutional priorities have been designed to align with the Middle States Standards of Accreditation, which can be seen in the table below. Since every standard has a dedicated Working Group (WG), the following table also serves as an indicator of which Working Groups

will address which priorities. A notation of ‘P’ indicates that the priority is a primary focus of the Working Group while a notation of ‘S’ indicates that the priority is a secondary focus of the Working Group. All standards are aligned with at least one institutional priority.

Commission Standards	IP 1: Ensure Educational Excellence	IP 2: Support Student Success	IP 3: Promote Belonging, Diversity, and Justice	IP 4: Ingrain Institutional Integrity
I. Mission and Goals	P	P	S	S
II. Ethics and Integrity	S	S	P	P
III. Design/Delivery of the Student Learning Experience	P	P	S	S
IV. Support of the Student Experience	S	P	P	S
V. Educational Effectiveness Assessment	P	S	S	P
VI. Planning, Resources, and Institutional Improvement	S	P	S	P
VII. Governance, Leadership, and Administration	S	S	P	P

Institutional Feedback

As part of the Self-Study Design (SSD) process, the Steering Committee presented the proposed institutional priorities to the College community at the Spring 2025 Convocation. A QR code to a short anonymous survey accompanied the presentation with open-ended questions aimed at collecting feedback and questions on each institutional priority. There was also an additional open-ended question that asked for general comments on the self-study work up to that point. The QR code to access the survey was provided to the College community the following week in the President’s Monday Morning Message.

III. Intended Outcomes of the Self-Study

Through the self-study process, Brookdale Community College will achieve the following outcomes:

1. Demonstrate how the College currently meets the Commission's Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition) and Evidence Expectations by Standard.

Middle States accreditation allows for improved public confidence and accountability; asserting that the College meets or exceeds standards. Additionally, it allows for access to funding and ease of transfer for students. Lastly, and perhaps most importantly, it allows continuous assessment and improvement embedded in the accreditation process. Accreditation is the preeminent and agreed upon mechanism for ensuring quality in higher education.

2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the College's mission, goals, and institutional priorities.

The Middle States self-study will allow Brookdale to evaluate, refine, and improve our existing culture of assessment. The College already conducts a comprehensive assessment of its departments and academic programs over a five-year cycle, focusing on efficiency, effectiveness, and relevance. The process embraces the criteria from each Standard relating to periodic assessment. This self-reflection will allow the college to discover opportunities for assessment, identify areas for further improvement, and commit to ongoing development.

3. Engage the College community in an inclusive and transparent self-appraisal process, including analysis of a range of data, to ensure students are appropriately served, and the College's mission and goals are met.

Engaging the College in a process of comprehensive self-appraisal rooted in accurate data will identify both institutional strengths and gaps in service to students and to the community. Some of this work has already been accomplished through a SWOT analysis conducted in February 2025, preparatory to developing the College's Strategic Plan 2030. This analysis included feedback from students, employees, and community partners. In addition to this feedback, the college is analyzing a range of data, including student outcomes, financial metrics, and labor market trends, to inform its strategies. These efforts will ensure that students are appropriately served through holistic support, flexible programs, and inclusive environments, while aligning with the College's mission to empower individuals and strengthen the community. The North Star Goal of 60% credential completion by 2030 serves as a clear, mission-driven target to guide these efforts.

4. Utilize the self-study introspection to guide the development of Strategic Plan 2030 (SP30) and the corresponding master plans.

The development of the College's Strategic Plan 2030 will be guided by the lines of inquiry associated with each of the seven standards. This strategic plan development process will embrace the assessment framework previously described, culminating in a new five-year plan. As part of this effort, the review of compliance with each standard's criteria and the resulting findings will contribute to and strengthen the SWOT analysis, ensuring that SP30 is both data-informed and aligned with institutional priorities.

The first three outcomes of the Self-Study were determined by Middle States. The Steering Committee reached consensus on the fourth outcome during initial work on the Self-Study Design. It was then approved by the President and presented to the College community for feedback.

IV. Organizational Structure of the Steering Committee and Working Groups

Self-Study Steering Committee

Self-Study Steering Committee Members

NAME	TITLE
Debbie Almeida (Co-Chair)	Manager, Accounts Payable
Michael Elmes (Co-Chair)	Associate Professor - Mathematics
Nancy Kegelman (ALO)	AVP, Planning and Institutional Effectiveness
Katie Lynch	Provost & VP, Academic Affairs
Nicole Jackson Walker	Professor - Psychology
Jesse Jacondin	Senior Analyst, Institutional Research
Bill McNelis (Evidence Coordinator)	Director, Library

The Steering Committee Charge

The Steering Committee is charged with overseeing and coordinating the work of the Working Groups. The Steering Committee will ensure that each Working Group operates within its charge, adheres to timelines, and provides a comprehensive and cohesive evaluation of the College's alignment with accreditation standards and lines of inquiry. The Steering Committee will also facilitate communication between Working Groups and guide the integration of findings into a comprehensive and cohesive self-study report and evidence.

Each of the seven members of the Steering Committee is a liaison to one of the seven Working Groups. The liaison is charged with ensuring the flow of information between Steering and the Working Groups remains open and collaborative. Working Groups are made up of different constituencies including students.

Specific Responsibilities of the Steering Committee:

1. Oversight and Coordination:
 - a. Support and guide the Working Groups and the Evidence Expectations Team to ensure they are meeting their respective charges and deadlines.
 - b. Ensure that all Working Groups are working collaboratively and that their work aligns with the College's mission, goals, institutional priorities, and accreditation requirements.
 - c. Act as the central point of communication between Working Groups to avoid duplication of efforts and ensure the consistency of data, findings, and recommendations across all areas.
2. Facilitating Communication and Collaboration:
 - a. Facilitate regular meetings with the co-chairs of each Working Group to discuss progress, challenges, and any emerging findings.

- b. Encourage collaboration among Working Groups where there are overlaps in standards, ensuring a holistic approach to evaluating the institution's effectiveness.
 - c. Address any concerns or obstacles that arise during the evaluation process and provide guidance to Working Groups as needed.
3. Integration of Findings:
 - a. Review and synthesize the findings, recommendations, and reports from each Working Group to ensure alignment with the College's Mission Statement and Evergreen Priorities as well as the self-study's institutional priorities and standards.
 - b. Ensure that the work of all Working Groups contributes to a comprehensive and cohesive Self-Study Report.
 - c. Coordinate the integration of findings from all Working Groups into a unified narrative that accurately reflects the institution's strengths, challenges, and opportunities for improvement.
4. Quality Assurance:
 - a. Ensure that the work of all Working Groups meets high standards of accuracy, thoroughness, and integrity and aligns with the accreditation standards, and reflects institutional priorities.
 - b. Review draft reports from each Working Group throughout the process to verify that all documents that are required by the Evidence Expectations by Standard Guidelines are compiled as prescribed. Ensure that all documents discussed in the narrative are contained in the Evidence Expectations Inventory and vice versa.
5. Final Report Preparation:
 - a. Oversee the preparation and submission of the final Self-Study Report by ensuring that all sections are complete, coherent, aligned with accreditation standards, and fully supported by evidence.
 - b. Ensure that the final Self-Study Report includes actionable recommendations for continuous improvement and reflects Brookdale's commitment to our mission and institutional priorities.
6. Timeline and Deadlines:
 - a. Establish and communicate clear deadlines for each Working Group and ensure that they have the resources and guidance to adhere to the established timelines. See Section VII for additional information on the self-study timeline.
 - b. Ensure timely submission of all reports and drafts in preparation for external review. See Section V for additional information on reporting guidelines.

