
MIDDLE STATES

Self-Study Report



AUGUST 2026



BROOKDALE
COMMUNITY COLLEGE



Brookdale Community College
opens doors to education with courage and care,
guiding diverse learners toward lifelong
growth and success.

Table of CONTENTS

TABLE OF CONTENTS	2
EXECUTIVE SUMMARY	3
INTRODUCTION	6
STANDARD I: MISSION & GOALS	10
STANDARD II: ETHICS & INTEGRITY	22
STANDARD III: DESIGN & DELIVERY OF THE STUDENT EXPERIENCE	35
STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE	51
STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT	68
STANDARD VI: PLANNING, RESOURCES, & IMPROVEMENT	81
STANDARD VII: GOVERNANCE, LEADERSHIP, & ADMINISTRATION	97
CONCLUSION	110
APPENDICES	113



EXECUTIVE

Summary

SUCCESS



BROOKDALE
COMMUNITY COLLEGE



Executive Summary

Brookdale Community College, the county college of Monmouth County, New Jersey, is a public, open-admission, comprehensive community college that enrolled 14,638 credit students in 2024-2025 across 68 associate degree programs and 11 academic credit certificates.

This self-study, conducted under the fourteenth edition of the Middle States Standards for Accreditation, is organized around four institutional priorities—Educational Excellence; Student Success through Wraparound Services; Belonging, Diversity, and Justice; and Institutional Integrity—developed through an inclusive process designed to bridge the close-out of Strategic Plan 2025 and the development of Strategic Plan 2030 (SP30), with its North Star Goal of a 60% credential completion rate by 2030. Each chapter opens by connecting its standard to the two priorities most closely associated with its contents, so that the priorities serve as the report's connective tissue. The self-study also documents a transformation: the two standards for which the Commission issued a warning in 2018, Ethics and Integrity and Educational Effectiveness Assessment, are today among the College's documented strengths, their corrective actions sustained and matured over eight years. The major findings of the self-study follow.

Standard I (Mission and Goals): Brookdale's mission is developed collaboratively, communicated widely, and translated into action through three successive strategic plans. The College's inclusive strategic planning culture—engaging students, employees, trustees, and community partners through town halls, surveys, and Collegial Governance—produced two mission renewals during the self-study period and the “60 by 30” North Star Goal that now anchors SP30. Opportunities include deepening the integration of SP30 into departmental planning and assessment, and strengthening measures of mission awareness and post-graduation outcomes.

Standard II (Ethics and Integrity): The College maintains a strong ethical infrastructure: annual conflict-of-interest disclosures, mandatory compliance training, trustee orientation and self-evaluation, an Ethics Hotline reporting to the President and Board, and institutional oversight that keeps official data and public materials aligned. A demonstrated culture of open dialogue, belonging, and nationally recognized poverty-informed practices addresses student needs and well-being. Opportunities include developing an institutional strategy for the ethical use of emerging technologies such as AI, and refreshing professional development to deepen inclusive pedagogy.

Standard III (Design and Delivery of the Student Learning Experience): Faculty design, deliver, and assess coherent programs of study with aligned learning outcomes at the course, program, and institutional levels, sustained by strong instructional quality, teaching innovation, and significant external grant funding. Equity-minded practices, including poverty-informed approaches embedded across departments, and more than 40 transfer and articulation agreements expand access, affordability, and goal attainment. Opportunities include a centralized professional development repository and a more coordinated student experience across all learning environments.

Standard IV (Support of the Student Experience): Data-informed placement reforms in English and mathematics, layered academic supports, corequisite models, and accelerated pathways drive achievement; for example, students in Foundational Studies persist at rates equal to or exceeding the overall cohort. Holistic supports, including Counseling Services and the

Caroline Huber Wellness Center, address the whole student, while participation in Student Life and Athletics correlates with stronger academic outcomes. Opportunities include closing mathematics completion gaps and expanding predictive analytics for earlier, coordinated intervention.

Standard V (Educational Effectiveness Assessment): A sustained, faculty-led culture of assessment, continuously refined since the last review, closes the loop from findings to curricular and pedagogical improvements, with leadership-approved recommendations tracked semi-annually. The College disaggregates data by demographics, discipline, and program to advance equity, and shares results transparently through Assessment Days, shared databases, and governance structures. Opportunities include leveraging technology to streamline outcomes assessment and establishing a learning outcomes assessment framework for non-credit programs.

Standard VI (Planning, Resources, and Institutional Improvement): An integrated planning and assessment system roots institutional and unit goals in the mission and carries them through five-year academic program review and administrative unit review cycles linked to budgeting and resource allocation. Transparent fiscal stewardship, including clean, unmodified audit opinions for FY22 through FY25, multi-year forecasting, and monthly Board reporting, pairs with long-range facilities and technology planning. Opportunities include completing the SP30 KPI dashboard with collegewide data governance and implementing the new cyclical assessment of third-party providers.

Standard VII (Governance, Leadership, and Administration): Brookdale is led through a clear, ethical, and inclusive governance triad—the Board of Trustees, executive leadership, and the Collegial Governance System—with well-defined authority and a clean separation between governance and administration. Assessment of effectiveness operates at every level: Board self-evaluations, annual presidential evaluation against established goals, and Administrative Unit Reviews completed by senior leadership itself. Opportunities include a collegewide leadership succession framework and comprehensive technology training for employees.

From these findings, the College has distilled fourteen recommendations, two per standard, that constitute its initial plans for the years ahead. Each is assigned to named offices, aligned with SP30 strategies and the North Star Goal, and will be tracked through the College's established accountability processes: annual department plans, five-year review cycles, and public reporting of progress. Together, the findings and recommendations presented in the chapters that follow portray an institution that meets the Commission's standards and Requirements of Affiliation, knows where it intends to improve, and has already built the plans and structures to get there.

INTRODUCTION



BROOKDALE
COMMUNITY COLLEGE



Introduction

Institutional Overview

Brookdale Community College, the county college of Monmouth County, New Jersey, is a public, open-admission, comprehensive community college founded in 1967 and sponsored by the citizens of Monmouth County through the Board of County Commissioners. A member of the New Jersey Council of County Colleges, Brookdale has served its county for nearly six decades as a pillar of the local community, recognized for excellence in teaching, innovative programming, and partnerships with local industry that position the College as a leader in workforce development, academic advancement, and community engagement. That commitment is expressed in the College's mission—*Brookdale Community College opens doors to education with courage and care, guiding diverse learners toward lifelong growth and success*—and in its four values, each of equal weight and importance: Compassion, Collaboration, Creativity, and Courage. The mission, vision, and values were renewed through an inclusive, collegewide process during the self-study period, as detailed in Standard I.

Brookdale's 220-acre main campus is located in the Lincroft section of Middletown Township, with additional locations across Monmouth County and instructional partnerships that extend the College's reach into local high schools, where Brookdale operates six early college high school programs and offers dual enrollment courses at 19 high schools designated as other instructional sites. The College offers nearly 80 degree and certificate options: 68 associate degree programs along with 11 academic credit certificates in fields ranging from health sciences and business to STEM and career-technical education. A robust transfer pathway, supported by articulation agreements with four-year institutions throughout New Jersey and beyond, allows graduates to transition seamlessly to baccalaureate study; students can even complete bachelor's degrees on Brookdale's main campus through partnerships with Rutgers University, Georgian Court University, and Kean University. Brookdale students who transfer consistently tend to outperform students who began at the receiving institutions.

The College serves a large and evolving student population. During AY2024-25, 14,638 unduplicated students enrolled in credit courses. More than 65% of credit students are aged 21 or younger, and more than 80% of degree-seeking students enroll in transfer-oriented programs. Demographic trends from Fall 2021 to Fall 2025 show growth in the proportion of students who are Asian, Hispanic, and female, and Brookdale hosts nearly 150 international students from 45 countries. Beyond credit programs, the College recorded 9,262 non-credit enrollments (4,726 individuals) in 2023-2024, spanning Adult Basic Education, GED, and ESL programs, industry-valued credential training developed with local employers, lifelong learning programs, and academic summer camps. Access remains central to this work: in FY2025, Brookdale students received \$20.7 million in federal financial aid, \$6.8 million in state financial aid, and \$351,000 in grants and scholarships through the Brookdale Foundation.

Brookdale is also a major Monmouth County employer and community resource. In FY2025, the College employed 184 full-time faculty and 307 full-time administrators and staff, along with 386 adjunct faculty and 5 part-time staff and administrators. The Lincroft campus serves the community through the Performing Arts Center, Collins Arena, the Bankier Library, the Center for Visual Arts Gallery, the Center for Holocaust, Human Rights and Genocide Education, and the International Education Center; in FY2024 the College opened the Center of Excellence for Cybersecurity Education, the Caroline Huber Wellness Center, and an Esports arena, each

serving community members alongside students. This sustained excellence has earned national recognition: Brookdale regularly ranks among the top 100 degree-granting community colleges in the country and was ranked by Niche as the top community college in New Jersey in 2023, 2024, 2025, and 2026.

Institutional Priorities

Brookdale's self-study coincided with a pivotal moment in institutional planning: the close-out of Strategic Plan 2025 (SP25) and the development of Strategic Plan 2030 (SP30). Rather than treat accreditation and strategic planning as parallel exercises, the Steering Committee and institutional leadership deliberately designed the institutional priorities to bridge the two, honoring the work accomplished under SP25 while setting the stage for SP30. The priorities therefore guide both this self-study and the College's next strategic plan.

The priorities emerged from a deliberately open and inclusive process. Their foundation lies in the four Evergreen Priorities established by the Board of Trustees at its summer 2020 retreat to guide SP25: Promote Community Success, Develop Innovative Educational Pathways, Enhance Student Services, and Optimize Operations. At its Spring 2024 retreat, the Board looked ahead, establishing a North Star Goal of a 60% credential completion rate by 2030: the “60 by 30” goal that anchors SP30. At Fall 2024 Convocation, approximately 400 faculty, staff, and administrators, seated in intentionally mixed constituency groups, deliberated on a single question: *What steps need to be taken in order to achieve our North Star Goal?* Their synthesized recommendations—implement mentoring for all students, establish an effective advisement model, introduce all students to college success practices, and expand the student population in alignment with Monmouth County's changing demographics—guided the Steering Committee and institutional leadership in crafting four institutional priorities that link the Evergreen Priorities, the College's mission and values, and the North Star Goal:

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 College community then had its say. At Spring 2025 Convocation, the Steering Committee presented the proposed priorities alongside an anonymous survey—publicized again the following week in the President's Monday Morning Message—inviting feedback on each priority and on the self-study as a whole. Throughout this report, each chapter opens by demonstrating how the standard under review advances the two institutional priorities most closely associated

with its contents, ensuring that the priorities function not as a preface to the self-study but as its connective tissue.

Building on the Lessons of the Last Review

Brookdale approaches this self-study having transformed the outcome of its previous one. Following the April 2018 evaluation visit, the Commission acted on June 21, 2018 to warn the College that its accreditation may be in jeopardy due to insufficient evidence of compliance with Standard II (Ethics and Integrity) and Standard V (Educational Effectiveness Assessment). Brookdale remained accredited while on warning and responded decisively. Its February 2019 monitoring report documented corrective actions on both standards. For Standard II, the College reinstated the internal audit function through an independent firm reporting to the Board's Audit Committee; adopted a Board-endorsed Internal Control & Standard Operating Procedures Manual; instituted a systematic schedule for Board policy review; adopted a Trustee Conduct Policy; and administered baseline climate surveys—the PACE survey for employees and trustees and the Student Satisfaction Inventory for students. For Standard V, the College restructured its assessment framework by relocating assessment leadership within the academic division, revising the five-year academic program review process to demonstrate student achievement of program learning outcomes and to close the loop on recommendations, and mapping Institutional Learning Outcomes to Middle States general education requirements. Following review of the monitoring report and a follow-up team visit, the Commission removed the warning and reaffirmed Brookdale's accreditation in June 2019.

Those corrective actions were built to last, and they have. The climate surveys administered in 2018 to establish a baseline are now a biennial practice whose results drive institutional improvement (Standard II); the internal audit function operates continuously under quarterly Audit Committee oversight (Standards II and VI); and the restructured assessment framework has matured into a faculty-led culture of assessment, celebrated each fall at a collegewide Assessment Day and strengthened by the redesign of general education assessment (Standard V). The standards that occasioned the Commission's concern in 2018 are today documented among the College's strengths—evidence not only of compliance sustained over eight years, but of an institution that treats accreditation as a catalyst for lasting improvement.

Standard I: Mission and Goals

The institution's mission defines its 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.



BROOKDALE
COMMUNITY COLLEGE



Standard I Introduction

Institutional Priorities 1 (Educational Excellence) and 2 (Student Success)

Brookdale Community College's mission is the foundation from which all institutional planning, assessment, and improvement flow. Standard I traces the collaborative processes through which the College twice renewed its mission, vision, and values and developed three successive strategic plans, culminating in Strategic Plan 2030 (SP30) and its unifying North Star Goal: a 60% credential completion rate by 2030. In so doing, this chapter demonstrates the College's commitment to ensuring educational excellence through engagement, assessment, and innovation. Brookdale's mission and goals are developed through broad engagement of students, employees, trustees, and community partners; they are regularly assessed through measurable objectives, key performance indicators, and outcome dashboards; and they drive innovation, from new program development to the strategic shifts embodied in SP30. The chapter likewise reflects the College's priority of supporting student success through wraparound services. Student success is the consistent thread uniting all three strategic plans, each of which pairs ambitious retention and completion goals with investments in wraparound supports, from enhanced student services to basic-needs screening, that make those goals attainable. Together, the mission, institutional priorities, and strategic plans described in this chapter ensure that decisions at every level of the College, from curriculum approval to resource allocation, advance both educational excellence and the success of the diverse learners Brookdale serves.

I.1: Clearly Defined Mission & Goals

I.1a: Developed through Collaborative & Inclusive Participation

Recognizing the need to be responsive to its students and community, Brookdale Community College ("Brookdale" or "the College") has modified its mission twice since 2017. Likewise, it has produced three strategic plans (2017, 2022, and 2025).

Mission, Vision, and Values (MVV) Development: The College modified its mission in 2017 and then again in 2025 (*I.1.01 2017 Mission Vision Values; I.1.02 2025 Mission Vision Values*). Figure I.1 below presents both mission statements, along with the College's vision and values. Both the 2017 and 2025 mission development processes were jointly led by the President and the College's Collegial Governance System and reflect Brookdale's consistent commitment to inclusive, transparent, and collaborative institutional planning. Communication throughout each process remained open and ongoing, ensuring transparency and broad participation. In each case, input from constituents across the College was sought through multiple opportunities including convocations, town halls, surveys, and open forums. The mission development efforts followed a structured, multi-phase approach that incorporated iterative drafting, feedback, and revision, with designated committees or task forces responsible for synthesizing input and advancing recommendations that were ultimately voted on and approved by all constituents of the College. In both instances, the mission statements were formally adopted through approval by the Board of Trustees (BOT).

Figure I.1. 2017 and 2025 Mission, Vision, and Values

Statement	2017	2025
Mission	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.	Brookdale Community College opens doors to education with courage and care, guiding diverse learners toward lifelong growth and success.
Vision	Brookdale, the County College of Monmouth, is 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.	Brookdale transforms lives. We envision a future of educational opportunity for all.
Values	Educational Excellence Economic Empowerment Institutional Integrity Diversity	Compassion Collaboration Creativity Courage

2017 Mission Statement Process: Beginning in 2016, the President and the Chair of Collegial Governance led a collegewide process to revise the mission statement. Following community input gathered at Convocation in January 2017 and subsequent review throughout the Spring term, the proposed mission was conferred at the April 2017 Governance Forum (*I.1.03 2016-2017 Governance Final Report*). The statement then went to the BOT for a vote on October 17th, 2017, where it was unanimously adopted (*I.1.04 BOT Meeting Minutes 2017.10.17*).

The College then undertook a similarly collaborative review of its institutional values. The Collegial Governance Steering Committee engaged the campus community and developed revised values for consideration (*I.1.05 Governance Gazette 2018.10.16; I.1.06 Governance Gazette 2018.12.11*). The BOT ratified the new values at the January 2019 meeting (*I.1.07 BOT Meeting Minutes 2019.02.26*). The College did not engage in a review of its vision at this time.

2025 Mission Statement Process: In January 2024, the BOT charged the President with leading a collegewide review of the mission in response to the College's growing focus on student basic needs (*I.1.08 BOT Meeting Minutes 2024.01.23*). The President worked with the executive leadership to identify a new strategic direction for the College considering emerging challenges such as the anticipated decline in the traditional college-age population (the enrollment cliff) and rising operational costs. The President held a collegewide Town Hall in October 2024 to review the existing MVVs (*I.1.09 President's Monday Morning Message 2024.10.07*). In February 2025, the President sent a survey to Brookdale employees, trustees, students, and community partners to collect perceptions of the College's strengths, weaknesses, opportunities, and threats (*I.1.10 Vision 2030 SWOT Analysis Summarized Results*). The President and the Institutional Planning and Effectiveness Committee (IPEC) co-hosted more Town Halls in Spring 2025 to review the College's mission, vision, and values (*I.1.11 President's Monday Morning Message 2025.02.24*).