Vetting Recommendations for Inclusion in the Final Self-Study Report

The recommendations for improvement proposed by Working Groups will be vetted and selected for inclusion in the final Self-Study Report in the following manner:

- Collegewide and other stakeholders' feedback on the narrative and recommendations will be solicited from the College community in Spring of 2026 per the Communication Plan.

- Collegewide feedback will be provided to the Working Groups for their consideration and comments regarding inclusion or reasons why not.
- Working Groups will continue to update their narrative and evidence in response to new developments and feedback.
- The President has final say on all recommendations, the President will discuss with Cabinet (Executive Leadership) and confer.
- Self-Study Recommendations will go through the same process as recommendations from Administrative Unit Reviews and Academic Program Reviews.
- The Cabinet will look at recommendations from an actionable perspective and veto or modify recommendations.

Working Groups will be informed if a recommendation is not selected for inclusion. Recommendations that are not selected will be tabled and archived for future consideration if they cannot be achieved presently.

Timeline and Reporting

The Steering Committee will meet regularly to review progress reports from the Working Groups and provide updates to institutional leadership. A draft Self-Study Report will be completed by **May 31, 2026**, with a final version ready for submission to Middle States by **August 1, 2026**. Periodic updates will be shared with the college community to ensure transparency and stakeholder engagement throughout the process. See Section VII for additional information on the self-study timeline. See Section VIII for additional information on the communication plan.

Evidence Expectations Team

Evidence Expectations Team Members

NAME	TITLE
Bill McNelis (Evidence Coordinator)	Director, Library
Jesse Jacondin	Senior Analyst, Institutional Research

Evidence Expectations Team Charge

The Evidence Expectations Team is responsible for managing the Evidence Inventory. The team will design an Evidence Inventory Log for each standard that will streamline evidence gathering and compliance meeting. The Team will also organize the documents collected by the various Working Groups and combine them into one comprehensive repository. The Team will ensure that documents are up to date, that there is consistency between group submissions, and that there is no redundancy or duplication of efforts. Specific responsibilities for the Evidence Expectations Team are written below. Further expansion of the strategies that Brookdale will employ to manage its evidence inventory can be found in Section XI.

Specific Responsibilities of the Evidence Expectations Team:

1. Ensure that all documentation is organized, accessible, and accurately reflects the institution's compliance with the standard.
2. Verify the authenticity and relevance of each document included in the repository.
3. Provide clear directions on requirements for the submission process to Working Group Co-Chairs.
4. Assign a naming convention for documents.
5. Curate collected evidence to streamline compliance with each standard.
6. Link documents referenced from multiple standard chapters to a single document.
7. Provide the Evidence Expectation Inventory document for submission with the final Self-Study Report.

Working Groups Co-Chairs

Working Groups Co-Chairs

WORKING GROUP	CO-CHAIRS	TITLE
Working Group I	Janice Thomas	Director, International Education Center
	Peter Enge	Assistant Professor - Nursing
Working Group II	Laura McCullough	Professor - English
	Jonathan Shaloum	Director, Teaching and Learning Center
Working Group III	Sarah McElroy	Dean, Pathways & Partnerships
	Ashley Zampongna-Krug	Associate Professor - History
	Karina Ochs	Associate Professor - Mathematics
Working Group IV	Jennifer Salvo	Associate Professor - Reading
	Synde Kaufman	ESL Administrator
Working Group V	Michele Locandro	Associate Professor - English
	Christian Perez	Associate Director, Regional Locations Long Branch
	Sabrina Mathues	Assistant Professor - Innovation and Learning Resources
Working Group VI	Kelli Sanders	Supervisor, Conference Services
	Theresa Kosko	Assistant Professor - Accounting
Working Group VII	Ann Marie Alfieri	Director, Academic Affairs Operations

Working Groups Co-Chairs Charge

The Working Groups Co-Chairs are responsible for guiding the Working Groups as they research and write about their assigned standard. The Co-Chairs set meeting dates and times, lead discussions, delegate work, and report back to the Steering Committee on progress and any issues that might arise throughout the process. Co-Chairs are also responsible for collaborating with other Co-Chairs and resolving any overlaps. For information on the products to be completed by the Working Groups during the self-study process, see Section V.

Specific Responsibilities of the Working Groups Co-Chairs

1. Working Group Leadership:
 - a. Lead the members of the Working Group by fostering an inclusive environment that encourages active participation and diverse perspectives.
 - b. Engage Working Group members in meaningful discussions to gather diverse insights and perspectives.
 - c. Ensure clear communication channels within the Working Group and with the Steering Committee.
2. Schedule the work of the Working Group:
 - a. Develop a detailed timeline outlining tasks, milestones, member assignments, and deadlines.
 - b. Support members in their assigned tasks to ensure they stay on track to meet established deadlines.
 - c. Proactively address any obstacles or delays that may arise, seeking solutions in a timely manner.
3. Comprehensive Evaluation:
 - a. Conduct a thorough examination of the criteria for the specific standard according to Middle States Standards for Accreditation and Requirements of Affiliation – Fourteenth Edition.
 - b. Address the institutional priorities in the narrative as it relates to the standard (See Section II).
 - c. Document and describe the policies and procedures the College employs to address the criteria in the standard and the relevant lines of inquiry.
 - d. Analyze the strengths and weaknesses of current practices related to the standard, identifying areas for improvement.
 - e. Offer recommendations for improvement and suggestions for the development of SP30 and the supporting master plans, if applicable.
4. Documentation Compilation:
 - a. Compile a comprehensive repository of supporting documentation relevant to the evaluation of the standard. Ensure that all documents or procedures referenced in the narrative are contained in the Evidence Expectations Inventory and vice versa.
 - b. Submit the evidence to the Evidence Expectations Team via the Document Submission Form (See Section XI).
5. Reporting and Feedback:
 - a. Track progress using tools available via Microsoft Teams and present regularly on progress updates at meetings with the Steering Committee (See Section V).
 - b. Integrate feedback from the College community into the Working Group's evaluation of the standard.
 - c. Incorporate constructive feedback received into the Working Group's work, ensuring that the final Self-Study Report reflects the collective input of stakeholders.

Timeline and Reporting

The Working Groups Co-Chairs will follow the guidelines in Section VII. The Steering Committee will schedule monthly meetings with the Working Group Co-Chairs at which time they will report on the status of their Group’s progress.

Working Group I – Standard I: Mission and Goals

Working Group I Membership

NAME	TITLE
Janice Thomas (Co-Chair)	Director, International Education Center
Peter Enge (Co-Chair)	Assistant Professor - Nursing
Mary Beth Reilly	Executive Director Enrollment Services
Charlotte Cole	Assistant Professor - Nursing
Samantha Doluweera	Assistant Professor - Mathematics
Katherine Edward	Director, Educational Services Outcome Assessment
Melissa Ford	Associate, Library
Helen Heinmets	Professor - Nursing
Kornpipob Kanthajan	Manager, HR Services
Jennifer Nolan	Assistant Director, Accessibility Services
Laura Oncea	Director, Communications
Christopher Pflaum	Adjunct - Biology
Student Member	To Be Named Later
Nancy Kegelman (Steering Liaison)	AVP, Planning and Institutional Effectiveness

The Standard I: Mission and Goals Working Group Charge

The **Standard I: Mission and Goals Working Group** is charged with ensuring that Brookdale’s mission defines the institution’s purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Lines of Inquiry

1. Engagement in Mission, Vision, Value and Institutional Priorities Review and Revision

- a. How was the College community (students, faculty, staff, and stakeholders) involved in the review and revision of the existing College’s mission, vision, values, and institutional priorities? (Std. I:1a, IP3)
- b. What methods were used to gather input and feedback from the community? (Std. I:1a)
- c. How are the results of this review and revision process communicated and made available to the College community? (Std. I:1f, IP3)

2. Master Plans and Strategic Plan Goals

- a. Describe how the goals of the four existing master plans (e.g. Academic, Advancement, and Student Services, Organizational Optimization) support the achievement of the Strategic Plan goals. (Std. I:2, IP1)
 - b. What are the key performance indicators used to measure progress towards these goals? (Std. I:3a, IP2)
- 3. Guidance for Resource Allocation Decisions**
- a. What processes were in place to ensure that resource allocation aligns with the College’s mission and strategic goals? (Std. I:3d, IP4)
 - b. How was the effectiveness of these resource allocation decisions evaluated? (Std. I:4., IP4)
- 4. How has the above informed the development of Strategic Plan 2030**
- a. How do the institutional priorities align with and support the North Star Goal outlined in Strategic Plan 2030? (Std. I:2, IP1, IP2, and IP3)
 - b. What specific actions or initiatives have been implemented to ensure these priorities contribute to achieving the North Star Goal? (Std. I:1d, IP4)

Working Group II – Standard II: Ethics and Integrity

Working Group II Membership

NAME	TITLE
Laura McCullough (Co-Chair)	Professor - English
Jonathan Shalom (Co-Chair)	Director, Teaching and Learning Center
Norah Kerr-McCurry	Dean, Business & Social Sciences
Bryan Cocciara	Instructor - Philosophy
Michael Cohen	Assistant Professor - Psychology
Summer Deaver	Director, Wellness Center
Christine Greco	Professor - Psychology
Emily Hoeflinger	Assistant Professor - English
AnnMarie Hughes	Associate Professor-Fashion Merch/Marketing
AnnMarie Johnson	Coordinator, Research
Angela Kariotis	Director, Transformative Learning
Elana Maloney	Assistant Professor - English
Arianne Pathak	Assistant Professor - Mathematics
Kathleen Stamboni	Confidential Administrator, Human Resources
Shayla Ward	Assistant Professor - English
Rajkumari Wesley	Professor - Psychology
Michael Zimmerman	Instructor - Criminal Justice
Daniela Saldivar	Student Member
Darnell Roque	Student Member
Nicole Jackson Walker (Steering Liaison)	Professor - Psychology

The Standard II: Ethics and Integrity Working Group Charge

The **Standard II: Ethics and Integrity Working Group** is charged with ensuring that ethics and integrity are central, indispensable, and defining hallmarks of effective higher education at Brookdale. In all activities, whether internal or external, the institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Lines of Inquiry

1. How does the College demonstrate an **integrous** commitment to academic freedom and educational **excellence through engagement, assessment and innovation**? (Std. II:1, IP1 and IP4)
2. What are the College’s practices that promote **belonging, diversity, and justice through inclusivity and equity**, demonstrating respect of all students, faculty, staff, and administration? (Std. II:2, IP3)
3. How does the College demonstrate **institutional integrity** through **stewardship and accountability** in the grievance process, ensuring that all persons are aware and do access the grievance policies as needed and that its procedures are fair, impartial, prompt, appropriate, and equitable? (Std. II:3, IP4)
4. How does the College demonstrate a central commitment to **institutional integrity** through fair and impartial, employment practices including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to **belonging, diversity, and justice through inclusivity and equity**? (Std. II:5, IP3 and IP4)
5. How is **institutional integrity, honesty and truthfulness** demonstrated in public relations announcements, advertisements, recruiting and admissions materials, and internal communications? (Std. II:6, IP4)
6. To what extent is the college committed to **poverty-informed educational practices and wraparound services** to promote affordability, accessibility, and student success? (Std. II:7, IP3)

Working Group III – Standard III: Design and Delivery of the Student Learning Experience

Working Group III Membership

NAME	TITLE
Karina Ochs (Co-Chair)	Associate Professor - Mathematics
Ashley Zampongna-Krug (Co-Chair)	Associate Professor - History
Sarah McElroy (Co-Chair)	Dean, Pathways & Partnerships
Barbara Devine	Program Manager, Career & Technical Education
Stephen Fowler	Instructional Designer, Teaching & Learning ctr
Bob Gant	Instructor - Biology

Matthew Perry	Assistant Professor - Business Management
Heather Revesz	Assistant Professor - English
Student Member	To Be Named Later
Katie Lynch (Steering Liaison)	Provost & VP, Academic Affairs

The Standard III: Design and Delivery of the Student Learning Experience Working Group Charge

The **Standard III: Design and Delivery of the Student Learning Experience Working Group** is charged with ensuring Brookdale provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Lines of Inquiry

- 1. Educational Excellence through Engagement, Assessment, and Innovation**
 - a. How does the institution design and deliver academic programs (credit and non-credit) to advance educational excellence by fostering a coherent student learning experience and ensuring synthesis across disciplines, appropriate credit hour assignments, and sufficient course content appropriate to the objectives of the credential? (Std. III:1, IP1)
- 2. Faculty Qualifications and Development**
 - a. How does the institution recruit, support, and evaluate faculty and professionals to ensure they are qualified and effective in designing, delivering, and assessing student learning experiences that promote engagement, inclusivity, and the continuous improvement of academic programs? (Std. III:2, IP1 and IP3)
- 3. Student Success**
 - a. How do wraparound support services at the institution contribute to student success by helping them navigate academic program requirements and providing the necessary resources for completing their programs? (Std. III:4, IP2 and IP3)
- 4. Accessibility of Program Information**
 - a. How does the institution ensure that academic programs and their degree requirements are clearly and accurately communicated to students through institutional publications, including expected time to completion and required coursework (general education requirements and career studies) to ensure clarity and transparency and to foster students' sense of belonging. (Std. III:3, IP2)
- 5. General Education and Professional Skill Development**
 - a. How do the institution's academic programs and general education curriculum ensure that a diverse student population acquires essential skills such as oral and written communication, critical analysis, quantitative reasoning, global and cultural awareness, and technological competencies in alignment with institutional goals, and how are they assessed? (Std. III:5, IP1 and IP3)
- 6. Assessment of Learning Experiences & Third-Party Providers**

- a. What mechanisms are in place for the periodic assessment of the effectiveness of academic programs and modalities, student learning experiences, and third-party providers to ensure alignment with institutional standards to improve in support of educational quality, student outcomes, accreditation criteria? (Std. III:7 and Std. III:8, IP4)