In April 2025, the President invited volunteers to serve on the President’s Task Force (PTF) on Mission, Vision, and Value Review and formally issued its charge in June (*I.1.12 President's Mission Task Force Email and Memo 2025.06.01*). Meeting throughout Summer 2025, the PTF developed recommendations that were presented to the Executive Leadership Council (ELC), BOT, and college community, revised based on feedback, and finalized in October 2025. In addition to recommending revised mission, vision, and values statements (Figure I.1), the PTF proposed a set of Internal Institutional Commitments (Figure I.2).

Figure I.2. Internal Institutional Commitments

Be Brookdale...We will...
Be brave and bold.
Remove barriers.
Open doors.
Offer just-in-time support.
Keep compassion at the center.
Design systems for those who need them most.
Affirm.
Lead with love.
Empower.
We WILL, so you CAN.

In October 2025, the College, through Collegial Governance, voted to approve the new mission, vision, values, and commitments (*I.1.13 2025-2026 Governance Final Report*). They were then lodged with the BOT and approved in November 2025 as an official College Policy (*I.1.14 BOT Meeting Minutes 2025.10.28; I.1.15 BOT Meeting Minutes 2025.11.25*).

Institutional Priorities, Institutional Goals, and Strategic Plan Development: Since 2017, the College has developed three strategic plans—Strategic Plan 2022 (SP22) (*I.1.16*), Strategic Plan 2025 (SP25) (*I.1.17*), and Strategic Plan 2030 (SP30) (*I.1.18*)—that are intentionally derived from and guided by Brookdale’s institutional priorities. Institutional priorities are Brookdale’s highest-level aspirations. They are established through alignment with the College’s mission and, in turn, inform the development of the institutional goals in each strategic plan, ensuring that planning efforts remain mission-driven and cohesive. These priorities are referred to as Strategic Priorities in SP22, Evergreen Priorities in SP25, and BOLD Strategic Priorities in SP30. Figure I.3 lists the priorities associated with each plan, and Figure I.4 illustrates the relationship among the mission, institutional priorities, institutional goals, and strategic plans.

Figure I.3. Institutional Priorities

SP22 Strategic Priorities	SP25 Evergreen Priorities	SP30 BOLD Strategic Priorities
Community Needs	Promote Community Success	Build and improve dynamic, innovative programs
Student Success	Develop Innovative Educational Pathways	Operate with excellence and efficiency.
Financial Health	Enhance Student Services	Leverage caring services to support success.
Facilities Needs	Optimize Operations	Develop and sustain resources to support the communities we serve.
Image Enhancement		

Figure I.4. Relationship between Mission, Priorities, Goals, and Strategic Plans



SP22 and SP25 Development: The 2017 mission statement provided the foundation for both SP22 and SP25. Using the mission as a guide, the Board of Trustees established five Strategic Priorities for SP22 and four Evergreen Priorities for SP25 (Figure I.3). The college community then translated these priorities into institutional goals, resulting in eight Institutional Goals for SP22 and five Organizational Health Indicators for SP25, around which each plan was structured. Both three-year plans guided institutional decision-making, resource allocation, and the development of measurable objectives. Led by the President and IPEC, the planning processes engaged hundreds of stakeholders—including students, faculty, staff, and community members—through surveys, town halls, and collaborative planning activities. Executive Leadership presented both plans to the Board of Trustees prior to adoption.

SP30 Development: During the final year of SP25 (2024-2025), the President and ELC assessed the challenges confronting Brookdale and the opportunities created by those challenges. Declining enrollment and static retention rates motivated the development of the “North Star Goal” of attaining a 60% credential completion rate by 2030. This overarching target was shared with the Board of Trustees in July 2024 (*I.1.19 Weekly BOT Update 2024.07.26*). To support the development of new institutional priorities, the President used the same SWOT analysis survey that informed the 2025 mission review (*I.1.10*). Two Town Halls in March 2025 examined SP25 outcomes and SWOT findings (*I.1.20 President’s Monday Morning Message 2025.03.10*), and the resulting feedback, together with the 2025 mission, vision, and values, informed the creation of four BOLD Strategic Priorities (Figure I.3).

The BOT formally endorsed these priorities in Spring 2026 (*I.1.21 Weekly BOT Update 2026.04.19*). The BOLD Strategic Priorities and the North Star Goal guided the development of SP30. The President introduced the SP30 framework at Spring 2026 Convocation and provided subsequent updates through campus-wide communications. ELC refined the plan between March and May 2026, and the final version was shared with the college community on June 1, 2026 (*I.1.22 President’s Monday Morning Message 2026.06.01*).

I.1b: External & Internal Contexts & Constituencies

Both mission statements and all three strategic plans address the needs of both external and internal constituencies. The 2017 mission emphasizes service to external stakeholders through its focus on a diverse community, open access, affordability, and lifelong learning, while its values highlight internal commitments such as institutional integrity. Similarly, the 2025 mission focuses on expanding educational access for diverse learners, while its values support both internal improvement and external engagement.

The strategic plans likewise balance external and internal priorities. In SP22, “Community Needs” and “Image Enhancement” focused on external constituencies, while “Student Success,” “Financial Health,” and “Facility Needs” targeted internal priorities (*I.1.16*). In SP25, “Promoting Community Success” was externally focused, while the remaining Evergreen Priorities emphasized internal improvement (*I.1.23 Evergreen Priorities Descriptions*). Similarly, SP30 addresses both external and internal contexts and constituencies with the priority of “Develop and Sustain Resources to Support the Communities We Serve” addressing external needs and the remaining BOLD Strategic Priorities focusing on institutional excellence, innovation, and student support (*I.1.18*).

I.1c: Approved & Supported by the Governing Body

The Board of Trustees played a role in the adoption of the College’s institutional priorities and all three strategic plans, as enumerated in Criterion I.1a. The BOT approved both the 2017 and 2025 missions in accordance with the Mission Adoption Policy (*I.1.24 Mission Adoption Policy Appvd. 2023.01; I.1.25 Mission Adoption Policy Appvd. 2025.11*). To reinforce the College’s mission, Brookdale has institutionalized the practice of reading it at the beginning of all public BOT meetings and including it in every BOT meeting packet (*I.1.26-I.1.29 BOT Meeting Minutes 2022.01.25; 2023.01.24; 2025.01.28; 2026.01.27*). This consistent visibility underscores the mission’s centrality to governance and decision-making.

I.1d: Guides Decision-Making

The mission, institutional priorities, institutional goals, and strategic plans guide decision-making at all levels of the College. For SP22, each Institutional Goal was supported by measurable targets and department-level tactics. For SP25, four Master Plans—Academic, Advancement, Organizational Optimization, and Student Success—served as the implementation framework, linking department-level initiatives to the five Organizational Health Indicators (*I.1.30 Academic MP; I.1.31 Advancement MP; I.1.32 Organizational Optimization MP; I.1.33 Student Success MP*). Vice Presidents reported quarterly on progress throughout the plan period. These Master Plans intentionally extended one year beyond SP25 to bridge the gap to SP30. In SP30, each BOLD Strategic Priority is supported by corresponding strategies, tactics, and resource requirements detailed in Appendix B of SP30 (*I.1.18, pp.15-16*).

The College also has processes to ensure resource allocation aligns with institutional priorities and mission achievement. Academic departments align annual goals with the current strategic plan (*I.1.34 Department Plan Template AY24-25; I.1.35 Department Plan Template AY25-26*). Academic program and curriculum proposals undergo review by the Deans and the Provost/Vice President of Academic Affairs and must demonstrate alignment with institutional priorities and support for student learning, retention, and completion (*I.1.36 Curriculum Handbook*). Resource requests are informed by recommendations from five-year academic program reviews (*I.1.37*

Program Review Instructions CY2026; I.1.38 Prog. Review Recommendations 2022-2025). For more information on the academic program review process, see Standard V.2.

Administrative units identify and prioritize resource needs through their vice presidents before Cabinet review and incorporation into budget proposals submitted to the Board of Trustees (*I.1.39 FY27 Budget Development Memo*). Like academic programs, resource requests from administrative units are also informed by five-year Administrative Unit Reviews (AURs) (*I.1.40 AUR Instructions and Template FY26; I.1.41 Admin. Unit Review Recommendations 2022-2025*). For more information on the administrative unit review process, see Standard VI.2.

I.1e: Support of Scholarly Inquiry & Creative Activity

The College prioritizes support for creative initiatives and scholarly activities that advance its values, institutional priorities, and strategic goals. Both SP25's Evergreen Priority to "Develop Innovative Educational Pathways" and SP30's BOLD Strategic Priority to "Build and Improve Dynamic, Innovative Programs" emphasize innovation and scholarship, while encouraging faculty to be responsive to emerging trends in higher education (*I.1.17, p.3; I.1.18, p.5*). Accordingly, new program development must demonstrate alignment with institutional priorities. For example, in 2024, Brookdale secured an NSF-ATE (Advanced Technological Education) Grant to support the inclusion of electric vehicle (EV) curriculum in the College's Automotive Technology program (*I.1.42 Brookdale Receives EV Grant Article 2024.05.09*).

The College further supports research through its Institutional Review Board policy and regulation (*I.1.43 IRB Policy; I.1.44 IRB Regulation*), professional development funding for conference participation and presentations aligned with institutional priorities (*I.1.45 Prof. Dev. Approval Criteria, Application, and Funding Options*), and ongoing training opportunities offered by the Teaching and Learning Center (TLC) and Human Resources (*I.1.46 April 2026 Training Schedule*). Creativity and innovation are encouraged through grants and support from the Whyman Center for Transformative Learning (WCTL), while annual Scholars' Day presentations highlight faculty and staff research and creative work (*I.1.47 Scholars' Day 2025 Program*).

Consistent with the College's commitment to empowering community members through educational, cultural, and professional opportunities, Brookdale is home to the Center for Holocaust, Human Rights and Genocide Education (Chhange) and the Center for World War II Studies (*I.1.48 Chhange Webpage; I.1.49 Center for WWII Studies Webpage*). Both centers promote scholarship through lectures, exhibits, conferences, and community engagement activities. Student scholarship is also celebrated through events such as the Student Showcase, Honors Symposium, Bankier Library Research Competition, and Global Citizenship Awards Ceremony (*I.1.50 Global Citizenship Project Awards 25SP*). Additional opportunities for students include participation in *The Current* student newspaper (*I.1.51 The Current Webpage*), research fellowships, S-STEM scholarships, and presentations of NASA internship research.

I.1f: Publicized & Widely Known

Brookdale's mission, vision, and values are prominently displayed on the College website, Employee Hub (hosted by Microsoft SharePoint), and throughout campus (*I.1.52 Mission Vision Values Webpage*). They are routinely communicated through Collegial Governance, divisional updates, and other internal channels. As mentioned in I.1c, the BOT recites the mission statement at the start of each public meeting.

Progress on institutional strategic plans is communicated to the college community through Fall and Spring Convocations, updates on the President’s SharePoint site, and the President’s Monday Morning Message emails (*I.1.53 Fall 2025 Convocation Presentation; I.1.54 President’s Monday Morning Message 2024.09.09*). These communications regularly refer to the mission and keep stakeholders informed of institutional priorities and progress.

I.1g: Periodically Evaluated

As discussed in Criterion I.1a, Brookdale regularly evaluates its mission, institutional priorities, and strategic plans through the involvement of executive leadership, Collegial Governance, and the Board of Trustees. These reviews resulted in two mission revisions and the development of three strategic plans during the self-study period.

Most recently, SP30 introduced several strategic shifts: (1) the adoption of a single North Star Goal of achieving a 60% credential completion rate by 2030; (2) extension of the planning horizon from three to five years to support transformational change; and (3) development of institutional priorities through the Collegial Governance process for subsequent approval and adoption by the Board, rather than priorities originating with the Board (*I.1.18*). See I.4 for more examples of evaluation, assessment, and improvement.

I.2: Realistic, Appropriate, & Consistent Institutional Goals

Brookdale’s institutional goals change with each strategic plan (see Figure I.5 below). For SP22, the College had eight Institutional Goals. For SP25, the College made five Organizational Health Indicators (OHIs) and for SP30, the North Star Goal serves as the College’s overarching goal.

Figure I.5. Institutional Goals in SP22, SP25, and SP30

SP22 Institutional Goals	SP25 OHIs	North Star Goal
Proactively address community needs	Enrollment	Achieve a 60% credential completion rate by 2030
Increase enrollment	Retention	
Increase credential attainment	Completion	
Advance a culture of innovation, empowerment, accountability, and inclusion	Campus Climate	
Reduce student cost burden	Financial Health	
Diversify revenue streams and optimize operations		
Optimize annual Chapter 12 allocation		
Enhance the College’s positive image		

For each strategic plan, the institutional goals reflect core elements of Brookdale’s mission: providing high-quality, open-access education, supporting student success, and maintaining the financial and operational health needed to serve the community. A consistent emphasis on student success is evident across all three plans, with SP22 focusing on credential attainment, SP25 on retention and completion, and SP30 establishing the North Star Goal. All three plans

also detail strategies related to financial sustainability and resource development to address challenges such as declining enrollment and rising operational costs.

SP22: SP22's five Strategic Priorities were translated into eight Institutional Goals, each supported by measurable objectives and targets. For example, the goal of increasing enrollment (related to the Strategic Priority of student success) included targets for average enrolled credits among full-time (13.9 credits) and part-time students (6.1 credits), which were monitored throughout the plan period (*I.2.01 SP22 October 2019 Updates*). Progress on all objectives was documented in the final report and dashboard, which showed that part-time students exceeded this target while full-time students made substantial progress, but ultimately fell short of expectations (*I.2.02 SP22 Final Report and Dashboard 2022.09*).

SP25: The four Evergreen Priorities developed for SP25 were connected to the five OHIs in Figure I.5 above, which were assessed through Key Performance Indicators (KPIs) and implemented through four division-level Master Plans. For example, a Student Success Master Plan tactic to expand enrollment analytics capabilities (*I.1.33*) supported a KPI aimed at increasing new and continuing student enrollment by 1%, which in turn advanced the Enrollment OHI and the Evergreen Priority to "Enhance Student Services" (*I.1.17*). Progress on Master Plan initiatives was reported quarterly (*I.2.03 SP25 Master Plan Updates 2025.06*).

SP30: SP30 is centered on the North Star Goal of achieving a 60% credential completion rate by 2030 (*I.1.18*). To drive the transformational change needed to reach this goal, the College returned to a unified strategic plan structure, reinforcing the 2025 value of collaboration (*I.1.02*). The plan's four BOLD Strategic Priorities support the North Star Goal and contain key strategies and measurable tactics detailed in Appendix A of SP30 (*I.1.18, pp.9-14*). For example, under the priority "Develop & Sustain Resources to Support the Communities We Serve," a strategy to expand the Caroline Huber Wellness Center includes implementing a basic-needs screening process by Spring 2027 to identify and support students in need, a project already underway.

I.3: Outcomes & Student Achievement

I.3a: Retention, Graduation, Transfer, & Placement Rates

Brookdale Community College reports institutional data to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS), including enrollment, human resources, retention, graduation, transfer, degree-completion, and longitudinal outcomes data (*I.3.01-I.3.06*).

Data Availability: To support internal decision-making, the Office of Institutional Research (IR) regularly publishes reports on the Assessment, Institutional Research, and Data SharePoint site (*I.3.07*). These include Data Briefs that summarize key trends in enrollment, retention, graduation, and student success (*I.3.08-I.3.11*), as well as disaggregated analyses by demographic characteristics, program, and course-taking behavior (*I.3.12-I.3.15*). Student achievement and program outcomes data are publicly available through program profiles and consumer information resources (*I.3.16; I.3.17*). Programs that are externally accredited like Nursing, Respiratory Care, Radiologic Technology, Human Services, and Culinary Arts publish their certification exam pass rates as well as their job placement rates (*I.3.18-I.3.22*). Together, these data support both the assessment of current goals and the development of future priorities.

Data Usage: Each strategic plan incorporates student success measures, such as retention and completion, into its assessment framework. SP22 linked measurable targets to every Institutional Goal, including several focused on retention and graduation outcomes (I.2.02). Similarly, SP25 used OHIs and related KPIs to assess institutional progress, as shown in the Strategic Plan 2025 Final Report dashboard (Figure I.6) (I.3.23 SP25 Final Report 2025.07).

Figure I.6. Strategic Plan 2025 Outcome Dashboard

OHI	KPI	2024	2025
Enrollment	1% annual increase in new students		
	1% annual increase in continuing students		
Retention	1% annual increase in fall-to-fall retention of new students (FT)		
	1% annual increase in fall-to-fall retention of new students (PT)		
Completion	1% annual increase in credentials earned and transfers		
	1% annual increase in credentials earned (CPS)		
Campus Climate	Overall mean of 4.20 on PACE (FY23)		
	Overall mean of 5.25 (FY23), 5.28 (FY25) on SSI		
Financial Health	\$1 Million annual increase in reserves		
	3% annual increase in alternative revenues		

In Figure I.6, green indicators denote KPIs that were achieved, while red indicators denote KPIs that were not met. The Continuing and Professional Studies (CPS) Completion metric appears in dark gray for FY24 because CPS had not yet developed the capacity to collect and report completion data. By FY25, that capability had been established and completion data were included. The yellow indicator for full-time fall-to-fall retention in FY25 reflects improvement that fell short of the 1% growth target.