Working Group IV – Standard IV: Support of the Student Experience

Working Group IV Membership

NAME	TITLE
Jennifer Salvo (Co-Chair)	Associate Professor - Reading
Synde Kaufman (Co-Chair)	ESL Administrator
Jim Crowder	Institute Dean, STEAM
Rose Dunn	Specialist, Scheduling & Operations
Marcia Finn	Confidential Coordinator, Office of the President and Board
Ryan Goscinski	TLC Systems Manager
Eleanor Glazewski	Registrar
Elizabeth Kruijssen	Director, EOF
Lisa Mannino	Assistant Professor - Nursing
Ryan Marlowe	Associate, Veteran's Center
Diditi Mitra	Associate Professor - Sociology
Julie Murphy	Enrollment Specialist
Tara Rostron-Lorenz	Assistant Professor - Nursing
Mindy Wey	Professor - Mathematics
Shanna Williams	Administrator, Enrollment Communications
Kristin Worthley	Director, Admissions
Student Member	To Be Named Later
Michael Elmes (Steering Liaison)	Associate Professor - Mathematics

The Standard IV: Support of the Student Experience Working Group Charge

The **Standard IV: Support of the Student Experience Working Group** is charged with ensuring that, across all educational experiences, settings, levels, and instructional modalities, Brookdale recruits and admits students whose interests, abilities, experiences, and goal are congruent with the institution's mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Lines of Inquiry

1. How does BCC foster educational excellence through easily visible and transparent policies and practices, such as recruitment, admission, financial aid, educational paths to

completion, and college readiness? To what extent do these policies and practices consider students' abilities, experiences, and prior education to ensure a reasonable chance of success, as defined by students' individual goals (e.g., degree completion, certificate or license attainment, transfer to a four-year institution, or personal milestones). (Std. IV:1, 1a, 1d, 2, IP1)

2. What strategies are in place to ensure that wraparound support for students is readily known and available (e.g., access to mentors, advisors, counselors, academic tutors, and other support resources)? To what extent does BCC assess the effectiveness of these resources, including third-party services? What measures does BCC take to ensure that the evaluation of student support services is inclusive and representative of our diverse student population? (Std. IV:5, 6, IP2)
3. How does BCC demonstrate sound stewardship and accountability to ensure student data's safety, accuracy, and ethical use? What measures are in place to ensure compliance with data protection regulations, including FERPA and other applicable laws? (Std. IV:3, IP4)
4. How does BCC promote belonging and diversity through the activities of student life, athletics, and other extracurricular initiatives? (Std. IV:4, IP3)
5. To what extent does BCC use disaggregated data to identify equity gaps in student achievement, and how does the college use this data to implement strategies to improve educational excellence for underserved populations? (Std. IV:1e, IP1, 2)

Working Group V – Standard V: Educational Effectiveness Assessment

Working Group V Membership

NAME	TITLE
Michele Locandro (Co-Chair)	Associate Professor - English
Christian Perez (Co-Chair)	Associate Director, Regional Locations Long Branch
Sabrina Mathues (Co-Chair)	Assistant Professor - Innovation and Learning Resources
Jayne Edman	Institute Dean, Health Sciences
Dara Evans	Professor - English
Anthony Giachetti	Specialist, Educational Technology
Patty Ann Hansen	Instructor - Nursing
May Jampathom	Academic Tutor, Writing
Karin Swan	Program Administrator Alternate Route to Teaching
Christina Weber	Student Member
Jesse Jacondin (Steering Liaison)	Senior Analyst, Institutional Research

The Standard V: Educational Effectiveness Assessment Working Group Charge

The **Standard V: Educational Effectiveness Assessment Working Group** is charged with ensuring that the assessment of student learning and achievement at Brookdale demonstrates that

the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Lines of Inquiry

1. How do assessment processes at all three levels – institutional, program, and course – demonstrate institutional integrity and accountability and promote innovation and engagement? How does the College determine how effective current assessment processes are – how does the College assess the assessments? (Std. V:5, IP4)
2. What evidence is there that meaningful assessment is being done at all three levels – institutional, program, and course? How are assessment results used to make improvements at all three levels? What are some examples of assessment data being used to improve integrity, accountability, innovation, and engagement? (Std. V:2b, IP1 and IP4)
3. How does assessment utilize disaggregated data (i.e., data filtered by gender, race/ethnicity, age, and other demographics) to ensure all student populations are achieving? How do offices like the Center for Transformative Learning and the Teaching and Learning Center help to close gaps and institute change? (Std. V:3, IP3)
4. To what extent are assessment efforts from the Office of Planning and Institutional Effectiveness, the Office of Student Learning Assessment, and the Teaching and Learning Center synergized and organized to encourage effective practices, collaboration, and sustainability? How do assessment efforts coordinated by each area encourage effective practices? (Std. V:2, IP2)
5. What is the relationship between course learning outcomes, program learning outcomes, general education learning outcomes, institutional learning outcomes, and the overall mission of Brookdale? How does one level align with another? How are they assessed? (Std. V:1, IP1)
6. How are assessment results communicated and disseminated at Brookdale? Is it a transparent and systematic process? How are best practices shared with appropriate audiences? What is the process for sharing college success insights with students? (Std. V:2c, IP1 and IP3)
7. Since there are individual programs at Brookdale accredited by outside agencies, how does program-specific accreditation fit into the larger assessment efforts at the College? (Std. V:4, IP1 and IP2)
8. How is Continuing and Professional Studies (CPS) assessed? How are the educational programs offered by Continuing and Professional Studies assessed? (Std. V:2a, IP1 and IP4)

Working Group VI – Standard VI: Planning, Resources, and Institutional Improvement

Working Group VI Membership

NAME	TITLE
Kelli Sanders (Co-Chair)	Supervisor, Conference Services
Theresa Kosko (Co-Chair)	Assistant Professor - Accounting
Matthew Siuzdak	Executive Director, Finance
Jennifer Barker	Coordinator, Accounts Payable
Tiffany Carey	Specialist, Educational Technology
Jennifer Kaminski	Associate Professor - English
Wendy Ramos	Associate, Human Resources
Prince Sekyi	Assistant Professor - Mathematics
Anita Voogt	Associate VP, Strategic Partnerships
Student Member	To Be Named Later
Bill McNelis (Steering Liaison)	Director, Library

The Standard VI: Planning, Resources, and Institutional Improvement Working Group Charge

The **Standard VI: Planning, Resources, and Institutional Improvement Working Group** is charged with ensuring Brookdale’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill the institution’s mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Lines of Inquiry

1. Planning Processes, and Aligning Goals and Priorities

- a. How does the College demonstrate that its planning process is inclusive of all stakeholders and integrates the college’s mission, vision and strategic priorities including its commitment to diversity, equity, student belonging, and inclusion? (Std. VI:1, Std. VI:2, and Std. VI:4, IP2 and IP3)

2. Stewardship of Finances and Resources

- a. How are Brookdale’s budgeting processes aligned with its strategic plans and informed by assessment of effective, efficient utilization of institutional resources and infrastructure in order to influence future actions? (Std. VI:5, Std. VI:6, Std. VI:7, Std. VI:8, and Std. VI:10, IP4)

3. Assessment and Improvement

- a. What strategies are in place to measure and assess the effective and efficient utilization of institutional resources and infrastructure? How do periodic assessment of the effectiveness of operations, outcomes, and resource allocation influence future actions? (Std. VI:12 and Std. VI:13, IP1 and IP4)