SP30 includes KPI Targets for retention and graduation rates, as shown in Figure I.7. The plan also seeks to strengthen and better measure transfer outcomes through the BOLD Strategic Priority to strengthen transfer pathways (I.1.18, p. 7).

Figure I.7. Strategic Plan 2030 KPI Targets: 2026-2030

KPI Target	Baseline (2025)	2026	2027	2028	2029	2030
Fall-to-Spring Retention:	86.7%	88%	89.5%	91%	92%	93%
Fall-to-Fall Retention:	74.2%	76%	79%	83%	86%	88%
3-Year Graduation Rate:	30.9%	35%	41%	48%	55%	60%
Avg. Credits/Student/Year:	~24	26	28	30	31	32
Avg. Years to Degree:	~4.2	4.0	3.8	3.5	3.3	3.0

Job placement data for non-externally accredited programs is currently difficult to track because of limitations in statewide data infrastructure. To address this challenge, the New Jersey Office of the Secretary of Higher Education (NJOSHE) and the New Jersey Department of Labor and Workforce Development (NJLWD) partnered to develop the New Jersey Higher Education Outcomes Dashboard, which provides employment and earnings data for graduates of New Jersey institutions (I.3.24). As the dashboard expands, Brookdale plans to incorporate this data into strategic planning and institutional decision-making.

I.3c Supported by Administrative, Educational, and Student Support Services

Both mission statements and all three strategic plans place student success at the center of institutional planning. To support this priority, Brookdale has made substantial investments in systems, personnel, and programs that enhance student learning and outcomes, dedicating 56% of its budget to instruction, academic support, and student services in FY2025 (*I.3.25 Expenses by Function FY21-FY25*).

Since the adoption of SP30, AURs require all non-academic departments to explicitly demonstrate alignment between unit goals and the College's North Star Goal (*I.1.40*). Previously, AURs required departments to review and, if necessary, revise their mission statements, but did not explicitly document their connection to the College mission. The new AUR instructions also encourage writing departmental recommendations to better align technology use and resource allocation with unit and institutional goals. Additional discussion of student support services and administrative unit review appears in Standards IV.1 and VI.2, respectively.

I.3d Prioritize Institutional Improvement

The College emphasizes measurable improvement by establishing ambitious yet attainable goals. For example, SP22 set targets for 100% completion of New Employee Orientation by new employees and 100% participation in annual compliance training by all employees. While the first target was not achieved, the second was met (*I.2.02*). Similarly, SP25 established a goal of achieving an overall Student Satisfaction Inventory (SSI) mean score of 5.28. The College exceeded this target with a score of 5.66, indicating strong student satisfaction (*I.3.23*). This improvement coincided with increases in retention and graduation rates in 2026. SP30 continues this approach through its ambitious North Star Goal and associated KPI Targets (see Figure I.7), which promote transformational change while incorporating realistic interim benchmarks. For example, the College has begun developing career communities to support improvements in retention and graduation rates (*I.1.18, p.9*).

I.4. Periodic Assessment of Mission and Goals to Ensure They are Relevant and Achievable

As discussed in I.1, the College conducted two mission reviews and developed three strategic plans during the self-study period through inclusive, transparent, and collaborative processes. Assessment of these efforts led to several improvements. In 2025, Brookdale reviewed and updated its mission, vision, and values simultaneously and developed institutional commitments as part of the same process, strengthening alignment among these guiding principles (*I.4.01 President's Monday Morning Message 2025.09.08*). The College also shifted from three-year strategic plans to the five-year SP30, providing more time to implement initiatives, assess results, and prepare future priorities. In addition, Brookdale transitioned from multiple Master Plans to a single integrated strategic plan and added definitions of its mission, vision, values, and commitments to improve clarity and context. Finally, SP30 introduced a clear, unifying North Star Goal (60 by 30) to focus institutional efforts on student success (*I.1.18*).

Areas of Strengths

1. **Inclusive strategic planning process.** Brookdale has an inclusive and highly collaborative strategic planning and governance culture, and it leveraged decades of mission and strategic planning experience to develop Strategic Plan 2030. Regular collegewide reviews of the mission and strategic plan enable the College to adapt to the ever-changing higher education landscape.
2. **A broadly communicated mission anchored by an ambitious, unifying goal.** The College communicates its mission, vision, and values widely through Board of Trustees meetings, the College website, and the President's weekly communications. The "60 by 30" North Star Goal provides an ambitious and unifying framework for institutional improvement that demands a holistic, student-centered strategy addressing academic success, community needs, financial barriers, technological transformation, and operational excellence.

Opportunities for Improvement & Innovation

1. **Deepen integration of Strategic Plan 2030 across institutional unit processes.** Further integrate the North Star Goal and BOLD Strategic Priorities into departmental planning and assessment processes, and continue strengthening the connection between strategic planning, assessment results, and resource allocation.
2. **Strengthen awareness and measurement of mission and outcomes.** Strengthen institution-wide awareness of Strategic Plan 2030 progress and outcomes, expand mechanisms for measuring mission and values awareness among students and employees, and develop stronger measures of transfer and post-graduation outcomes.

Recommendations

1. Ensure alignment of unit-level tactics with North Star Goal of SP30.
2. Improve means for sharing annual progress toward SP30 KPIs.

Standard II: Ethics & Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.



BROOKDALE
COMMUNITY COLLEGE



Standard II Introduction

Institutional Priorities 3 (Belonging, Diversity, and Justice) and 4 (Institutional Integrity)

At Brookdale Community College, ethics and integrity are daily practices embedded in policy, governance, and the College's care for its community. Standard II examines the framework through which Brookdale safeguards academic freedom, cultivates a respectful campus climate, ensures fair and impartial treatment of students and employees, and communicates honestly with the public. In so doing, this chapter demonstrates the College's commitment to promoting belonging, diversity, and justice through inclusivity and equity. Brookdale regularly assesses the campus climate, disaggregates data to understand the experiences of all learners, and acts on what it finds. Its nationally recognized poverty-informed practices—spanning wellness services, basic-needs support, and affordability initiatives—meet students where they are, removing barriers so that a diverse community can succeed. The chapter equally demonstrates the priority of ingraining institutional integrity through stewardship and accountability. Comprehensive codes of ethics, conflict-of-interest disclosures, equitable grievance procedures, and full compliance with governmental and Commission requirements ensure that the College operates ethically, transparently, and in line with its mission and values. Together, the policies, practices, and feedback loops described in this chapter reveal an institution that holds itself accountable to its students, its employees, and the community it serves.

II.1: Academic, Intellectual, & Expressive Freedom & Intellectual Property Rights

Brookdale Community College demonstrates a deep and sustained commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. This commitment is embedded in the College's policies, contractual agreements, and institutional culture, ensuring that all employees, students, and community members pursue teaching, learning, and creative inquiry in an environment of open discourse and integrity.

Brookdale maintains a robust structure of policies and regulations that collectively safeguard freedom of expression and scholarly independence. The use of digital resources is permitted in accordance with applicable copyright laws and FERPA standards (*II.1.01 Use of Computer Network Policy; II.1.02 Computer Network Regulation; II.1.03 Collegewide Website Standards and Practices*). These regulations prohibit the unauthorized duplication or distribution of protected materials and affirm the ethical and responsible use of digital technologies. The rights of faculty and staff to teach, research, publish, and express ideas without institutional censorship are explicitly affirmed in the Academic Freedom and Responsibility Policy (*II.1.04*). This policy promotes the ethical presentation of multiple viewpoints and supports the College's mission to foster inquiry and the free exchange of ideas within a respectful academic community.

Multiple policies and regulations uphold the First Amendment rights of students, employees, and community members and further reflect Brookdale's commitment to open discourse. These policies and regulations ensure that the use of campus facilities for expressive activities (*II.1.05; II.1.06 Community Use Policy and Regulation*), demonstrations (*II.1.07; II.1.08 Demonstrations Policy and Regulation*), and invited speakers (*II.1.09; II.1.10 Outside Speaker Policy and Regulation*) occur in ways that respect both freedom of expression and campus safety.

Brookdale demonstrates a culture of open dialogue through initiatives such as Student Speak Outs, Faculty Meetings, Civility Week and Collegial Governance Forums, each of which creates space for discourse on critical topics across disciplines (*II.1.11 Student Speak Out Article; II.1.12 Civility Week Webpage; II.1.13 Brookdale Governance Constitution, p.2*). Artistic and performative expressions such as art installations, film series, and theatre productions further exemplify Brookdale's support for multiple perspectives (*II.1.14 Center for Visual Arts Gallery Events; II.1.15 NJ Film Academy Lecture Series; II.1.16 Summer 2026 Theatre Performances*). The Adjunct Faculty Agreement (2019-2025), Administrative Labor Agreement (2022-2027), Faculty Labor Agreement (2022-2027), and Professional Staff Administration Labor Agreement (2022-2027) affirm both intellectual autonomy and faculty and staff ownership of instructional materials, books, software, and inventions (*II.1.17-II.1.20*). They also safeguard the rights of employees to participate in unions, engage in professional development, and propose innovative teaching materials subject to departmental review.

The College provides clear guidance on copyright compliance through its Copyright Information and Guidelines, which articulate standards for fair use, the Digital Millennium Copyright Act, and the process for obtaining permissions (*II.1.21*). These guidelines along with other resources like proper citation techniques, how to evaluate sources, and a plagiarism tutorial are available on the website for Brookdale's Bankier Library (*II.1.22*).

II.2: Campus Climate & Respect for Diverse Perspectives

Brookdale cultivates and assesses a respectful campus climate through comprehensive data collection, evaluation, collaboration, and transparent communication. Using evidence-based feedback, the College continuously improves institutional practices, student support services, and community engagement.

The Office of Planning & Institutional Effectiveness (PIE) leads the College's efforts to assess the institutional climate as well as student and employee experiences. PIE is responsible for all mandatory IPEDS data tracking and reporting including the Fall Enrollment Report, 12-Month Enrollment Report, and Human Resources Report (*II.2.01-II.2.03*). The department also maintains a centralized data hub that disaggregates student information by race/ethnicity, gender, age, degree-seeking status, program, and instructional modality (*II.2.04 Assessment IR and Data SharePoint Homepage; II.2.05 Enrollment Data Brief; II.2.06 10th Day Data Tables Report; II.2.07 2025 Program Profiles; II.2.08 Health Science Grades by Demographics 25FA*). PIE administers nationally benchmarked instruments including the Personal Assessment of the College Environment (PACE) Survey and the Student Satisfaction Inventory (SSI) Survey (*II.2.09; II.2.10*). These assessments provide insight into employee and student perceptions of campus climate, engagement, communication, belonging, and institutional effectiveness.

Survey findings are used to identify strengths and address areas needing improvement. Recent PACE results indicate that most employees perceive a spirit of cooperation and open, ethical communication, while also identifying opportunities to improve organizational effectiveness and advancement pathways. In response, the College implemented an Academic Affairs reorganization in Spring 2025 designed to reduce administrative layers, create leadership pathways for faculty, improve workload distribution, and strengthen organizational culture (*II.2.11 Academic Affairs Reorganization Broadcasts*). Brookdale also participates in the optional Racial Diversity section of the PACE Survey, which measures perceptions of equity,

inclusion, and respect across racial and ethnic groups (*II.2.12 2024 Racial Diversity Report*). Human Resources uses these results to inform initiatives such as inclusive hiring practices that reinforce respect for diverse backgrounds and perspectives.

Student feedback similarly guides institutional action. While SSI results indicate that students generally feel welcomed at Brookdale, some respondents expressed concerns that employees may not fully understand students' unique life circumstances (*II.2.10*). To better understand student needs, the College administered the Hunger-Free Campus Grant Food Insecurity Survey and a Basic Needs Survey in Spring 2025 (*II.2.13; II.2.14*). Findings revealed significant food, housing, and financial insecurity among respondents. In response, the College expanded mental health outreach, enhanced services through the Caroline Huber Wellness Center, and increased awareness of resources such as the Thrive Program (*II.2.15*) and Childcare Resource List (*II.2.16*) to better support students balancing academic and personal responsibilities. These efforts, part of a constellation of poverty-informed practices, contributed to Brookdale being named a 2026 Bellwether Award finalist in the Instructional Programs and Services category.

Beyond assessment, Brookdale fosters respect and collaboration through its Collegial Governance System (*II.1.13*). Rather than maintaining separate constituent-based governing bodies, the College brings faculty, staff, administrators, and students together within a single governance structure. This inclusive approach promotes campuswide understanding and ensures that institutional decisions are informed by diverse perspectives. For example, the development of the College's Mission, Vision, and Values and Strategic Plan 2030 occurred through a collaborative process led by the President and the Institutional Planning and Effectiveness Committee (IPEC), which included town halls and feedback opportunities for all constituents (*II.2.17 President's Monday Morning Message 2025.02.24; II.2.18 2025 Mission Vision Values; II.2.19 Strategic Plan 2030*). For more information on this process, see Standard I.1a.

The College further promotes a climate of respect through opportunities for dialogue, engagement, and transparent communication. Governance meetings, Student Speak-Outs, town halls, and Civility Week activities provide ongoing forums for discussion and shared learning (*II.1.11; II.1.12; II.1.13*). Consistent internal communications, including the President's Monday Morning Messages and the Brookdalian Shout Outs and Celebrations Engage Page, reinforce transparency, recognition, and a sense of belonging across the community (*II.2.17; II.2.20*).

To ensure accountability and continuous improvement, climate survey findings and assessment results are broadly shared with the campus community through PIE's SharePoint site (*II.2.21*), institutional communications (*II.2.22*), Convocations (*II.2.23*), data visualizations (*II.2.24*), and presentations (*II.2.25*). These feedback loops ensure that institutional decisions are informed by the experiences of students, faculty, staff, and administrators and support a campus culture grounded in respect, inclusion, shared governance, and continuous improvement.

II.3: Grievance Policies & Procedures

Brookdale maintains comprehensive, well-documented grievance and complaints procedures that ensure equitable treatment, timely resolution, and adherence to state and federal regulations. These processes uphold due process, protect the rights of students and employees, and reinforce the College's commitment to fairness, transparency, and accountability.

Faculty and Staff Grievances: Brookdale demonstrates strong compliance with grievance and employment regulations through a comprehensive framework of policies, procedures, and negotiated labor agreements (*II.3.01 Faculty and Staff Complaints Evidence Packet, pp.4-25*). These agreements provide all faculty, staff, and administrators, whether full-time or part-time, with access to clearly defined, multi-step procedures for raising concerns and resolving disputes. For employees not represented by a union, the Non-Represented Employees Policy (*II.3.01, p.26*) ensures that they receive benefits comparable to those received by represented employees, including access to the same grievance procedures. These policies, regulations, and agreements provide structured processes that begin with informal resolution and can escalate through formal complaint procedures, mediation, and binding arbitration. All processes guarantee confidentiality, protection against retaliation, and equitable review by trained personnel.

For certain types of grievances, compliance is ensured through specialized policies, regulations, and procedures connected to each specific type of complaint. These types of grievances include equal opportunity and non-discrimination complaints (*II.3.01, pp.28-58*), Title IX sexual harassment complaints (*II.3.01, pp.59-98*), Title VI non-discrimination complaints (*II.3.01, pp.99-106*), Americans with Disabilities Act (ADA) complaints, (*II.3.01 pp.107-114*), and faculty and staff complaints involving students (*II.3.01 pp.115-125*). Brookdale operationalizes these protections by specifying reporting procedures, timelines, forms, and the responsibilities of Human Resources, the Office of Contract and Legal Administration, and other designated investigators. The Ethics Hotline, housed in the President's Office and monitored by executive leadership, allows confidential reporting of concerns regarding ethics, compliance, or misconduct (*II.3.02 Ethics Hotline Webpage*). Leadership reviews hotline reports and includes them in quarterly updates to the Board of Trustees Audit Committee, ensuring institutional oversight and follow-up on all investigations (*II.3.03 BOT Meeting Packet 2026.04.28, p.50*).

Brookdale's website provides direct access to all relevant procedures, forms, and contact points (*II.3.01, pp.126-130*). Human Resources keeps an institutional record of all faculty and staff complaints and disaggregates them by year and unit submitting the complaint. Figure II.1 shows this data from 2022 to 2026 (*II.3.01, p.131*). 2026 data includes only January through March and is not yet finalized.