4. Decision Making, Accountability, and Compliance

- a. How does the College ensure that decision-making processes are well-defined, inclusive, and informed by its institutional priorities and that they maintain compliance with federal and state regulations? (Std. VI:3, Std. VI:9, and Std. VI:11)

Working Group VII – Standard VII: Governance, Leadership, and Administration

Working Group VII Membership

NAME	TITLE
Ann Marie Alfieri (Co-Chair)	Director, Academic Affairs Operations
Joan Scocco	Interim Institute Dean, Humanities
Gina Agosta	Hrly-Comm. Coll. OppGrant Stu. Suc. Navigator
Katharine Benziger	Associate Director Perkins Grant
Georgia Cassidy	Instructor - Nursing
Bill DeVoe	Director, Educational Support & Testing Services
Cynthia Gruskos	Senior Assistant to the President & BOT
Laura Longo	Director, Institutional Research and Evaluation
Linda Servidio	Professor - Nursing
Teresa Silletti	Confidential Administrator, CPS
John Guerdy Paul	Alumni Representative
Debbie Almeida (Steering Liaison)	Manager, Accounts Payable

The Standard VII: Governance, Leadership, and Administration Working Group Charge

The **Standard VII: Governance, Leadership, and Administration Working Group** is charged with ensuring that Brookdale is governed and administered in a manner that allows the institution to realize its stated mission and goals in a way that effectively benefits it, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Lines of Inquiry

1. How does Brookdale Community College's Board of Trustees (BOT) communicate its direction as it relates to the operations, fiscal management, and academic excellence of the college? How well is the BOT's direction connected to the college's strategic goals? (Std. VII:1a and Std. VII:2e)
2. How is the President evaluated and are the results communicated to the college? Does the college have a qualified administrative support team to effectively manage the institution? (Std. VII:2f, IP4)
3. Are the College's decision-making processes effective in supporting its mission, strategic goals, and overall operational efficiency? (Std. VII:4, IP4)
4. How effective is the current governance structure in facilitating collaboration and recommendations for changes at the College? What processes are there to ensure recommendations are properly enacted? (Std. VII:3e, IP5)

5. How does the Board of Trustees, the president and the president's cabinet, and the administration ensure institutional integrity and accountability? Are there different methods employed at each level? (Std. VII, IP4)
6. How does the College ensure diversity issues are handled? (Std. VII, IP3)

V. Guidelines for Reporting

To guide the efforts of the Working Groups, each of the standards will follow the following format as proscribed in Appendix A:

- Name of the Standard
- Standard Statement
- Introduction
- Compliance with Criteria and Lines of Inquiry Analysis
- Areas of Strength
- Opportunities for Improvement and Innovation
- Recommendations

The Final Self-Study and Working Group Reports will follow the editorial style and formatting guidelines set forth below. For cohesion and uniformity of voice, the Steering Committee will have final editing responsibility.

- Microsoft Word
- Times New Roman font
- Font size 12
- Standard 1-inch margins (top, bottom, left, right)
- Left justified
- Single space text
- No paragraph indentation
- Single space after periods
- Oxford commas
- Tab stops: 0.5
- Header and footer margins: 0.5
- APA format
- Acronyms written out with first usage
- Include a glossary of acronyms within the report
- Refer to individuals by title, not name
- Spell out 0-9 and use numerals for 10 and over
- List names alphabetically

Document Submission Instructions

- Use the Document Submission Form to submit documents used as evidence for your standard and criteria. Please complete the entire form and attach supporting documents in **PDF format only**.
- If your evidence is obtained via a web page, create a Word document with the title of the site and its URL. Save the Word document as a pdf before submitting.

- The documents you have in your sandbox are your working drafts and should remain in your standards folder until you have the final version.
- When you are ready to submit the final version of the document referenced in your narrative, submit your support documents via the Document Submission Form.
- Please only submit one Form per piece of evidence.

The Document Submission Form is a Microsoft Form and asks the submitter to answer the following questions:

- 1) Name of the Document. Please use the full document name, with the Standards and Criteria supported in parentheses after the file name.
- 2) What Standard does this document support?
 - a) There is a dropdown box with a choice to select a standard.
- 3) Which criteria within that standard does this document support?
- 4) Upload box
- 5) Comments or Additional Information (Optional)

VI. Organization of the Final Self-Study Report

The final Self-Study Report will serve as a comprehensive document that demonstrates our institution's commitment to continuous improvement and compliance with the Middle States Commission on Higher Education (MSCHE) standards. This section outlines the structure of the final report, ensuring clarity, coherence, and alignment with MSCHE expectations.

Report Structure and Content

The self-study report will be structured into the following sections:

1. Executive Summary

- o Concise overview of the institution's mission, key findings, and major recommendations.
- o Summary of the self-study process and institutional priorities.

2. Introduction and Institutional Overview

- o Description of the institution, its history, vision, values, and key developments.
- o Explanation of the self-study process, methodology, and institutional engagement.

3. Standards

Standard I: Mission and Goals

Standard II: Ethics and Integrity

Standard III: Design and Delivery of the Student Learning Experience

Standard IV: Support of the Student Experience

Standard V: Educational Effectiveness Assessment

Standard VI: Planning, Resources and Institutional Improvement

Standard VII: Governance, Leadership, and Administration

Each of the Standards will follow the following format:

- o Name of the standard
- o Standard statement
- o Introduction
- o Compliance with Criteria and Lines of Inquiry Analysis
- o Areas of Strength
- o Opportunities for Improvement and Innovation
- o Recommendations

4. Areas of Strength

5. Opportunities for Improvement and Innovation

6. Recommendations

7. Lessons Learned

VII. Self-Study Timeline

April 2024	<ul style="list-style-type: none"> • Solicit recommendations for co-chairs of Self-Study Steering Committee and Standard Working Groups from Executive Leadership Council (ELC). • Select co-chairs of Steering Committee. • Work with co-chairs of Steering Committee to select co-chairs of Standard Working Groups. • Invite prospective co-chairs to lead Standard Working Groups and formally announce appointments.
September 2024	<ul style="list-style-type: none"> • Formulate Steering Committee. • Steering Committee and Working Group co-chairs begin attending MSCHE Self-Study Institute.
October 2024	<ul style="list-style-type: none"> • Convene Steering – October 11 from 1:00 to 3:00 PM. • Co-chairs propose Working Group membership. • A college wide invitation for Working Group membership extended. • Working Group Leaders review Evidence Expectations and Document Roadmap template.
November 2024 – January 2025	<ul style="list-style-type: none"> • Working Groups are introduced to the format of the Evidence Expectations submission format. • Working Group membership finalized
February 2025	<ul style="list-style-type: none"> • Evidence Expectations Team refines and completes procedure and guidelines for evidence tracking and WG submission. • Steering creates individualized Standard Narrative Document of each Standard for each Working Group (see Appendix A). • Working Group Co-Chairs meet with their members to review their Evidence Inventory Log and outline their work and meeting schedule. • Working Group Co-Chairs upload their meeting schedule and timeline into their Teams channel by February 28th. • Steering Committee finalizes draft Self-Study Design. • Steering submits SSD to Middle States Liaison.

February – May 2025	<ul style="list-style-type: none"> • Working Groups document their progress meeting criteria and gathering required evidence in their Evidence Inventory Log. • Working Group Co-Chairs will be invited to meet with Steering at touchpoints in February, March, April, and May. The Working Group Co-Chairs will report on the work completed. Co-Chairs will coordinate efforts on reporting to avoid redundancy. • Steering liaisons to each Standard will work closely with the Working Group for support and solving issues. • Working Groups are advised to schedule their work over the four-month period to ensure all evidence expected per criteria and sub-criteria are addressed, collected in the Log, and submitted to Steering by May 30th. • Steering will meet twice a month from February to May. • Steering will establish the schedule of monthly meetings.
April 2025	<ul style="list-style-type: none"> • MSCHE VP Liaison will visit the campus for the Self Study Preparation Visit and provide feedback on the Self-Study design. • Feedback received from MSCHE Liaison
May 31, 2025	<ul style="list-style-type: none"> • College submits Final Self Study Design to MSCHE Liaison • WG submit their Evidence Inventory to Steering
June - August 2025	<ul style="list-style-type: none"> • Steering Reviews WG Evidence Inventory • Steering begins preparation of Verification of Compliance Report utilizing Verification of Compliance Checklist • Steering revises Middle States Self Study budget
August 15, 2025	<ul style="list-style-type: none"> • Steering provides feedback on Evidence to Working Groups
September 2, 2025	<ul style="list-style-type: none"> • Steering Co-Chairs provide update on Self-Study process at Convocation
September 15, 2025	<ul style="list-style-type: none"> • Working Groups provide Evidence Inventory reflecting Steering Feedback
September 3 – October 24	<ul style="list-style-type: none"> • Working Groups write narrative

	<ul style="list-style-type: none"> Steering to hold scheduled update meeting for each working group
October 24, 2025	<ul style="list-style-type: none"> Working Groups submit narrative draft
November 7 and 14, 2025 (if needed)	<ul style="list-style-type: none"> Steering meets to review narratives and develop feedback
November 21, 2025	<ul style="list-style-type: none"> Co-Chairs meet with Steering to review feedback on Standard Narrative
November 24 to January 11, 2026	<ul style="list-style-type: none"> Working Groups refine the standard draft incorporating the feedback from Steering
January 12, 2026	<ul style="list-style-type: none"> WG provide revised draft to Steering
January 20, 2026	<ul style="list-style-type: none"> Self-Study draft distributed to college community
January 20, 2026, to February 10, 2026	<ul style="list-style-type: none"> Collegewide and other stakeholders' feedback is solicited as described in the Communication Plan. Feedback is provided to the Working Groups. Working Groups continue to update their narrative and evidence in response to new developments and feedback.
First week of February	<ul style="list-style-type: none"> Town Hall meeting to discuss WG narrative
February 16, 2026	<ul style="list-style-type: none"> Any additional feedback is provided to Working Groups
February 16, 2026 through March 31	<ul style="list-style-type: none"> Working Groups refine the standard narrative incorporating the feedback from collegewide, stakeholder and Steering.
April 1, 2026	<ul style="list-style-type: none"> Revised Working Group narrative due to Steering co-chairs.
April 2-May 31, 2026	<ul style="list-style-type: none"> Steering co-chairs and editor integrate drafts from Working Groups into the Self-Study draft. Revised draft is distributed to the College community for feedback. Feedback from the College community integrated into Self-Study draft. Overview of Self-Study draft to be sent to Working Group Co-Chair.
June-July 2026	<ul style="list-style-type: none"> Self-Study draft to Team Chair in advance of preliminary visit.

	<ul style="list-style-type: none"> • Preliminary visit by Team Chair; feedback on Self-Study draft. • Verification of Compliance Due from Vice President of Academic Affairs and Vice President of Student Affairs.
July 2026	<ul style="list-style-type: none"> • Edit/revisions to Self-Study based upon feedback from Team Chair. • Final Board of Trustees endorsement of Self-Study.
August 1, 2026	<ul style="list-style-type: none"> • The final version of Self-Study is produced and sent to the visiting team.
Oct.-Nov. 2026	<ul style="list-style-type: none"> • Middle States Visiting Team on campus.
Spring 2027	<ul style="list-style-type: none"> • MS Commission meets to determine reaccreditation action.

VIII. Communication Plan

Goal: To keep Brookdale stakeholders informed about the self-study process and updated on the progress toward accreditation.

Stakeholders: employees, students, alumni, Board of Trustees, Foundation Board, and President's Community Advisory Council.

Objectives: Update campus audiences about the Self-Study process through a variety of communication channels throughout each year of the self-study process.

Stakeholder	Activity	Responsible Party	Date(s)
Employees	Establish a new tab in College-wide Employee Hub site titled Middle States 2027 to keep employees up to date with available resources, tasks, Working Group information, and other important documents.	Debbie Almeida Michael Elmes	February 28, 2025
	Include monthly report in President Stout's Monday Morning Messages notifying the College community of updates and open meeting opportunities.	David Stout	First week of each month from March 2025-November 2026.
	Provide updates to the Executive Leadership Council (ELC)	Nancy Kegelman	Monthly from December 2024-November 2026.
	Host large group information sessions to educate the College community on the accreditation process, introduce committees, and discuss tasks and	David Stout Nancy Kegelman Debbie Almeida Michael Elmes	Spring Convocation 2025, Forums twice a year, Fall Convocation 2025, Spring Convocation 2026, Fall Convocation 2026, and at least one Town Hall meeting during each semester.

	timeline, and seek input and feedback.		
	Disseminate drafts of narrative and evidence compiled at various points via the Employee Hub site for feedback that is shared with the respective WG co-chairs for their consideration.	Debbie Almeida Michael Elmes	May 2025, September 2025, December 2025, March 2026, July 2026
	Disseminate final self-study report.	Debbie Almeida Michael Elmes	August 1, 2026
	Host Town Hall meetings in preparation for Visiting Team arrival.	David Stout Nancy Kegelman Debbie Almeida Michael Elmes	September-November 2026
Students	Invite students to participate in Working Groups who will share their perspectives and the importance of the process with other students.	Debbie Almeida Michael Elmes	March 2025, October 2025
	Invite students to participate in open forums and Town Hall meetings who will share their perspectives and the importance of the process with other students.	Debbie Almeida Michael Elmes	April 2025, October 2025, April 2026, October 2026
	Submit updates to student newspaper, <i>The Current</i> .	Debbie Almeida Michael Elmes	Periodically each semester.
	Invite students to participate in information sessions in advance of Visiting Team arrival.	David Stout Nancy Kegelman Debbie Almeida Michael Elmes	September-November 2026
	Disseminate drafts of Self-Study report and provide electronic forms to gather feedback.	Debbie Almeida Michael Elmes	September 2025, April 2026, July 2026

	Invite Students to participate in the self-study Evaluator visit.	Debbie Almeida Michael Elmes	August 1, 2026
Board of Trustees, Foundation Board of Trustees, and President's Community Advisory Council	Invite participation in Working Groups as needed.	David Stout	March 2025 through October 2026
	Invite participation in open forums.	David Stout	April 2025, October 2025, April 2026, October 2026
	Include update report in President Stout's Weekly Board of Trustees Update email.	David Stout	Periodically from January 2025- November 2026
	Include an update at quarterly meetings of the Foundation Board of Trustees and the President's Community Advisory Council	David Stout Debbie checking with Nancy Kaari	Quarterly from January 2025- November 2026
	Disseminate drafts of Self-Study report and provide electronic forms to gather feedback.	Debbie Almeida Michael Elmes	August 2025, April 2026, July 2026
	Disseminate final self-study report.	Debbie Almeida Michael Elmes	August 1, 2026

IX. Evaluation Team Profile

Brookdale aspires to be an Aspen finalist and therefore the College attempts to emulate Kingsborough, Borough of Manhattan, and Hostos Community College, all of which have been Aspen finalists. Competitor institutions are the New Jersey state and private 4-year institutions, including Monmouth University, located in Monmouth County. The surrounding community colleges of Ocean County College, Mercer County Community College, Middlesex College, and Union College of Union County also vie for our students.