Figure II.1. Faculty Complaints, 2022-2026

Unit	2022	2023	2024	2025	2026
Adjunct	1	3	1	1	0
Admin	0	3	3	3	0
Anonymous	0	0	1	0	1
Candidate	0	1	0	0	0
Executive	2	0	1	0	1
Faculty	2	3	10	1	0
Hourly	2	0	0	1	0
Police	2	0	0	0	0
Staff	0	4	1	1	4
Student	3	2	2	4	1
Total	12	16	19	11	7

Student Grievances: Brookdale maintains robust and transparent grievance procedures for students, fully aligned with federal regulation 34 CFR 668.43 and Commission standards. A Student Concerns & Complaints webpage presents detailed information to students and the public about policies and procedures linked to different types of student grievances (*II.3.04 Students Complaints Evidence Packet, pp.4-5*). This page provides links to various methods for students to voice their concerns (*II.3.04, pp.156-159*). The grievance framework ensures that all students are afforded due process, fair hearings, and timely resolution. Policies, regulations, and procedures exist for various types of student grievances. Academically, there are procedures for academic integrity, standing, and amnesty complaints (*II.3.04, pp.19-*

48), as well as grade appeals (*II.3.04, pp.75-80*). For complaints related to tuition and financial aid, there are regulations and forms for refunding tuition & fees (*II.3.04, pp.150-155*) and for appealing Satisfactory Academic Progress (SAP) decisions (*II.3.04, pp.81-87*). For personal concerns, Brookdale maintains policies and procedures for anti-hazing (*II.3.04, pp.49-57*), equal opportunity and non-discrimination (*II.3.04, pp.58-74*), student conduct (*II.3.04, pp.88-109*), and sexual harassment (*II.3.04, pp.110-149*). Brookdale maintains an Office of Student Conduct and Compliance (*II.3.04, pp.7-18*) and offers multiple appeal levels, including department chairs, deans, the Academic Appeals Committee, and the Student Conduct Board (*II.3.04, pp.108-109*) depending on the type of issue. All processes guarantee confidentiality, protection against retaliation, and equitable review by trained personnel.

Formal grievances are logged, categorized, and reviewed by appropriate administrators typically within 48 hours of submission. Regular reporting from the Office of Student Conduct and Compliance provides data on student grievances, including the number, the type, and the outcome. This allows leadership to identify patterns, assess resolution, and track continuous improvement (*II.3.04, p.160*). Figure II.2 shows aggregated data on student complaints from 2022 to 2026. The 2026 data includes only January through March and is not yet finalized.

Lodging Grievances with External Agencies:

Brookdale complies fully with federal regulations 34 CFR 668.43(b) and 34 CFR 602.16(a)(1)(ix), which require institutions to maintain transparent procedures for student and employee complaints to

Figure II.2. Student Complaints, 2022-2026

Type	2022	2023	2024	2025	2026
Academic	0	0	1	9	1
Behavioral Intervention Team	0	1	0	2	1
Behavioral Review Team	1	0	0	0	0
Conduct	8	3	28	20	0
Total	9	4	29	31	2

external oversight agencies. The College provides the complaints page and the direct contact information for external oversight agencies on its Accreditations webpage, including the Middle States Commission on Higher Education (MSCHE), the New Jersey Office of the Secretary of Higher Education, the United States Department of Education (USDOE), and relevant programmatic accreditors (*II.3.05 Accreditations Webpage*). Complaints may also be directed to the New Jersey Government Records Council, the Monmouth County Superior Court, or appropriate government agencies consistent with state law (*II.3.06 Accreditation URLs*).

II.4: Conflict of Interest Policies & Ethical Governance

Brookdale enforces comprehensive conflict of interest policies that promote ethical governance and institutional integrity at all levels of the College. Trustees may not participate in decisions or transactions in which they, or members of their immediate family, have a financial or personal interest (*II.4.01 Code of Ethics for Trustees Policy*). To ensure transparency and accountability, trustees are required to disclose potential conflicts of interest and submit annual affirmations of ethical compliance. The College further reinforces these expectations through the Code of Conduct Acknowledgement Form, which requires trustees to formally acknowledge their understanding of the policy and their commitment to maintaining ethical standards (*II.4.02*). Brookdale also complies with state requirements through the Local Government Ethics Law Financial Disclosure Statement, which requires local government officials to report personal and

family financial interests, sources of income, gifts, and property holdings (*II.4.03*). These annual disclosures promote transparency and help prevent conflicts of interest in public service.

Employees are similarly held to high ethical standards. The College prohibits employees from engaging in activities or relationships that could impair their objectivity or result in personal gain through their institutional roles (*II.4.04 Code of Ethics for Employees Policy*). Full-time employees must disclose outside employment, may not supervise family members, and are required to comply with all applicable legal and institutional standards (*II.4.05 Code of Ethics for Employees Regulation*). These requirements are implemented through the Report of Outside Employment Form, which requires full-time employees to annually disclose external employment and obtain prior approval to ensure that outside commitments do not conflict with or interfere with their College responsibilities (*II.4.06 Faculty Outside Employment Form; II.4.07 Admin and Staff Outside Employment Form*).

Brookdale demonstrates compliance with these policies through documented governance and oversight practices. Board of Trustees meeting minutes reflect instances in which trustees recused themselves from votes involving potential conflicts of interest, including matters related to purchases from affiliated agencies (*II.4.08 BOT Meeting Minutes 2022.04.26, p.11; II.4.09 BOT Meeting Minutes 2024.08.27, p.7*). Trustees also have access to legal counsel to assist in determining whether recusal is appropriate in a given situation (*II.4.10 BOT Meeting Packet 2019.04.30, p.46*). For employees, the College reinforces ethical conduct through mandatory compliance training and ongoing disclosure requirements. All employees and volunteers are required to complete the annual “Conflicts of Interest” ethics training module (*II.4.11 FY27 Compliance Training Announcement*).

II.5: Fair & Impartial Employment Practices

Brookdale affirms its commitment to ethical treatment of employees during all phases of employment through a comprehensive framework of labor agreements, institutional policies, and governance oversight.

Hiring: The College maintains a comprehensive framework of policies and regulations to ensure that hiring processes are fair, transparent, respectful, and compliant with applicable laws. All hiring is governed by the Staffing and Hiring Policy (*II.5.01*). Additional policies and regulations that support compliance with federal and state requirements include the Employees with Disabilities Policy (*II.5.02*), the Background Checks Policy and Regulation (*II.5.03; II.5.04*), and the Equal Opportunity and Non-Discrimination Policy and Regulation (*II.5.05; II.5.06*).

The College also maintains policies and regulations specific to certain employee groups. Hiring of adjunct faculty is governed by dedicated policies (*II.5.07*), while the staffing of faculty and administrative/support staff positions is guided by separate regulations (*II.5.08; II.5.09*). Together, these policies and regulations establish consistent hiring practices and help ensure that employment decisions are based on qualifications, experience, and institutional needs, while promoting equal opportunity, transparency, and fairness throughout the selection process.

Evaluation: Labor agreements for faculty, professional staff, adjunct faculty, and administrative staff establish the College’s employee evaluation processes and procedures. These agreements define the purpose of evaluations and specify the frequency, timeline, required steps, and individuals responsible for conducting and overseeing the evaluation process (*II.1.17, p.7*;

II.1.18, pp.11-12; II.1.19, pp.25-30; II.1.20, pp.22-23). Employees are evaluated and, where applicable, observed using standardized instruments that assess job performance, professional development, and contributions to the institution. To support consistency and transparency, labor agreements, evaluation forms, and tutorials explaining evaluation procedures are available to all employees through the Human Resources SharePoint site (*II.5.10-II.5.14*).

Promotion: Promotion guidelines vary by employee group. Adjunct faculty do not have a promotion process. They are at-will employees hired on an as-needed basis (*II.5.07, p.2*). Employment in one term does not guarantee employment in a subsequent term (*II.1.17, p.8*).

For faculty, promotion and tenure are governed by the Tenure of Faculty Policy and the Faculty Labor Agreement (*II.5.15*). Article 7 of the Faculty Labor Agreement outlines the promotion process, timeline, promotion packet requirements, and approval criteria (*II.1.19, pp.14-24*). Appendices 1-3 provide supporting materials, including the promotion packet checklist, application for promotion in rank, and a sample promotion packet format (*II.1.19, pp.65-69*).

For administrators, Article 16 of the Administrative Labor Agreement addresses classification and compensation, including the process for promotion through a bona fide search (*II.1.18, pp.34-41*). In FY25, the College and the Administrative Staff Bargaining Unit jointly developed a Promotion Within Band Pilot Program (*II.5.16*) that recognizes top-performing administrators and provides compensation for extraordinary accomplishments within their current band.

For professional staff, Articles 19, 20, and 21 of the Professional Staff Labor Agreement address wages and classifications, wage progressions, and performance recognition, respectively (*II.1.20, pp.39-58*). These provisions establish minimum and maximum salary ranges, longevity payments, salary schedules, and the process for applying for performance recognition.

Employees not covered by negotiated agreements with recognized bargaining units are subject to the Compensation Policy and the Multi-Year Contract Policy (*II.5.17; II.5.18*). The Compensation Policy grants the President sole authority to establish, modify, or terminate compensation practices and salary schedules, while the Multi-Year Contract Policy authorizes the President to recommend employees with five years of service for multi-year contracts.

Discipline: All four Labor Agreements stipulate that the Board retains the right to discipline or discharge employees for just cause (*II.1.17, p.8; II.1.18, p.7; II.1.19, p.6; II.1.20, p.6*). When there is an infraction of College regulations, ethics or standards of conduct, disciplinary measures are put into action according to the Progressive Discipline Regulation (*II.5.19*).

Separation: Policies and regulations that govern the separation or termination of employees include the Faculty Reduction in Force Policy (*II.5.20*), the Involuntary Administrative Leave Policy (*II.5.21*), and the Separation Reports Regulation (*II.5.22*). They stipulate the conditions under which employees can be terminated as well as the guidelines the President and other College Officers must follow including when bargaining units need to be notified of separations. The Employee Separation Checklist and the How to Separate Employment Guide ensure respectful and consistent offboarding by outlining procedural steps for voluntary and involuntary separations (*II.5.23; II.5.24*). These documents promote dignity, transparency, and compliance during employment transitions.

Employment Data: The IPEDS HR Report presents data on new hires by employment status, tenure status, occupational category, race/ethnicity, and gender (*II.2.03*). See Figure II.3 for IPEDS HR data from the last five years. In addition,

Figure II.3. New Hires by Employment Type, 21-22 to 25-26

IPEDS Year	FT Instructional Staff	FT Non-Instructional Staff	Total
2021-2022	12	26	38
2022-2023	10	43	53
2023-2024	4	26	30
2024-2025	2	26	28
2025-2026	10	37	47

Human Resources makes a monthly report to the Board of Trustees on hires, reappointments, promotions, and separations disaggregated by employment type, tenure status, and degree attainment. This report is shared in the BOT Meeting Packet that is placed on the Brookdale website (*II.5.25, pp.17-27; II.5.26, pp.25-33; II.5.27, pp.19-29; II.5.28, pp.23-28*).

II.6: Honesty & Truthfulness in Communications

Public Communications: Brookdale consistently demonstrates honesty and transparency in its public-facing materials. This can be seen through comprehensive institutional marketing budget presentations that show in detail how every dollar will be spent (*II.6.01 Institutional Marketing Budget FY25-FY26*). The College Relations Department is responsible for ensuring accuracy and consistency across communication methods and online platforms. The Collegewide Website Standards and Practices Regulation designates the College Relations department as the unit with ultimate oversight and responsibility for the development, organization, and management of institutional website content (*II.1.03*). The Social Media Policy also designates College Relations as having authority over social media on behalf of the College (*II.6.02*). The department's website explains its mission in three parts: (1) showcasing the Brookdale brand, (2) supporting departments in their efforts to advance Brookdale's mission, and (3) projecting and promoting a positive image of the College through accurate information, positive and professional presentation, and adherence to consistently high standards (*II.6.03*).

All materials undergo multiple layers of review prior to publication. College Relations has a Marketing and Creative Services Request Form for units wishing to develop marketing or promotional materials (*II.6.04*). The form requests information about the target audience and desired outcomes for the material. PIE fact-checks institutional data and ensures alignment and consistency between data submitted to federal/state agencies, strategic plans, and public-facing content.

Marketing campaign presentations demonstrate Brookdale's commitment to transparent and ethical communication by showing sample materials, outreach strategies, budget allocations, and performance metrics. These presentations demonstrate transparency in planning and evaluation and reflect the College's commitment to responsible advertising practices through clear messaging and rigorous review processes (*II.6.05 Spring 2025 Open House; II.6.06 Fall 2024 Open House; II.6.07 FY24 Summer Campaigns; II.6.08 FY24 Winter Acquisition*). Informational brochures provide clear eligibility criteria, program benefits, career outcomes, and certification requirements, enabling prospective students to make informed decisions (*II.6.09 Auto Service Program Brochure; II.6.10 Transfer Pathways Brochure; II.6.11 Honors Program Brochure*).

Internal Communications: Brookdale demonstrates a strong commitment to honesty and transparency in its internal communications. The Brookdale Bulletin highlights student and alumni achievements (*II.6.12*). The Government and Community Updates share developments in public policy (*II.6.13*). The President’s Monday Morning Messages emphasize Brookdale’s mission and communicate campus updates while the Weekly Announcements Email every Friday offers timely operational updates and opportunities for engagement (*II.6.14*; *II.6.15*). These communications are strengthened by a collaborative fact-checking process in which departments work together to verify the accuracy of information before publication. This cross-departmental coordination reinforces institutional integrity, upholds public trust, and ensures that internal audiences receive reliable, consistent, and transparent information.

II.7: Affordability & Debt

II.7b. Promote Affordability and Accessibility

To promote affordability and accessibility, and to reaffirm Brookdale’s commitment to a campus climate of respect, the College recently introduced poverty-informed practices: strategies to understand and address the unique challenges faced by individuals and families living in poverty. The Caroline Huber Wellness Center launched the Thrive Program, which supports mental and physical well-being through services such as therapy, free bus passes, weekly groceries, and counseling (*II.2.15*). Additional affordability and accessibility programs include the Loaner Laptop Program through the Bankier Library (*II.7.01*), scholarships and emergency grants through the Brookdale Foundation (*II.7.02*), the Wilbur Ray Scholarship Initiative through the Office of Governmental Affairs (*II.7.03*), Tuition Free Brookdale through the Community College Opportunity Grant (*II.7.04*), and the Educational Opportunity Fund (EOF) (*II.7.05*).

Brookdale also makes sure all information regarding student financial assistance, disbursements, repayments, refunds, and withdrawals are readily available and accessible to students and families on the College’s website. The Office of Financial Aid maintains webpages on the types of aid offered (*II.7.06*), how to apply for financial aid (*II.7.07*), how to understand an aid offer (*II.7.08*), and how to repay a loan (*II.7.09*). There are publicly available policies and regulations on financial aid (*II.7.10*; *II.7.11*), grants and loans (*II.7.12*), and the refund of tuition & fees upon withdrawal and in other circumstances (*II.7.13*).

II.7c. Funding Sources and Options, Value Received for Cost, and Incurring Debt

In addition to the financial resources described in II.7b, Brookdale provides publicly accessible information on cost of attendance in the current Tuition & Fees and Course Fees Schedules (*II.7.14-II.7.16*). Through the Student Consumer Information webpage, students can access the Net Price Calculator to estimate their actual costs after grants and scholarships (*II.7.17*; *II.7.18*). The same webpage also links to the NJOSHE Student and Parent Consumer Information Act Report, which includes data on student borrowing, including the number and percentage of students with loans and average loan indebtedness (*II.7.19*). In addition, students and families can access the NCES College Navigator website for information on estimated student expenses, average net price, and three-year cohort default rates, as well as the U.S. Department of Education College Scorecard for data on median debt after graduation and typical monthly loan payments (*II.7.20*; *II.7.21*). For more information on financial aid, consult Standard IV.1a.

II.8: Governmental & Commission Compliance

II.8a: Required Information for Students and the Public

Brookdale promotes transparency, ethical practice, and regulatory compliance by making key institutional information readily available to the public. College policies, regulations, and Board of Trustees bylaws are published on the College website, where users can also download PDF versions of these documents (*II.8.01-II.8.03*). Previous sections have discussed the required disclosure of the College's Mission (*II.2.18*), student consumer information (*II.7.17*), tuition & fees (*II.7.14*), student complaint processes (*II.3.04*), and accreditation information (*II.3.05*). In addition, Brookdale publishes on its external website all Board of Trustees meeting agendas, packets, and minutes as well as select student data (*II.8.04; II.8.05*). Together, these publicly available resources ensure compliance with federal and state consumer information requirements and MSCHE expectations regarding the disclosure of information to students and the public.

II.8b: Accreditation Status

Brookdale maintains institutional accreditation through the Middle States Commission on Higher Education and publicly discloses all information relating to its accreditation on its Accreditations webpage (*II.3.05; II.3.06*) including its Statement of Accreditation (SAS) (*II.8.06*), Eligibility and Certification Approval Report (ECAR) (*II.8.07*), and Program Participation Agreement (PPA) (*II.8.08*).

Specific Brookdale academic programs are individually accredited. Brookdale makes available all information concerning program-level accreditation on its Accreditations webpage (*II.3.05; II.3.06*) including name of the accreditor, accreditation status, and year of next review (*II.8.09-II.8.18*). Figure II.4 below provides a snapshot of program-level accreditation.