All Evaluation Team Members are Expected to Have Experience:

- at a comprehensive two-year public institution
- at an open-access institution
- at a mid-to-large institution with a main campus, multiple additional locations, and online programs
- as a Middle States evaluator or as a leader of teams at an institution during its reaccreditation process
- at an institution that prioritizes both transfer and career-oriented educational pathways
- at a college serving urban, suburban, and rural communities
- with articulation agreements with independently functioning (non-system) public and private four-year colleges; and
- with multiple employee unions
- working with diverse student populations and faculty.

Characteristics Possessed Collectively by Visiting Team Members:

- Ability to engage effectively with faculty, staff, students, administrators, and trustees.
- Ability to synthesize complex information and provide clear, constructive feedback.
- Ability to understand and respect Brookdale's institutional culture, mission, and values.
- Sensitivity to the local and regional context in which Brookdale operates.
- Ability to identify constructive opportunities for growth.
- Knowledgeable of student support services
- Expertise in designing and delivering student learning experiences, particularly in community college settings.
- Expertise in designing and delivering student support services including basic needs, transportation, and wellness.
- Proficiency in assessing educational effectiveness and implementing continuous improvement strategies.
- Experience with data-driven decision-making processes in academic settings.
- Understanding effective processes for resource allocation and institutional planning.
- Experience in managing financial, human, and physical resources effectively.
- Experience in aligning institutional priorities with accreditation standards.

- Expertise in evaluating institutional performance and implementing strategies for improvement.
- Experience with governance structures and administrative operations in higher education.
- Experience in leadership roles within community colleges.

Chair Characteristics:

- Current community college president.
- Prior experience as visiting team member.
- Prior experience chairing visiting teams is desirable.
- Knowledge of the unique challenges and strengths of community colleges, including student demographics, enrollment trends, transfer pathways in a non-system higher education environment, and workforce development.
- Strong experience with strategic planning, resource allocation, and institutional sustainability.
- Understanding of financial models and budgeting processes in community colleges.
- Skilled in fostering a collaborative environment during the review process.

X. Strategy for Addressing Annual Institutional Update Indicators and Metrics

The institutional priorities align with student success, and operational efficiency metrics monitored in the AIU. Working groups are assigned to address institutional priorities in either a primary or secondary manner relative to the criteria in the Standards. All institutional priorities are assigned as either a primary or secondary review.

The tracking of AIU data has been included in Lines of Inquiry for Standard IV. AIU data is actively used for strategic planning and will be covered there. Leadership uses longitudinal AIU metrics to benchmark institutional progress.

Student Achievement

Graduation Rate - Middle States metric for two-year institutions is the rate of graduation at 150% of the normal time.

- Fall 2019 Cohort of First-Time, Full-Time, Degree-Seeking Students (1,729)
- 495 students graduated within 150% of Time to Degree (i.e., within 3 years)

Brookdale’s **Graduation Rate of 28.6% exceeds** the Middle States cutoff of 23%.

Graduation rates are based on the 2022-23 IPEDS Survey.

Annual Enrollment FTE

The following enrollment numbers are from the FY24 single audit.

Enrollment

The College enrollment is comprised of credit and noncredit full-time equated students (“FTEs”). A full-time equated student represents a student or combination of students taking 30 credits.

	<u>2024</u>	<u>2023</u>	<u>2022</u>	Change 2023-2024
Credit FTEs	6,878	6,740	6,500	138
Noncredit FTEs	<u>555</u>	<u>401</u>	<u>349</u>	<u>154</u>
Total FTEs	<u>7,433</u>	<u>7,141</u>	<u>6,849</u>	<u>292</u>

The overall total FTEs from FY 2022 to FY 2023 increased 4.2% and from FY 2023 to FY 2024 increased 4.1%. Both year to year changes are within the Middle States 15% + or – range.

Financial Health

Source: IPEDS Finance 2022-23 Survey. Covers FY22

Ending net assets - \$117,819,142.

Composite Financial Index (CFI)

This uses FY22 IPEDS Finance prescribed Data fields

$$(0 / 0.133) * 0.55 + (0.133 / 0.013) * 0.15 + (0.130 / 0.020) * 0.30 = 0 + 1.535 + 1.950 = 3.485$$

Change in Net Assets

	Net position	Net change
FY24	120,520,459	278,470
FY23	120,241,989	2,422,847
FY22	117,819,142	15,286,056
FY21	102,533,086	

Cohort Default Rate

Brookdale’s default has been **zero** since 2021

Program Reviews

Each academic and administrative unit engages in an extensive self-study review once every five years. There are 20 to 30 distinct reviews conducted annually. The results of the reviews are shared with the college community on Assessment Days. Open recommendations are tracked and updated biannually. The reports and recommendations with updates are available to the college community in the Employee Hub, a SharePoint site.

Audit opinions

Brookdale’s financial audits by external auditors have been **unqualified for all years** covered by this self-study.

XI. Strategies for Managing the Evidence Inventory

The Evidence Expectations Team developed a detailed plan and directions related to naming conventions and the identification of software to be used for the management of the Evidence Inventory.

The Evidence Expectation Team will populate each Working Groups' channel with an Evidence Inventory Log and starting documents. The starting documents will be used in multiple standards. This file of evidence will jumpstart the research process for Working Groups and ensure consistency throughout the narrative when referring to commonly used resources. A table listing the Starting Documents is provided below. The Working Groups will gather the remaining evidence.

The Steering Committee Liaisons Will Address Evidence Concerns

Each member of the Steering Committee will be assigned to a Standard Working Group as a liaison. They will be responsible for bringing any concerns the Working Group has back to the Steering Committee for discussion. This will include any evidence and research concerns. If a Working Group is having trouble locating a document or getting in touch with a department, the liaison brings this issue to the attention of the Steering Committee who can step in and assist.

Periodic Updates

The Working Groups will also be expected to provide periodic reports on the evidence collected and evidence yet to be acquired to their Steering Committee liaison. These meetings will be additional opportunities for Working Groups to get feedback on evidence issues. It is suggested that the WGs establish two folders in their Teams channel, one will be a Preliminary Evidence folder and the other will be a Final Evidence folder. The documents in the Final Evidence folder will be sent by the WG chairs to the Evidence Expectations Team following the naming convention and after reviewing with the steering liaison.