Figure II.4. Program-Level Accreditation

Program	Accrediting/Certifying Body	Last Review Date	Next Review Date
Nursing	Accreditation Commission for Education in Nursing (ACEN)	March 2020	Fall 2027
	New Jersey Board of Nursing	March 2025	2033
Respiratory Care	Commission on Accreditation for Respiratory Care (CoARC)	November 2016	November 2026
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	February 2026	4 th Quarter 2029
	New Jersey Radiologic Technology Board of Examiners		
Human Services	Council for Standards in Human Service Education (CSHSE)	November 2023	June 2028
	The Certification Board, Inc.	April 2026	April 2027
Automotive Technology	Automotive Service Excellence (ASE) Education Foundation	April 2025	2030
Culinary Arts	American Culinary Federation Education Foundation (ACFEF)	January 2020	December 2026
Alternate Route to Teaching	Association for Advancing Quality in Educator Preparation (AAQEP)	September 2024	December 2029

II.8c: Public Disclosure of Student Consumer Information

Brookdale fulfills federal disclosure requirements through a centralized Student Consumer Information webpage that provides information on academic requirements, financial aid, student outcomes, and health and safety data (*II.7.17*). The page also links to the NCES College Navigator, which reports graduation rates, retention rates, and transfer-out rates (*II.7.20*), as well as to academic program webpages that maintain and publish licensure pass rates and other outcomes when applicable (*II.8.19-II.8.23*). Additional publicly available sources of student outcome information include the Brookdale Fast Facts webpage (*II.8.05*), Program Profiles (*II.2.07*), the NJOSHE Student and Parent Consumer Information Act Report (*II.7.19*), and the NJOSHE Annual Institutional Profile (*II.8.24*). Collectively, these resources provide a range of student outcome measures, including data disaggregated by relevant student populations.

For information not available on the website, Brookdale complies with the New Jersey Open Public Records Act (OPRA) through a Public Access to Government Records Policy and Regulation (*II.8.25; II.8.26*). The College has an OPRA Request Form to aid in the intake of requests for institutional records (*II.8.27*).

II.8d: The Requirements of Affiliation

Brookdale is compliant with the Commission's Requirements of Affiliation. Brookdale is licensed and accredited to operate in the state of New Jersey by NJOSHE, the USDOE, and the MSCHE. Proof of this authority includes:

- NJOSHE State Certification of License (*II.8.28*).
- Brookdale Community College Articles of Incorporation (*II.8.29*).
- NJ Statute 18A-64A-57 Authority of Board of Trustees (*II.8.30*).
- USDOE Eligibility and Certification Approval Report (ECAR) (*II.8.07*).
- USDOE Program Participation Agreement (PPA) (*II.8.08*).
- MSCHE Statement of Accreditation Status (SAS) (*II.8.06*).

The institution proves it is operational with students actively enrolled in its degree programs through the IPEDS enrollment reports it submits to the state and federal government (*II.2.01; II.2.02*). Finally, Brookdale proves it communicates with the Commission in English through its submission of the Self-Study Design (*II.8.31*).

II.8e: Student Identity Verification in Distance Education

Brookdale maintains policies, regulations, and procedures that address student identity verification, student privacy, and requirements for regular and substantive interaction. The College's FERPA policies apply to all students regardless of course modality (*II.8.32 FERPA for Students Webpage*). The Computer Resources, Network and Facilities Use Regulation outlines Brookdale's user authentication processes, ensuring that only authorized users can access institutional systems and resources. The regulation also establishes procedures for account provisioning and access management and defines users' responsibilities for safeguarding account credentials (*II.1.02*). In addition, student identities in online environments are verified and protected through the Red Flag Identity Theft Prevention Program, the Academic Integrity Policy and Regulation, single sign-on with multi-factor authentication (MFA) using the MyBrookdale NetID, and assessment tools that may also be used to verify identity such as Respondus Lockdown Browser and Respondus Monitor (*II.8.33-II.8.37*). There are no fees

associated with student identity verification (*II.8.38 Student Resources for Fully Online Coursework*). However, all online courses are assessed a \$25 fee as documented in the Tuition & Fees Schedule for 2026-2027 (*II.7.15*). If fees are attached for online identity verification in the future, they will be governed by the Annual Review of Lab Fees Regulation (*II.8.39*).

The College offers eight degree programs and one certificate program that can be completed online, though some courses may require in-person testing (*II.8.40*). To ensure substantive interaction in distance education courses, Brookdale uses an online contact hours verification process and form (*II.8.41; II.8.42*). Additionally, the Teaching and Learning Center (TLC) offers extensive resources to help faculty develop high-quality online courses and foster meaningful interaction with distance education students. These resources include online etiquette guidelines, best practices for distance education faculty, Canvas LMS support materials, and the Quality Matters Review Standards Rubric (*II.8.43-II.8.46*).

II.8f: Substantive Changes Affecting the Institution

When deciding to move forward with substantive changes, Brookdale consults relevant stakeholders. The administration holds town halls and the President's Office communicates regularly with the college community. When the College finalizes the substance of the change, it is brought before the Board of Trustees for approval and made available in meeting minutes. Once approved, changes are made to consumer-facing materials such as websites and marketing brochures and Middle States is notified through a Substantive Change Request submission.

A recent example demonstrating this process is the College's decision to stop offering courses at some additional locations. In coming to this decision, the President and his executive team first conducted an analysis in Fall 2025 reviewing enrollment trends and student learning patterns to ensure that programs, services, and resources were being optimized to support student success. Fall 2025 enrollment numbers revealed a decrease in number of sections offered and enrollments at three of the four additional locations (*II.2.06*). This analysis also revealed that most students who take classes at regional locations were also taking courses and using student services at the main Lincroft campus. Leadership decided to pause offering courses and student services at Freehold, Long Branch, and Neptune locations effective June 1, 2026. The President held open Town Halls in December 2025 to discuss the budgetary implications of operating these sites against the backdrop of declining enrollment (*II.8.47*). Broadcast emails were sent with follow-up information to address questions and concerns (*II.8.48 Update 2026.03.13; II.8.49 Update 2026.05.27*). The Board passed resolutions to close the Neptune additional location and sell the Long Branch additional location in April 2026 (*II.8.50 BOT Meeting Minutes 2026.04.28*). The additional locations were removed from the website (*II.8.51*) and a Substantive Change Request was submitted to Middle States in June 2026.

II.9: Periodic Assessment of Ethics & Integrity

Brookdale demonstrates compliance with policy development and revision requirements through a governance framework that promotes transparency, accountability, and alignment with legal and accreditation standards. The Trustee Authority, Appointments, and General Powers of the Board Policy establishes the Board's responsibility for policy approval and revision through a formal process that includes governance committee review and revision tracking (*II.9.01*). This process supports regular policy evaluation and alignment with institutional requirements and applicable law. The Bylaws of the Board of Trustees further support ethical and lawful

governance by defining trustee responsibilities, requiring open public meetings, and establishing oversight committees that protect fiscal and operational integrity (*II.8.03*). The Governance Committee may also recommend a comprehensive review of the Bylaws by General Counsel, as it did in October 2024 (*II.9.02 Brief Lodging Bylaws 2024.10*). This review process demonstrates Brookdale's commitment to legal compliance and governance best practices and results in clarifications to trustee accountability, ethical conduct, and governance procedures.

New Board members receive a Trustee Orientation Packet that outlines trustee roles and responsibilities, reinforces adherence to the Code of Ethics, and promotes mission-driven decision-making (*II.9.03*). Since 2021, the Board of Trustees Self-Evaluation Template has supported transparency and accountability by guiding trustees through structured assessments of governance, leadership, and ethical decision-making (*II.9.04*). Brookdale also maintains a Policy Log that documents policy development, approval, and revision activities (*II.9.05*). This systematic recordkeeping supports ethical governance and consistent compliance with institutional and regulatory requirements.

Areas of Strength

1. **Strong ethical infrastructure and accountability.** Brookdale ensures accountability through annual disclosure forms, mandatory compliance training, and the trustee orientation and self-evaluation processes. These strategies are reinforced by the existence of the Ethics Hotline, with direct reporting to the President and BOT. Strong anti-discrimination and accessibility policies align with state and federal law, and Planning & Institutional Effectiveness oversight ensures alignment between official data, strategic plans, and published materials.
2. **A demonstrated culture of open dialogue, belonging, and poverty-informed practices.** The College fosters open dialogue and multiple perspectives through a range of mechanisms. Proactive poverty-informed initiatives address student needs, well-being, and belonging.

Opportunities for Improvement & Innovation

1. **Leverage technology to strengthen operations, access, and integrity.** Leverage the ethical use of AI for academic and administrative purposes; expand case management software (Maxient) utilization for additional workflows; and improve the accessibility, accuracy, and ease-of-use of the College website.
2. **Refresh training and deepen inclusive pedagogy.** Explore innovative professional development opportunities. Embed and upscale accessibility practices and engaged pedagogy across the institution.

Recommendations

1. Senior leadership will collaborate with Collegial Governance to develop an institutional strategy to facilitate and regulate the ethical use of emerging technologies (e.g. AI), including relevant policies, procedures, and working groups.
2. The TLC, Whyman Center for Transformative Learning, and Human Resources will collaborate to expand pedagogical professional development opportunities for faculty.

Standard III: Design & Delivery of The Student Learning Experience

An institution 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.



BROOKDALE
COMMUNITY COLLEGE



Standard III Introduction

Institutional Priorities 1 (Educational Excellence) and 2 (Student Success)

The student learning experience is the heart of Brookdale Community College's mission, and Standard III demonstrates the intentionality with which that experience is designed, delivered, and assessed. This chapter details how faculty build coherent programs of study that are anchored by a rigorous general education curriculum and aligned learning outcomes at the course, program, and institutional levels, and how the College upholds quality and integrity across every credential and modality. In so doing, the chapter speaks directly to the priority of ensuring educational excellence through engagement, assessment, and innovation. Brookdale's programs are relevant, regularly assessed through learning outcomes assessment and five-year program review, and taught by highly qualified faculty. The faculty's commitment to teaching excellence is sustained through robust professional development, from online teaching certification to healing-centered pedagogy. This chapter also reflects the priority of supporting student success through wraparound services. Surrounding the classroom is a comprehensive network of academic supports, including tutoring and library services, that promote student success. Together, the practices described in this chapter affirm that at Brookdale, educational excellence and student support are intentionally integrated to support student learning.

III.1: Programs Leading to a Recognized Credential

III.1a: Designed to Foster Coherent Learning Experiences

Brookdale Community College offers a diverse array of educational pathways, each designed to provide a coherent and comprehensive learning experience (*III.1.01 Educational Program Policy*). Transfer degrees include the Associate of Arts (A.A.), Associate of Science (A.S.), and Associate of Fine Arts (A.F.A.), which offer foundational coursework for students planning to pursue bachelor's degrees at four-year institutions. Career-focused degrees/certificates include the Associate of Applied Science (A.A.S.), Academic Credit Certificate (ACC), and Academic Credit Certificate of Achievement (ACA) that equip students with practical, employment-ready skills in a variety of fields (*III.1.02 Associate Degree and Certificate Requirements*). All academic degree programs comply with the New Jersey Administrative Code Title 9A – Higher Education and include a minimum of 60 academic credits distributed between career and General Education (GE) courses (*III.1.03, p.13*). Recommended program sequences and course descriptions are detailed in Brookdale's Academic Catalog (*III.1.04, pp.27-181, pp.182-872*).

The structure of these programs fosters synthesis of learning across disciplines. All degree programs at Brookdale are intentionally organized around two integrated components: General Education coursework and program-specific "career" or discipline-focused courses. General Education courses provide broad foundational knowledge and transferable skills. General Education at Brookdale is intentionally designed to cultivate intellectual growth, critical thinking, and a well-rounded understanding of diverse subject areas (*III.1.05 General Education Policy; III.1.06 General Education at Brookdale*). See III.5 for more information. Career or major-area courses build progressively deeper expertise aligned with the objectives of the credential (*III.1.07 Curriculum Handbook*). Together, these components ensure that students experience both breadth and depth in their academic programs.

Each course at Brookdale has clear course learning outcomes (CLOs) that define the knowledge and skills students gain upon successful completion. These CLOs are mapped to program learning outcomes (PLOs) (*III.1.08 Department Plan Template AY25-26; III.1.09 Sample Curriculum Maps CLO to PLO*). These in turn are connected to eleven Institutional Learning Outcomes (ILOs), which are also New Jersey's general education learning goals. Degree-seeking students are expected to acquire these broad competencies by graduation (*III.1.04, pp.23-24*).

All credit-bearing programs at the College are designed by faculty. Curriculum modifications at both the course and program level are submitted via Coursedog, an academic operations platform implemented in 2023. The Curriculum Handbook, most recently updated in 2026, is a guide to assist faculty in curriculum development and modification (*III.1.07*). Curriculum changes are reviewed by several areas including Transfer Pathways, Academic Department Chairs, Deans, the Academic Council of Collegial Governance, the Registrar, the Provost/VP of Academic Affairs, and the President (*III.1.10; III.1.11 Establishment and Discontinuance Policy and Regulation*). The Academic Council, comprised mainly of faculty, assures adherence to College regulations on academic matters and reviews any actions that affect curricula (*III.1.12 25-26 Governance Charges; III.1.13 Academic Council Composition*).

III.1b: Reasonable Number of Credit Hours

Brookdale ensures that credit hour assignments reflect the academic rigor and time commitment required for each course. Requirements governing credit hours are spelled out on the Academic Credit Hour Requirements webpage and are consistently applied across all programs and modalities (*III.1.14*). Academic Program Review (APR), which must be completed by all programs every five years, includes a section on credit-hour verification (*III.1.15 Program Review Instructions CY2026*). Departments must review each course to ensure credit hours appropriately reflect the amount and level of student work, and that course content and learning outcomes align with both the policy and disciplinary standards (*III.1.16 AAS and AS Business Admin. Prog. Review CY24, pp.33-41; III.1.17 AA Philosophy Prog. Review CY24, pp.22-23; III.1.18 AS Science Prog. Review CY22, pp.21-31*). Academic departments offering distance education and hybrid courses complete either an online or hybrid contact hours verification form to ensure that credit hour expectations are upheld in all modalities (*III.1.19; III.1.20*). These policies and procedures ensure that students earn credentials that accurately represent their academic engagement and time investment (*III.1.21 Standards for Granting Credentials Policy*).

III.1c: Sufficient Course Content & Program Length

PLOs are prominently listed in the Academic Catalog under each program's description (*III.1.04, pp.27-181*) and are developed through collaborative input from faculty, advisory boards, transfer institutions, and industry experts. These outcomes clearly articulate the skills and knowledge students are expected to acquire and are regularly reviewed through processes such as curriculum mapping, program review, and assessment of student learning. CLOs are intentionally aligned with and mapped to PLOs to ensure that achievement at the course level directly supports achievement of the overall program objectives (*III.1.09*). Across the curriculum, individual course outcomes are intentionally sequenced to build progressively and to support program-level competencies essential for transfer readiness and employability (*III.1.22 Math Curriculum Map Sample*). This intentional alignment ensures that PLOs are consistently reinforced and assessed throughout the program. During AY2025-26, departments updated their CLO-to-PLO maps, and the Program Review Instructions were revised to incorporate the National Association of

Colleges and Employers (NACE) competencies (*III.1.15, pp.7-8*). These mechanisms protect the alignment of CLOs with the goals of the credential, and with evolving professional and academic standards. As a result, Brookdale graduates achieve credentials that represent a rigorous and comprehensive academic experience appropriate to the level of the degree or certificate and are equally well-prepared for transfer, entry into the workforce, or advancement within their chosen careers.

III.2: Designed, Delivered, & Assessed by Faculty

III.2a: Rigorous & Effective Faculty

Teaching: Teaching effectiveness is assessed through Student Opinion Reports (SORs), which allow students to offer direct feedback on faculty instruction and overall classroom experience via a survey (*III.2.01 SOR Sample Survey*). SORs are required as part of the tenure and promotion processes (*III.2.02 Faculty Labor Agreement 2023-2027; III.2.03 SOR Process Overview*). Beginning in Spring 2026, all adjunct faculty teaching at least one course at Brookdale were also required to submit SORs each term. From Fall 2021 through Fall 2024, Brookdale's SORs reflected consistently high levels of student satisfaction across all institutes. Each semester, mean scores for all 21 survey items remained above 3.0 on a 4-point scale, indicating positive perceptions of instruction. Overall, the data show stable and strong ratings over the four-year period, highlighting faculty preparedness, enthusiasm, and fairness as key strengths in the College's instructional quality (*III.2.04 SOR Analysis Report 21FA-24FA*).

Assessment: Assessment of student learning at Brookdale takes place at the CLO, PLO, and ILO levels. Faculty work with the Director of Educational Outcomes Assessment to assess selected CLOs and PLOs each year. The Director releases an annual report that summarizes the assessment of student learning outcomes within each academic unit (*III.2.05-III.2.08 Annual Assessment Reports 2022-2025*). The Assessment Report highlights the College's systematic process for collecting and analyzing data using a common reporting template and emphasizes "closing the loop" through curricular adjustments based on findings and reassessments. To support faculty, the Director developed an Assessment Guidebook, which describes methods faculty can use for evaluating learning such as formative and summative assessments, curriculum mapping, and direct and indirect measures (*III.2.09*).

While PLOs may be assessed at any time, they are always assessed as part of each program's five-year APR process (*III.1.15*). This faculty-led process begins with the selection of a Program Review Team and Team lead, chosen from amongst the program's faculty. The Team conducts the APR with support from the Associate Vice President of Planning & Institutional Effectiveness. See V.2c for details. Faculty in externally accredited programs such as Nursing also conduct self-studies and assessments in compliance with accreditation standards. For more information on externally accredited programs, see II.8b.

Faculty oversee the implementation of ILOs primarily through the General Education (GE) Committee within the Collegial Governance System, which is comprised predominantly of faculty members and is responsible for reviewing all new and revised academic programs to ensure alignment with general education requirements (*III.1.12; III.2.10 GE Committee Composition*). Faculty also lead the assessment of ILOs through the General Education Assessment Council (GEAC), (*III.2.11 GEAC SP25 Assessment Day Presentation*). Under the leadership of the GEAC, faculty develop ILO assessment rubrics, evaluate student work, analyze

results, and share findings to support continuous improvement. Additional information about the GE Committee and GEAC is provided in III.5 and V.2c, respectively.

Scholarly Inquiry and Service: Faculty are encouraged to engage in scholarly inquiry and contribute to their fields by conducting research, presenting at conferences, participating in workshops, and remaining current with emerging technologies. Scholarly inquiry is supported in several other ways as described in III.2d. Through its Faculty Association contract (Article 18.5), Brookdale acknowledges the importance of faculty service to the College (*III.2.02, pp.50-51*). This is demonstrated through curriculum development, leadership roles within the department and division, participation in Collegial Governance, advisory roles for student organizations, and other contributions to the College. Ample opportunities exist for faculty to take a leading role in the work of the College by serving as committee chairs (*III.2.02, pp.21-23*).

III.2b: Qualified Faculty

In accordance with the Staffing and Hiring Policy, the Adjunct Faculty Employment Policy, and the Staffing of Faculty Positions Regulation, the College establishes fair and equitable staffing/hiring processes to achieve a highly qualified and competent faculty and staff (*III.2.12-III.2.14*). In most disciplines, teaching faculty must be Master's-prepared, including those teaching in the Early College High School (ECHS) and Dual Enrollment (DE) programs. Exceptions are made with the approval of the Provost and Vice President of Academic Affairs for career and technical education programs such as Automotive Technology, Culinary Arts, and Fashion and Merchandising. Of the 178 full-time faculty listed in the 26-27 Catalog, 170 hold master's degrees or higher (95.5%), including 33 who hold doctorates (18.5%) (*III.2.15 Full-Time Faculty by Highest Degree Attained*). Fifty-one full-time faculty hold terminal degrees in their respective fields (28.7%) (*III.2.16 Full-Time Faculty Terminal Degree Analysis*).

III.2c: Faculty Sufficient in Number

Brookdale expends 36.6% of its budget on instruction to ensure a sufficient number of faculty and in FY25, the College spent \$163.47 per FTE on instructional expenses (*III.2.17 Expenses by Function FY21-FY25; III.2.18 Instructional Expense Per Student FTE*). In Fall 2025, Brookdale had 184 full-time instructional staff and 355 part-time instructional staff. Figure III.1 summarizes key faculty and student indicators, including staffing levels, enrollment measures, and student-to-faculty and student-to-staff ratios (*III.2.19 IPEDS HR Report; III.2.20 NJOSHE Annual Institutional Profile 2025; III.2.21 Faculty, Student, Staff Ratio*).

Figure III.1 IPEDS Student and Faculty Data, Fall 2021-Fall 2025

Metric	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Full-time Faculty	191	189	189	184	184
Part-time Faculty	539	422	496	386	355
Faculty FTE	371	330	354	313	302
Full-time Students	4,105	4,059	4,029	4,140	4,629
Part-time Students	5,461	5,837	5,887	5,760	5,566
Student FTE	5,925	6,005	5,991	6,060	6,484
Student to Faculty ratio	16 to 1	18 to 1	17 to 1	19 to 1	22 to 1
Student to Staff ratio	19 to 1	19 to 1	20 to 1	20 to 1	20 to 1
% sections taught by FT Faculty	62.7	61.5	63.0	60.8	60.3

Brookdale's academic departments maintain a core of full-time faculty who oversee curriculum integrity and assessment. Full-time faculty are employed under regular contracts specifying their workload (*III.2.22 Faculty Load Report FY21-FY24*). The standard teaching load for instructional faculty is 15 weekly contact hours plus 5 office hours, with up to 3 office hours conducted remotely. Faculty may fulfill their workload in any approved modality. Instructional faculty and librarians are responsible for 150 instructional days per academic year. Counselors work 175 seven-hour days focused on student support and related professional duties.

III.2d: Provided with Sufficient Opportunities, Resources, & Support

Brookdale provides numerous opportunities, resources, and support for professional growth and innovation beginning with the Faculty Labor Agreement, which articulates a requirement of nine professional development days for faculty. The agreement also requires the College to provide adequate resources and support for online teaching and faculty may apply for a standard or transitional sabbatical (*III.2.02, pp.45, 60*). At the beginning of each academic year, faculty list professional development goals on their Annual Faculty Performance and Development Report (AFPDR) Form. At the end of the year, they report on achievements made toward those goals and record how they fulfilled their nine professional development days (*III.2.02, p.78*). The Faculty Handbook details the College's expectations and processes for faculty evaluation and growth (*III.2.23*). It also orients full-time and adjunct faculty to the academic policies, teaching procedures, and support services that guide their work at the College.

Through a variety of professional development opportunities, Brookdale equips faculty and staff with the knowledge and skills needed to effectively design, deliver, and assess student learning experiences while continuously enhancing academic programs. Each semester, the Teaching and Learning Center (TLC) provides online teaching certification, monthly roundtables, and regular workshops on boosting technological skills, including the use and detection of artificial intelligence (AI) (*III.2.24 TLC Workshop Flyers 2020-2025, III.2.25 Online Certification Course Outline*). In AY2024-25, the TLC liaised with an AI Faculty Working Group which offered monthly workshops on effective use of AI for teaching, grading, and other tasks (*III.2.26 AI Faculty Working Group Events*). The TLC also oversees the Educational Outcomes Assessment Office, which supports faculty with one-on-one consultations and shares professional workshops and videos through the Assessment of Student Learning SharePoint site (*III.2.27*).

The Whyman Center for Transformative Learning (WCTL) facilitates a year-long faculty cohort dedicated to learning and applying healing-centered teaching practices (*III.2.28 WCTL 24FA In-Review; III.2.29 WCTL 25SP In-Review; III.2.30 WCTL Preview AY24-25*). The WCTL also offers workshops and presentations designed to support faculty in creating an engaging classroom for diverse learners. Finally, the Center provides paid fellowship opportunities for faculty to support the College's mission and goals. For example, faculty fellows have developed and implemented poverty-informed practices that can be applied from the institutional level to the classroom.

The College invites all employees to enhance and develop their work through involvement in Civility Week and the Global Citizenship Project (GCP). Civility Week is a week-long event that occurs during each semester (*III.2.31 Civility Week Webpage*). Since 2021, Civility Week has offered numerous presentations and workshops on themes such as Transcending Divisions and Democracy Takes Courage. All Brookdale employees may participate in Civility Week either as audience members or as presenters (*III.2.32 Previous Civility Week Programs*). The GCP, a

faculty-driven program in place since 2009, offers guidance for faculty interested in globally enhancing their classes (*III.2.33 GCP Webpage*). GCP also organizes a bi-annual Global Read that includes a teaching guide with resources and ideas for classroom engagement (*III.2.34 Globally Enhanced Classes; III.2.35 Global Read*). The aforementioned opportunities are recognized on a final celebratory day of professional development called Scholars' Day, held annually in May. Any Brookdale employee can submit a presentation showcasing professional accomplishments or personal interests relevant to the college community (*III.2.36 Scholars' Day 2026 Program*).

Brookdale also fosters a close relationship with the Center for Holocaust Human Rights and Genocide Education (Chhange), an external non-profit organization located on the Brookdale campus (*III.2.37 Chhange Mission Statement*). Chhange offers the Siegler-Needle Faculty Fellowship, a paid fellowship for Brookdale faculty to develop ways of using Chhange artifacts and resources in their teaching and curriculum (*III.2.38 Siegler-Needle Teaching Fellowship*).

III.2e: Faculty who are Reviewed Regularly & Equitably

Faculty evaluations follow a process built into union-negotiated contracts, which supports consistency and equitability across the College (*III.2.02 pp.25-29, pp.70-73*). These evaluations are based on well-defined expectations and are used to support ongoing growth in teaching and learning. All faculty are evaluated on a regular schedule; pre-tenure full-time faculty are evaluated twice per year, tenured faculty below the rank of full professor are evaluated annually, and full professors are evaluated on a three-year rotation. In May 2025, the College and the Faculty Association reached an agreement on changes resulting from the reorganization of Academic Affairs from five institutes to three Schools. Prior to this Memorandum of Agreement (MOA), both pre-tenure and post-tenure faculty were evaluated and observed exclusively by their Dean. The MOA established greater diversity in the observation process to facilitate professional growth (*III.2.39*). Tenured faculty members are now observed by faculty of their rank or higher, while full professors may be observed by any faculty member (*III.2.40 Faculty Evaluation PE-47; III.2.41 Faculty Observation Form*). Pre-tenured faculty are observed each semester by their Assistant Dean, Dean, Department Chair, or an Associate or Full Professor.

Adjunct faculty are observed and evaluated according to the terms of their own union-negotiated contract (*III.2.42 Adjunct Faculty Labor Agreement 2019-2025, p.7*). Evaluations are documented in written reports and adjuncts are provided with the opportunity to engage in discussion and give written comments. All adjunct faculty are observed and mentored during their first semester of teaching at Brookdale (*III.2.43 Adjunct Evaluation Templates*). Effective Spring 2026, observations occur on a three-year cycle.

III.3: Clearly & Accurately Described Academic Programs

All Brookdale programs of study are presented in the Academic Catalog, which may be found on the Brookdale website under the Academics tab (*III.1.04, pp.27-181*). The Catalog ensures coherence and clarity by presenting clear and accessible information for each program, including a program description, PLOs, a full list of required courses, the total number of required credits to graduate, and a suggested course sequence (*III.3.01 Program Catalog Entry Example*). The Catalog is available online and in PDF form. The online version of the Catalog includes a webpage for each academic program. Each page includes a description of the program, general education, career, and elective course requirements, and the skills program graduates can expect

to obtain (*III.3.02 Online Brookdale Catalog URLs*). Additionally, each department maintains its own webpage with additional information about their programs (*III.3.03 Academic Departments Webpage*). Every student also has access to Student Planning, an online self-service tool that allows students to search and register for courses, plan schedules, interact with an academic advisor, and view progress toward degree completion. This level of transparency empowers students to understand how each component of their academic journey contributes to broader educational and career goals, thereby navigating their academic pathways effectively.

The Office of Planning & Institutional Effectiveness (PIE) maintains academic progress data for the institution and for individual academic programs. PIE publicly releases the Program Profiles annually (*III.3.04 2025 Program Profiles*). Each profile highlights a program's enrollment, demographics, and student success. PIE releases a report on SharePoint that shows enrollment for each term as of the tenth day. This report breaks down enrollment by demographics, student type, location, modality, and program over the previous five years (*III.3.05 Tenth Day Enrollment Report 25FA, pp.15-20; III.3.06 Tenth Day Enrollment Report 26SP, pp.17-22*). PIE also provides data on the last five years of degrees awarded for each program, (*III.3.07*), as well as data specific to career and technical education (CTE) programs (*III.3.08*).

Associate degrees at Brookdale require a range of 60 to 71 credits, with career and technical education programs generally at the high end of that range. Certificates are usually 32 or fewer credits (*III.3.09 Required Credits per Program*). For the Class of 2024, A.A. graduates accumulated on average 66 credits by the time they graduated. A.S. graduates accumulated an average of 71 credits, A.A.S. graduates earned an average of 80 credits, and Certificate graduates accumulated between 61 and 68, depending on the type of Certificate (*III.3.10*). A parallel can be drawn between excess credits at graduation and the average time for most students to achieve an associate degree (between three to four years), with approximately 33% of graduates finishing within three years and around 20% taking more than five years to complete. (*III.3.11 Brookdale Graduates Average Time to Complete Data Brief*). Brookdale is exploring guided pathways strategies to cut down on excess credits and time-to-complete.

In addition to academic programs, the College provides several other educational offerings.

Dual Enrollment: The DE program at Brookdale allows high school students to complete a maximum of 12 credits per year during their junior and senior year of high school (*III.3.12 High School Based Programs Webpage*). Brookdale is currently engaged in a self-study process to attain NACEP Accreditation for DE courses. DE programs include:

- *The Dual Enrollment On-Site Program* – high school juniors/seniors take Brookdale coursework at their high school location with an approved high school teacher (*III.3.12, p.3*).
- *The Dual Enrollment Release Program* – high school juniors/seniors take college coursework at a Brookdale location with Brookdale faculty (*III.3.12, p.3*).
- *The Fast Start Program* – high school sophomores/juniors/seniors enroll in Brookdale coursework at a Brookdale campus (*III.3.12, pp.4-5*).

Additional high school pathway programs include:

- *The Early College High School Program* – students earn an A.A., Social Science degree while completing their high school diploma (*III.3.12, p.5*).
- *The Middle College Program* – juniors/seniors enroll in a pathway to complete half of an A.A. degree (*III.3.12, p.5*).

- *The College Readiness Now Program* – a grant program allowing 8th graders through high school seniors to take college success, meta-major career courses, or preparatory math, English, and reading coursework to become college ready (*III.3.12, pp.1-2*).
- *The Tech Prep Program* – high school students who complete equivalent coursework to community college courses where students receive Tech Prep credits once they matriculate and complete at least 12 credits at Brookdale (*III.3.12, pp.6-7*).

Figure III.2 below provides an overview of the enrollment in all high school-based programs described above. The Dual Enrollment Data Brief breaks down this data further by demographics and program type (*III.3.13*).

Figure III.2 Enrollment by High School Program Type, Fall 2022-Fall 2025

High School Program	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Dual Enrollment (Onsite + Release)	1,398	1,388	1,397	1,440
Fast Start	32	43	31	35
Early College	274	156	180	168
Middle College	9	7	-	-
College Readiness Now	33	22	65	29
Tech Prep	32	43	18	50
Other	15	13	23	23
Total	1,793	1,672	1,714	1,745
<i>% of Total Enrollment</i>	<i>17.4%</i>	<i>16.1%</i>	<i>16.5%</i>	<i>16.7%</i>

ESL Program: The academic English as a Second Language program (ESL) provides students with a culturally diverse atmosphere including teachers and tutors who are experts in second language acquisition. This program serves English as a second language speakers looking to improve spoken and written English for academic, career-oriented, or personal development purposes (*III.3.14 ESL Program Webpage; III.3.15 ESL Enrollment Data Brief*).

Non-Credit Programs: Continuing and Professional Studies (CPS) offers non-credit programs and courses for those who want to expand their knowledge base or obtain credentials to advance their career. These include healthcare training, information technology training, and business/professional training (*III.3.16 CPS 2025-2026 Completion Data; III.3.17 Lifelong Learning Brochure; III.3.18 CPS Registration Data FY21-FY24*). CPS also offers NJ Alternate Route to Teaching options for educators, as well as an Educator Preparation Program (*III.3.19 Alt Route to Teaching Certificate of Eligibility*). These programs provide individuals with a non-credit option to obtain K-12 teacher licensing (*III.3.20 Alt Route to Teaching Pre to Grade 3 Overview; III.3.21 Alt Route to Teaching K to 12 Overview*). The Adult Basic Skills (ABE) and Youth GED Programs provide educational programming throughout Monmouth County to empower adults and youth 16 to 24 years old to obtain their high school diploma, learn to speak English, obtain citizenship, engage in their communities, and achieve education and career goals to become self-sufficient (*III.3.22 Adult Basic Skills and Youth GED AUR 20-21; III.3.23 Youth GED Overview*).

III.4: Sufficient Learning Experiences & Resources

Brookdale provides sufficient learning experiences and resources to support its programs of study and students' academic progress. The College expends almost 40% of its budget on

instruction, research, and public service every year (*III.2.17*). Resources and support span academic coaching, tutoring services, library services, and robust systems for distance education.

Academic Coaching: Brookdale utilizes a standardized syllabus template to ensure consistency and accessibility (*III.4.01 Syllabus Template; III.4.02-III.4.07 Sample Syllabi*). With the implementation of Coursedog Syllabus in 2026, students will now be able to access not only course-level syllabi, but also section-level syllabi, from the Academic Catalog. See IV.1c for information about Advising, Counseling and other kinds of academic coaching.