The Evidence Expectations Team Will Manage the Evidence Gathering Process

The Evidence Expectations Team (EET), helmed by the Evidence Coordinator, will be responsible for managing the evidence gathering process. The EET will help Working Groups locate data and conduct research, as well as connect them with potential resources. One of the most important roles of the EET is to look at the process holistically and ensure there is no duplication of efforts while the Standard Working Groups research their criteria, lines of inquiry, and associated Requirements of Affiliation. The EET will regularly check in with each Working Group to make sure they are completing their data gathering, to answer any evidence-related questions, and to suggest additional avenues of research.

Brookdale Will Use Microsoft Teams for All Middle States-Related Activities

Microsoft Teams is a secure and protected platform that utilizes industry-standard encryption technologies to protect data and offers features like multi-factor authentication and compliance

with various industry standards. Microsoft Teams is the official communication and management tool of all Middle States-related activities and will also serve as the gathering point for all evidence. Each Working Group will have a designated folder where they can upload documents in support of their Standard. This folder will serve as a ‘sandbox’ where all research can go as the Steering Committee encourages the Working Groups to investigate their charges thoroughly and gather evidence widely.

Working Groups Will Utilize Microsoft Forms to Submit Narrative Documents

The Working Groups will curate the evidence they have gathered while writing their Standard’s narrative. When it is time to submit the documents specifically referenced in the narrative, the Working Groups will submit them via a Microsoft Form, which will ask them to specify the Standard as well as the criteria, line of inquiry, and/or Requirement of Affiliation with which the evidence is associated.

All Evidence Will Follow Uniform Naming Conventions

Each evidence document will follow specific naming conventions for titles, dates, and related standards and criteria. When documents are submitted to the Evidence Coordinator via the Microsoft Form, the document and file names will be reviewed and updated to match these standards as needed. Each document will have one specific title. Abbreviations and alternate titles will not be used in the formal file names but will be noted in a separate tracking document that notes alternate titles (i.e., “AMP” for “Academic Master Plan.”)

Where needed, dates will be in YYYYMMDD format, to ensure that similar documents will sort in the correct order (i.e., “Board of Trustees Materials Packet 20241029” would follow “Board of Trustees Materials Packet 20240924”, etc.)

Following each title name, the Evidence Coordinator will add, in brackets, the standards and criteria where the document is referenced (i.e.: “[Std.I:1a], [Std.III:1]”) to allow for cross referencing of where each evidence document is referenced in the report, as some documents may be used in multiple areas. This will be reviewed and confirmed before final submission of documents.

All Evidence Will Be Verified by the Evidence Expectations Team and The Steering Committee

The final compilation of narrative documents will be executed by the Evidence Expectations Team in collaboration with the Steering Committee. The Evidence Coordinator will have the responsibility of uploading all documents referenced in the narrative to the Middle States Self-Study website.

List of Starting Documents Provided to the Working Groups

File Name (Linked to PDF)	Date Updated	File Name Shorthand (To Be Used When Referencing Document)
Academic Master Plan	1/16/2023	AcadMP
Academic Master Plan Update 202406	6/1/2024	AcadMPUp2406
Academic Master Plan Update 2020412	12/1/2024	AcadMPUp2412
Accessibility Statement	9/1/2020	AccessStmnt
Adjunct Faculty Agreement 2019 to 2025	7/1/2019	AdjCntret
Administrative Labor Agreement 2023 to 2027	7/1/2022	AdminCntret
Advancement Master Plan	2/23/2023	AdvMP
Advancement Master Plan Update 202406	6/1/2024	AdvMPUp2406
Advancement Master Plan Update 202412	12/1/2024	AdvMPUp2412
Annual Institutional Profile 2024	9/20/2024	AIP2024
Brookdale 2024 - 2025 Academic Catalog	2024-2025	AcadCat24_25
Brookdale Organizational Chart	6/3/2024	OrgChart
College Budget 2024	1/24/2023	Budget24
Economic Overview Report	9/13/2023	EconOvRpt
Facilities Master Plan	2/1/2023	FacMP
Faculty Labor Agreement 2023 to 2027	7/1/2022	FaclyCntret
Governance Charges 2024 - 2025	9/16/2024	GovChrges24_25
Governance Constitution	4/25/2024	GovConst
Organizational Optimization Master Plan	1/1/2023	OOMP
Organizational Optimization Master Plan Update 202406	6/1/2024	OOMPUp2406
Organizational Optimization Master Plan Update 202412	12/1/2024	OOMPUp2412
Professional Staff Association Labor Agreement 2023 to 2027	7/1/2022	PSACntret
Report on Financial Statement Audit 2023	6/30/2023	FinStmntAud23
Strategic Plan 2025	6/5/2023	SP25
Student Success Master Plan	3/28/2023	SSMP
Student Success Master Plan Update 202407	7/9/2024	SSMPUp2407
Student Success Master Plan Update 202412	12/1/2024	SSMPUp2412
Vision, Mission, and Values	1/24/2023	VisMisVal

XII. Strategies for Identifying How the Self-Study Visit is to be Conducted

Brookdale's main campus in Lincroft, NJ will be the host location for the Evaluation Team at the College.

Lodging accommodation at a local hotel will be arranged by the College, as well as transportation arrangements to and from our Lincroft campus and any other locations requested. The College will provide campus spaces appropriate to the size of meetings and discussions, as well as Evaluation Team working space, wi-fi access, and other materials for the visiting team. Closer to the visit date, a detailed schedule will be provided based on the visiting team's requests.

Conclusion

Brookdale Community College's Self-Study Design reflects the institution's deep commitment to continuous improvement, student success, and institutional integrity. This plan outlines a robust, inclusive, and strategic framework that not only aligns with the Middle States Commission on Higher Education's Standards for Accreditation but also positions the College for transformative growth as it transitions from Strategic Plan 2025 to Strategic Plan 2030.

Through intentional integration of institutional priorities—educational excellence, wraparound student support, inclusive practices, and ethical stewardship—this Self-Study is more than an exercise in compliance. It is a college-wide opportunity for reflection, dialogue, and renewal. The alignment of the College's mission, values, and vision with planning and evidence-gathering efforts ensures that the process is grounded in authenticity and driven by a desire to serve the diverse community more effectively.

The Self-Study will not only reaffirm Brookdale's strengths but will also illuminate areas where the College can evolve and innovate. It will guide the development of actionable recommendations that support the College's "60 by 30" North Star goal and inform the next generation of master plans. With broad participation, collaborative leadership, and a focus on impact, Brookdale is poised to emerge from this process stronger, more agile, and more united in its purpose.

The Steering Committee welcomes the opportunity for open engagement with the visiting team and looks forward to the insights and feedback that will help the College advance its mission and amplify its service to students and the broader Monmouth County community.

Appendix A

Standard Working Group Report Template

Standard #: Title

Name the Standard

Standard Statement

Introduction

Compliance with the Criteria and Lines of Inquiry Analysis

Describe how Brookdale complies with each component of the criteria as outlined in the standard. See example below:

Criterion: 1. Write Criteria statement and sub-criteria (when applicable) here in bold.

Immediately below describe how Brookdale complies with this criterion and Lines of Inquiry if relevant.

Based on the analytical report, what are Brookdale's strengths related to this Standard?

Areas of Strength

Discuss Brookdale's strength related to the Standard

Opportunities for Improvement and Innovation

Based on analytical report, evidence-based opportunities for improvement and innovation consistent with the Working Group's charge and assigned Standards and Priorities.

Recommendations

Insert recommendations and indicate if they are related to SP30 and a supporting master plan.