Tutoring Services: Tutoring is available through the Writing Center, Reading Center, Computer Science Lab, Math Lab, and Nursing Skills Lab, with services provided in-person at the Lincroft campus and Higher Education Centers, or online by appointment and drop-in (*III.4.08 Tutoring at Brookdale*). STEM peer tutoring offered by students is also available through Brookdale's NASA STEM Fellowship Program which is funded by the NJ Space Grant Consortium (*III.4.09*). In addition, the Architecture, Communications, Digital Animation, Languages & ESL, Fashion Design & Merchandising, Human Services, Interior Design, Music, Physics, and Speech programs provide open-lab tutoring (*III.4.10 Schedule A Tutoring Or Lab Appointment*). Brookdale offers additional support through Tutor.com (*III.4.11*); see IV.5 for details.

Library Services: The Bankier Library is an integral component of Brookdale's academic and wraparound support (*III.4.12*). It offers four primary points of contact: the Research Desk, the Information Desk, the Tech Help Desk, and the Circulation Desk, providing students with comprehensive support across modalities (*III.4.13 Bankier Library Admin. Unit Review FY24*). Figure III.3 below shows the breadth of library services available (*III.4.14 IPEDS Academic Libraries Report*).

Figure III.3. IPEDS Academic Libraries Data, 2020-2021 to 2024-2025

Metric	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Library Staff FTE	18	16	17.3	21	20
Physical Books	58,196	73,119	58,456	58,244	57,476
Digital Books	4,367	4,958	5,702	6,248	272,474
Digital Databases	96	106	107	108	118
Physical Media/Serials	2,891	4,788	2,899	2,765	2,720
Digital Media/Serials	884	660	1,329	148,296	115,164
Physical Circulations	6,736	381	2,549	2,632	6,948
Digital Circulations	286,055	365,996	149,375	217,482	230,257

The Bankier Library is also a member of the Virtual Academic Library Environment of New Jersey (VALE), a consortium through which academic libraries at degree-granting institutions and the New Jersey State Library collaborate to share electronic resources. Brookdale reaffirmed its commitment to VALE membership in June 2026 (*III.4.15*). In addition to the Library's physical and digital collections, librarians teach research workshops across academic departments, maintain over 150 research guides (LibGuides) to assist with independent study, and provide over 1,000 one-on-one research consultations annually (*III.4.16 LibGuides Directory; III.4.17 Information Literacy Description*). To support faculty, the Library provides research instruction (online or in-person), course guide creation, and assignment design assistance (*III.4.18 Library Instruction Services*). The Library also maintains a Liaison Program

designed to enhance communication between Brookdale's Librarians and academic departments to coordinate information literacy, manage collections, and address concerns (*III.4.19*).

The Bankier Library makes public a set of policies and procedures for how the institution and the community can access and utilize its services and resources (*III.4.20 Library Policies*). These policies include a library code of conduct, procedures for borrowing materials, copyright guidelines, collection development, and terms and conditions for the Loaner Laptop Program. These policies, along with the Library's Mission and other practices, are routinely assessed as part of the Administrative Unit Review (AUR) process. As a result of the library's most recent AUR (2024), the library director, systems manager, and faculty librarians were tasked with updating the library's collection development and maintenance policies. This initiative was completed in Spring 2025 (*III.4.21 AUR FY24 Recommendations Summary, p.27*).

Open Educational Resources: Several departments at Brookdale have demonstrated a strong commitment to expanding the use of Open Educational Resources (OER) to increase equitable access to high-quality, affordable learning materials. Faculty across disciplines have converted courses to OER, including the development of an OER textbook for Modern World History and the widespread adoption of OER throughout the Mathematics Department (*III.4.22-III.4.24 OER Textbook Samples*). By Fall 2026, approximately 90% (18 out of 20) of mathematics courses are expected to use OER textbooks. In addition, 19 of the department's 20 courses provide students with access to free online homework platforms, further reducing course-related costs.

Distance Education: Brookdale maintains a comprehensive distance education framework that includes policies and procedures for quality assurance and oversight, and dedicated faculty and student support services. The College offers eight degree programs and one certificate program that can be completed online, though some courses may require in-person testing (*III.4.25 Student Resources for Fully Online Coursework*). Each year, Brookdale offers an average of 866 asynchronous online course sections and 150 synchronous sections, representing approximately 200 unique courses (*III.4.26 Distance Education Course Sections*). In 2024-2025, more than half of all students enrolled in at least one online course, and 17% completed all their coursework through distance education (*III.4.27 IPEDS 12-Month Enrollment Report, p.55*).

The TLC at Brookdale oversees the operations for online courses and supports both online learners and teachers. As of Spring 2026, the TLC was made up of nine employees responsible for promoting interdisciplinary interaction and pedagogical innovation, implementing best practices for the design and delivery of instructional content, and managing Canvas, the Learning Management System (*III.4.28 TLC Org. Chart*). To be eligible to teach fully online courses at Brookdale, instructors must pass the Online Certification Course administered by the TLC (*III.4.29 Online Certification Course Outcomes*). Since 2004, more than 600 full-time and part-time instructors have completed the course. In Spring 2026, half of all instructors teaching were certified to teach fully online course sections (*III.4.30 Instructors Certified to Teach Fully Online Data Brief*).

Brookdale has policies, regulations, and procedures to address student identity verification and privacy, quality and comparability in online courses, as well as the requirement for regular and substantive interaction. The College's FERPA policies apply to all students, regardless of course modality (*III.4.31 FERPA For Students Webpage*). The Computer Resources, Network and Facilities Use Regulation describes Brookdale's user authentication process to ensure only authorized users have access. It also describes the process for provisioning accounts and access

and covers users' responsibilities for keeping account credentials secure (*III.4.32*). In addition, student identities online are verified and secured by the Red Flag Identity Theft Prevention Program, the Academic Integrity Policy and Regulation, single sign-on and multi-factor authentication (MFA) with the MyBrookdale NetID, and virtual testing using Respondus Lockdown Browser or Monitor (*III.4.33-III.4.37*).

To ensure quality and comparability in distance education courses, Brookdale relies on an online contact hours verification process and form described in *III.1b (III.1.14; III.1.19)*. For programs with online coursework, Academic Affairs maintains separate online option Catalog pages to guide students into appropriate course sequences (*III.4.38*). In addition, the TLC has resources to support faculty in building quality online courses and maintaining interaction with distance education students including an online course proposal form and process, guidelines for online etiquette, best practices for distance education faculty, tips for using the Canvas LMS, and a Quality Matters Review Standards Rubric (*III.4.39-III.4.43*). The College also participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA), which promotes consistent and effective regulation of distance education programs (*III.4.44*).

The TLC provides robust technical support to students enrolled in online coursework (*III.4.25*). In collaboration with the Office of Information Technology (OIT), the TLC provides a Canvas Webpage, a Canvas Basics Guide, and Canvas FAQs for Students (*III.4.45-III.4.47*). For online students, the TLC created a presentation on strategies for success in online learning, which was recorded and accompanied by a written transcript (*III.4.48*). Students also have access to numerous online support modules in Canvas that cover such topics as how to view grades, how to collaborate, how to use Microsoft 365, and how to schedule tutoring appointments (*III.4.49*).

OIT delivers technology support through the IT Help Desk, accessible via phone, email, and online ticketing (*III.4.50*). The Help Desk is supported by ServiceNow, an IT Service Management (ITSM) platform aligned with the ITIL framework, which tracks incidents, requests, and performance metrics. Monthly reports include data on Tickets Worked by Constituent Type and Quality Assurance (QA) Ratings, and satisfaction surveys are automatically distributed to students upon ticket resolution (*III.4.51*). These data points are used to monitor service delivery and inform continuous improvement.

Assessment and Continuous Improvement: Brookdale regularly evaluates the effectiveness of its learning supports using data gathered from usage reports and surveys. For example, in 2024 the Reading faculty found that students who went to the Reading Center had higher completion rates and lower withdrawal rates than the general student population (*III.4.52 Reading Center Exploratory Data Brief*). Administrative Units such as the Bankier Library and the TLC must go through comprehensive reviews every five years where they assess their services and make improvements (*III.4.13; III.4.53*). PIE publishes a multitude of data reports for general use, including online course grades and completion rates (*III.4.54*). OIT develops monthly reports on IT Help Desk tickets and ongoing projects and recently surveyed the College community on their technology needs (*III.4.55-III.4.58*). These ongoing evaluations demonstrate Brookdale's commitment to continuous improvement, equity, and alignment with Middle States standards.

III.5: General Education Program

At Brookdale, the goal of general education, as outlined in the General Education Policy, is to broaden students' intellectual experiences, expand their cultural and global awareness, foster

cultural sensitivity, and prepare them to make well-reasoned judgments both within and beyond their chosen field of study (*III.1.05*). In recognition of the importance of this core curriculum to all educational programs, Brookdale has adopted the New Jersey Council of County College's (NJCCC) General Education learning goals as the College's Institutional Learning Outcomes (ILOs). ILOs represent the essential skills and abilities that all credential-seeking students are expected to acquire upon graduation. Brookdale's ILOs are also aligned with the general education model of the Middle States Commission on Higher Education (MSCHE). They are prominently displayed in the Academic Catalog each year (*III.1.04, pp. 23-24; III.5.01*).

All degree programs at Brookdale require general education coursework across key areas of knowledge: Communications, Humanities, Social Sciences, Mathematics, Sciences, Technological and Information Literacy, History, Cultural and Global Awareness, Critical Thinking, and Ethical Reasoning (*III.5.02 GE Regulation*). A.A. degrees require a minimum of 45 general education credits, while A.S. degrees require at least 30 credits, A.A.S. and A.F.A degrees require at least 20 credits, and certificate programs require 6 credits (*III.1.02*).

Brookdale's ILOs ensure that students gain a well-rounded education as well as the skills necessary to succeed both academically and professionally. A matrix provided by the Assessment Office, most recently updated in 2025, provides a visual alignment of each degree offered at Brookdale with its corresponding MSCHE General Education Requirement and NJCCC General Education Goal Category for all degree programs (*III.5.03*).

The GE Committee at Brookdale plays a central role in shaping and maintaining the quality of the College's General Education program (*III.5.04 Brookdale Governance Constitution, p.14*). Comprised primarily of faculty from a wide range of disciplines, the committee also includes an administrator, staff, and student representative to incorporate diverse perspectives. An integral part of Brookdale's Collegial Governance System, the committee addresses key charges related to GE on an annual basis, including the review of all new and revised academic programs to ensure alignment with GE requirements (*III.1.12*). This oversight helps maintain consistency and rigor across the College's curriculum, ensuring that students receive a coherent and meaningful GE experience. In addition, the committee manages and monitors the list of all approved GE courses that meet specific GE categories and reviews proposals for courses seeking general education designation. (*III.1.06; III.5.05 New Gen Courses Since 2022*) These courses are submitted to the New Jersey State General Education Committee (NJGEC) for review. The NJGEC evaluates whether the course learning outcomes and associated learning activities align with the state's General Education goals.

Beyond program and course review, the GE Committee serves as a forum for the College community to engage in discussions related to General Education. Based on these discussions, the committee develops recommendations that are submitted through the Collegial Governance System. While the committee provides guidance and recommendations, ultimate authority for approval rests with the College's President. For example, during the AY2023-24, the GE Committee reviewed the General Education framework for Brookdale's Associate of Arts degree to evaluate whether the 45-credit General Education requirement should be retained. The committee presented its recommendations to the Governance Forum, providing an opportunity for constituents to engage in thorough discussion. This process culminated in a vote in April 2024 to maintain the 45-credit requirement (*III.5.06 Governance Gazette 2024.04.30, p.12*). The GE Committee had similar charges reviewing General Education at Brookdale in AY2024-25 and AY2025-26 (*III.5.07 2024-2025 Governance Final Report, p.16; III.5.08 2025-2026*

Governance Final Report, p.11). While the GE Committee reviews the GE framework at Brookdale, it is the charge of the General Education Assessment Council (GEAC) to assess the implementation of it (*III.2.11*). See Standard V for more information on GE assessment.

III.7: Institutional Review of Third-Party Providers

Brookdale has established the Contract Management and Third-Party Providers Policy and accompanying Regulation to identify, review, and assess third-party providers that support student learning, engagement, and success (*III.7.01; III.7.02*). This framework ensures that services provided by external partners are subject to appropriate institutional oversight and are evaluated for their contribution to student outcomes and institutional goals.

Prior to Middle States' heightened emphasis on third-party providers within the accreditation framework, Brookdale routinely considered the performance and value of external vendors during contract renewal processes. While these reviews reflected a longstanding institutional practice of monitoring vendor effectiveness and alignment with operational needs, they were conducted on a decentralized basis and were not guided by a formalized, institution-wide assessment process. As a result, oversight existed but was not consistently documented or applied through a common framework across all departments.

To strengthen compliance and establish a more systematic process, Brookdale implemented new procedures beginning July 1, 2024. Since that date, the Office of Contract Management and the Vice President of Finance & Operations have incorporated language into all applicable contracts requiring compliance with Middle States expectations for third-party providers. This change marked the beginning of a formal, institution-wide approach to provider oversight and assessment. Under the newly established policy and regulation, all third-party providers are identified, reviewed, monitored, and periodically reassessed using consistent criteria and documentation practices (*III.7.03 List of Third-Party Providers*).

Brookdale does not utilize third-party providers to deliver credit-bearing programs, but the School of Continuing and Professional Studies (CPS) does currently utilize some third-party providers, all of which are clearly signaled on the CPS website and included on the Student Consumer Information webpage (*III.7.04*). Ed2Go and UgotClass are used to provide a variety of asynchronous online non-credit programs and courses (*III.7.05*). QuickStart offers coding bootcamps (*III.7.06*). Cyanna offers CompTIA programs (*III.7.07*). 160 Driving Academy offers Brookdale's Commercial Driving License (CDL) program (*III.7.08*). Black Rocket offers summer camps for children (*III.7.09*). Recent contracts for Black Rocket, Ed2Go, and QuickStart show the new accreditation policy language in effect (*III.7.10-III.7.12*).

III.8: Periodic Assessment of the Student Learning Experience

Brookdale periodically assesses the effectiveness of student learning experiences through a comprehensive framework that includes assessment of CLOs, PLOs, and ILOs through the Assessment of Student Learning (*III.2.05-III.2.09*), Academic Program Review (*III.1.15-III.1.18*), and General Education Assessment (*III.2.11*). Faculty lead these assessment initiatives and use a variety of resources and metrics to evaluate student achievement and implement improvements. These processes support continuous enhancement of academic programs and learning experiences across all instructional modalities and disciplines.

Assessment activities extend across all student populations served by the College. Institutional data are routinely analyzed for transfer and career programs, online learners, high school-based programs, ESL students, and participants in non-credit and workforce development offerings. Student support services—including tutoring, library services, instructional technology, and distance education resources—are evaluated through usage data, outcome analyses, and surveys. Administrative Units undergo Administrative Unit Review (AUR) every five years. This process mirrors APR in its emphasis on using data to support mission and improve services, as well as tracking recommendations through completion (*III.8.01 Admin. Unit Review Instructions FY2026*). Academic Affairs went through an AUR in FY26, and other AURs have been cited above for the Bankier Library and TLC (*III.8.02 Academic Affairs Admin. Unit Review FY26; III.4.13; III.4.53*). Together, these assessment and review processes provide evidence-based feedback that informs planning, resource allocation, and continuous improvement in support of equitable student learning and success. For more information on the College’s assessment of educational effectiveness, see Standard V.

Areas of Strength

1. **Faculty excellence, innovation, and instructional quality.** Brookdale maintains strong instructional quality even amid enrollment and staffing fluctuations. Faculty excel in securing significant external grant funding and lead in teaching innovation.
2. **Equity-minded practices and clear pathways to goal attainment.** The College has embedded poverty-informed practices across departments to support student success and retention. Brookdale also supports student goal attainment through more than 40 transfer and articulation agreements, expanding access, affordability, and flexibility.

Opportunities for Improvement & Innovation

1. **Expand professional development resources.** Create a centralized digital repository of professional development materials, enabling faculty and staff to share innovative strategies and best practices.
2. **Implement a coordinated student experience.** Strengthen communication, community-building activities, and support resources for students across all learning environments to help ensure equitable access to the full Brookdale experience.

Recommendations

1. Human Resources, in conjunction with OIT and the TLC, will create a repository of key takeaways from employees’ professional development experiences.
2. As part of SP30, Academic Affairs and Student Affairs will develop career community teams to build clear academic pathways that include holistic student supports and lead to educational goal attainment.

Standard IV: Support of the Student Learning Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its 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.



BROOKDALE
COMMUNITY COLLEGE



Introduction to Standard IV

Institutional Priorities 2 (Student Success) and 3 (Belonging, Diversity, and Justice)

Brookdale Community College's promise to open doors is a commitment to support every student from first inquiry through graduation, transfer, and career. Standard IV describes the systems that fulfill that commitment: reformed placement practices, proactive advising, holistic counseling, and engagement opportunities that connect students to the life of the College. This chapter offers the report's fullest demonstration of how the college supports student success through wraparound services. College success practices are infused into the curriculum; advisement has been strengthened through early-alert technology, and new Enrollment Services Advisors (ESAs); and mentors, navigators, and coaches walk alongside students at every stage of their journey. The chapter likewise embodies the priority of promoting belonging, diversity, and justice through inclusivity and equity. Brookdale's poverty-informed practices—from the Wellness Center's Thrive services to a dedicated social worker addressing basic needs—meet all learners where they are, while tailored pathways serve the emerging and growing populations of Monmouth County. By disaggregating achievement data to identify and close equity gaps, the College ensures these supports reach the students who need them most. Standard IV shows that at Brookdale, student success is designed, resourced, and continuously improved.

IV.1: Ethical Policies, Practices, & Procedures

Brookdale has clearly stated policies, practices, and processes to recruit, admit, retain, and facilitate the success of students.

Recruitment: Recruitment activities are led by Admissions and are designed to be transparent, informative, and non-coercive. The Admissions Office implements a comprehensive recruitment strategy that builds relationships with local high schools, community organizations, leaders, and businesses while coordinating programs and events that support the enrollment of a diverse student body (*IV.1.01 Admissions Admin. Unit Review FY23, p.4*). Admissions staff manage designated recruitment territories and student populations and uphold ethical recruitment practices through standardized communication tools, professional development, and collaboration with campus partners (*IV.1.01, pp.10-11*). Fall and Spring Open Houses provide prospective students and their families with an opportunity to explore the College's academic programs, student resources, and diverse pathways to success (*IV.1.02 April 2026 Open House Information*). As noted in Standard II.6, College Relations collaborates with Admissions and other departments to ensure accuracy, consistency, and oversight of institutional communications, including website and social media content (*IV.1.03 Collegewide Website Standards and Practices; IV.1.04 Social Media Policy*). Through established review processes and a Marketing and Creative Services Request Form, College Relations supports the development of marketing materials that reflect the College's commitment to transparency (*IV.1.05; IV.1.06*). Marketing campaigns for enrollment initiatives include documented outreach strategies, performance metrics, and review procedures (*IV.1.07-IV.1.10*). Informational materials support informed decision-making by clearly communicating program requirements, transfer pathways, career outcomes, and certification opportunities (*IV.1.11-IV.1.13*).

Admissions: Brookdale’s admissions philosophy reflects its mission as an open-access community college (*IV.1.14 2025 Mission Vision Values*). In accordance with its Admissions Policy and Regulation, the College seeks to enroll students whose interests, abilities, experiences, and goals align with its programs and services (*IV.1.15; IV.1.16*). Admission requirements, application procedures, and enrollment criteria are clearly communicated through the Academic Catalog and Registration and Records webpage (*IV.1.17; IV.1.18*). Additional regulations govern enrollment for specific student populations including high school students, international students, and applicants to selective programs such as health and career programs (*IV.1.19 Concurrent Enrollment Regulation; IV.1.20 Early and Middle College HS Regulation; IV.1.21 Admission of International Students Regulation*). To ensure the effectiveness of admissions policies and practices, the Admissions Office participates in a five-year Administrative Unit Review (AUR) process that evaluates performance, identifies opportunities for improvement, and supports continuous enhancement of admissions services (*IV.1.01*).

Brookdale provides clear admissions pathways for prospective students through the Getting Started webpage, which outlines requirements for various student populations (*IV.1.22*). The webpage offers tailored guidance, answers frequently asked questions, and directs students to key enrollment processes such as placement testing, financial aid, registration, payment, and New Student Orientation (NSO). Student enrollment and program entry are governed by the Registration and Matriculation Regulations (*IV.1.23; IV.1.24*). Brookdale communicates frequently with students throughout the admissions process. Newly admitted students receive a letter (*IV.1.25*) outlining next steps and available support services, with additional communications provided following placement testing (*IV.1.26*) and during Admitted Students Day (*IV.1.27*). The College also makes key student information publicly available through its website, including the College Catalog, Student Handbook, and Student Code of Conduct which apply to every student regardless of pathway or program (*IV.1.17; IV.1.28-IV.1.30*). Program-specific information including transfer guidance, health science program admission requirements, and high-school partnership agreements, is also available online (*IV.1.31-IV.1.33*).

The Admissions Office monitors conversion and yield rates across the enrollment funnel, including Inquiry-to-Application, Application-to-Admit, and Admit-to-Enroll (*IV.1.34 Funnel Conversion 2020-2025; IV.1.35 Funnel Conversion By Admit Type 24FA*). Enrollment data is disaggregated by demographics and admit type to support recruitment initiatives targeting key populations such as adult learners, high school students and international students (*IV.1.01, p.6*). These analyses help identify trends in recruitment and enrollment outcomes and assess the effectiveness of targeted outreach efforts. For example, Figure IV.1 shows that from Spring 2024 to Spring 2025, Brookdale experienced growth across the admissions funnel for both first-time and previously enrolled students, with particularly strong gains among first-time students in applications, confirmations, and enrollments (*IV.1.36 Funnel Counts By Admit Type Comparison 24SP-25SP*).

The Office of Planning & Institutional Effectiveness (PIE) leads the College’s enrollment projections process. Using a comprehensive environmental scan that includes demographic trends, K-12 enrollment data, tuition and fee comparisons, and regional labor market information, PIE develops and tests enrollment forecasting models and updates projections using the most recent enrollment data. Projection assumptions, analyses, and supporting data are shared with the VP of Finance & Operations to inform institutional planning and resource allocation (*IV.1.37 PIE Enrollment Projections FY23-FY26*).

Figure IV.1. Funnel Counts for Degree-Seeking Students, 24SP-25SP

Figure IV.1. Funnel Counts for Degree-Seeking Students, 24SP-25SP

	I have attended a college and plan to take classes towards a degree/certificate at Brookdale Community College				I have never attended a college and plan to take classes towards a degree/certificate			
	Spring 2024 (Jan-May)	Spring 2025 (Jan-May)	Percent of Change		Spring 2024 (Jan-May)	Spring 2024 (Jan-May)	Percent of Change	
Prospect	668	825	23.5%	↑	870	1385	59.2%	↑
Inquiry	668	825	23.5%	↑	870	1385	59.2%	↑
Applications Started	585	744	27.18%	↑	724	1131	56.22%	↑
Applications Submitted	381	476	24.93%	↑	379	565	49.08%	↑
Applications Completed	381	476	24.93%	↑	379	565	49.08%	↑
Admits	381	476	24.93%	↑	379	565	49.08%	↑
Withdrawn	0	0	N/A	—	0	0	N/A	—
Denied	0	0	N/A	—	0	0	N/A	—
Confirmed	240	286	19.17%	↑	194	299	54.12%	↑
Enrolled	213	262	23%	↑	171	263	53.8%	↑

Retention and Graduation: Brookdale reports retention rates as part of the IPEDS Fall Enrollment Survey and the New Jersey Office of the Secretary of Higher Education (NJOSHE) Annual Institutional Profile (*IV.1.38; IV.1.39*). Fall-to-Spring and Fall-to-Fall retention have both increased steadily over the past five years due to a renewed focus on retention through strategic planning. Strategic Plan 2030 (SP30) uses second and third term retention as Key Performance Indicators (KPIs) in pursuit of its North Star Goal to achieve a 60% credential completion rate by 2030 (*IV.1.40, p.7*). Specific tactics laid out in SP30 to improve retention include redesigning the College’s advising model, fostering a greater sense of belonging amongst the student body, and leveraging predictive analytics to identify trends and forecast outcomes.

These tactics will supplement existing strategies to maintain and improve retention. The Teaching and Learning Center (TLC) administers Ellucian CRM Advise, a student success platform that supports personalized, proactive interventions and information sharing among faculty, tutors, and advisors (*IV.1.41 CRM Advise Screenshots*). Faculty use Academic Monitoring forms to document concerns and generate alerts, which trigger automated emails and text messages directing students to available support services (*IV.1.42 CRM Advise Automated Communications*). Advisor Dashboards support follow-up and outreach, while tutors record session notes in Advise. Through the Faculty Dashboard, faculty can view academic monitoring alerts, tutoring records for students in their courses, and document their own student interactions. By centralizing this information, CRM Advise supports coordinated interventions and helps close the loop on student retention efforts. The TLC also develops the College’s custom dashboards and provides training and support for faculty, advisors, and tutors.

Brookdale reports 100%, 150%, and 200% Graduation Rates as part of the IPEDS Graduation Rates Survey and the Middle States Annual Institutional Update (*IV.1.43; IV.1.44*). As stated above, Brookdale has made credential attainment its North Star Goal for SP30. Tactics spelled out in SP30 to reach this ambitious goal include embedding poverty-informed practices across the College, creating career communities, modernizing the curriculum, expanding accelerated and flexible learning options, and recognizing prior learning (*IV.1.40, pp.9-10*). Some of these initiatives are already underway and are covered in more detail below in IV.1b-IV.1e.

IV.1a: Accurate & Comprehensive Financial Information

Brookdale organizes its financial information in a manner that is aligned with its mission, guided by ethical principles, and supportive of recruitment, admissions, retention, and student success efforts. The College's public-facing website presents clearly stated, accurate, and comprehensive information about tuition & fees, cost of attendance, scholarships, grants, loans, repayment, and refunds, with cross-links to offices and forms that operationalize policy and regulations. This information is maintained by responsible units who update the information on defined cycles and comply with all state and federal agency reporting requirements.

The College publishes comprehensive tuition and fee information for prospective and current students (*IV.1a.01 Admissions Tuition & Fees URLs*). Brookdale's Tuition & Fees Schedule identifies per-credit tuition & fees for in-county, out-of-county, and out-of-state students; program-specific fees for select academic programs; miscellaneous fees; and applicable tuition waivers (*IV.1a.02*; *IV.1a.03*). Consistent with the Tuition & Fees Policy, the Schedule is approved annually by the Board of Trustees and published on the College website as the official source of tuition and fee information (*IV.1a.04*; *IV.1a.05*).

The Office of Financial Aid maintains comprehensive financial aid and consumer information resources, including application procedures, eligibility requirements, important forms and publications, information on different types of aid programs, and student loan repayment guidance (*IV.1a.06 Office of Financial Aid URLs*). The About Your Financial Aid Offer webpage explains how eligibility is determined using factors such as cost of attendance, FAFSA information, state grant eligibility, and other financial resources (*IV.1a.07*). The webpage also explains special circumstance reviews and dependency override requests. The Types of Aid webpage provides an overview of grants, work-study opportunities, scholarships, and student loan programs, with links to additional resources and guidance on private education loan options (*IV.1a.08*). The Repaying a Student Loan webpage explains repayment responsibilities, exit counseling requirements, loan servicer resources, and federal student aid tools that assist borrowers in managing their student loans (*IV.1a.09*). These resources help students understand borrowing obligations, repayment options, and available support services while directing them to authoritative federal resources for account management and loan information.

Brookdale connects students to scholarship support in several ways. Through the Advancement Office (*IV.1a.10 Advancement Office Financial URLs*), the Brookdale Foundation Scholarships webpage centralizes awards with criteria, deadlines, and application links; it also points students to external scholarship portals and transfer scholarship resources (*IV.1a.11*). The Wilbur Ray Scholarship Initiative provides both mentorship and financial assistance to Brookdale students (*IV.1a.12*). The Community College Opportunity Grant (CCOG), also known as Tuition-Free Brookdale, is a program aimed at reducing financial barriers and enabling a broader range of individuals to pursue their academic and career goals (*IV.1a.13*).

The College website also includes additional information relevant to student finances (*IV.1a.14 Other Financial URLs*). Brookdale publishes a Refund Policy Schedule and Refund of Tuition & Fees Regulation detailing tuition & fee refunds by withdrawal timing (*IV.1a.15*; *IV.1a.16*). The Net Price Calculator is available through the Student Consumer Information webpage and provides students an estimate of how much others paid to attend Brookdale (*IV.1a.17*). The Educational Opportunity Fund (EOF) Program webpage provides general information along with links to EOF-specific admissions criteria and the income eligibility scale (*IV.1a.18*).

Brookdale uses multiple mechanisms to verify accuracy and comprehensiveness of student-facing financial information. In accordance with policy, the tuition schedule is Board-approved annually (*IV.1a.04*). Regularly reviewed policies and regulations govern financial aid, grants, and loans (*IV.1a.19-IV.1a.21*). The Office of Financial Aid maintains a repository of forms and publications and routinely informs the public of changes to student loan programs (*IV.1a.22 Sample Fin. Aid Publications*). Every unit that manages student financial information must go through an AUR every five years (*IV.1a.23-IV.1a.25*).

Brookdale also fulfills all required state and federal financial aid reporting obligations, including submissions associated with NJIPEDS and the IPEDS (*IV.1a.26 NJIPEDS Financial Aid Report; IV.1a.27 IPEDS Student Financial Aid Survey*). In addition, publicly available consumer information is provided through external federal resources. The National Center for Education Statistics' College Navigator website publishes verified institutional data regarding tuition, fees, estimated expenses, financial aid, and net price, while the U.S. Department of Education's College Scorecard provides information related to student borrowing, repayment outcomes, and post-attendance financial metrics (*IV.1a.28 Brookdale College Navigator; IV.1a.29 Brookdale College Scorecard Financial Aid Section; IV.1a.30 Three-Year Cohort Default Rate 19-22*).

The Office of Financial Aid engages with many students and families each year through individual counseling, outreach, and financial aid education initiatives (*IV.1a.24, pp.25-26*). In addition to providing daily assistance and individualized counseling, Financial Aid advises approximately 500 students during Admitted Students Day. The Office also supports students and families through admissions information sessions, New Student Orientation, parent orientation programs, and specialized workshops, resulting in hundreds of counseling interactions each year. Financial Aid also communicates with more than 7,000 students annually through text messaging, provides entrance and exit loan counseling to approximately 1,000 students each year, responds to 50 to 100 student emails daily, and offers advising by phone and Zoom to students and parents navigating the financial aid process. Implementation of the QLess TEMPO queuing system has improved tracking of service demand, with 369 referrals from the One Stop Office alone in Spring 2026 (*IV.1a.31 Overview of Financial Aid Outreach Activities*). Collectively, these data underscore the high level of student engagement, and the critical role Financial Aid plays in supporting student access, persistence, and success.

IV.1b: Academic Placement Processes

Brookdale maintains comprehensive policies and procedures to identify, place, and support students who are not adequately prepared for college-level study. Consistent with its mission of access, inclusion, and student success, the College uses placement practices, foundational coursework, corequisite models, and tutoring services to provide structured academic support that promotes persistence, completion, and achievement. Brookdale's developmental education program, known as Foundational Studies, includes Reading, Writing, Math, and English as a Second Language (ESL) (*IV.1b.01; IV.1b.02*). Designed to promote equitable access and readiness for college-level coursework, the program operates within a comprehensive, evidence-based system for identifying, placing, and supporting underprepared students in accordance with the College's Testing and Placement for Foundational Studies Regulation (*IV.1b.03*).

Testing Process: Brookdale uses a structured, multi-step placement process to assess students' readiness in reading, writing, and mathematics. New degree-seeking students must complete the Foundational Studies Placement Assessments through Canvas unless they qualify for a waiver

based on: (1) completion of 24 or more college-level credits, including English and mathematics; (2) qualifying SAT, ACT, or GED scores earned within the past three years; (3) prior placement testing at another accredited institution; or (4) being age 65 or older (*IV.1b.03*). The Testing Center outlines these requirements, along with FAQs and support contacts, on its Foundational Skills Testing webpage (*IV.1b.04*). For ESL placement, students are tested if they were educated outside the U.S., speak a language other than English at home, previously took ESL courses, or have lived in an English-speaking country for fewer than five years (*IV.1b.05 ESL First Steps Webpage*). An ESL placement test and oral interview determine eligibility and starting level. Brookdale currently uses four discipline-specific placement methods to support accuracy, equity, and student success, as shown in Figure IV.2.

Figure IV.2. Placement Method by Area

Placement Area	Assessment Tool	Delivery Method	Key Features
Reading	Brookdale Reading Placement Assessment	Canvas	Retesting opportunities; skill-based assessment
Mathematics	ALEKS Placement, Preparation, and Learning (ALEKS PPL)	Web-based platform	AI-driven diagnostics; personalized Prep and Learning Module; reassessment options
English	Guided Self-Placement (GSP)	Questionnaire-based	Student-centered course selection; replaces Accuplacer
ESL	Brookdale ESL Placement Test	Canvas and oral exam	Aligns with ESL program to ensure accurate placement

In Spring 2020, academic departments implemented new placement practices to improve accuracy while giving students opportunities to strengthen their skills before enrolling in college-level courses. By reducing unnecessary non-credit remediation, providing multiple retesting opportunities, accelerating entry into gateway math and English courses, and helping students better understand their readiness, the new model increases access, lowers costs, and supports student success. For example, after English replaced Accuplacer with Guided Self-Placement (GSP), success rates increased from 68.8% in Fall 2020 to an average of 76.5% from Fall 2021 through Fall 2024 (*IV.1b.06 Foundational Studies Data Report*). Surveys also found that 97.4% of students believed their placement was appropriate, while faculty expressed near-universal confidence in the new methodology (*IV.1b.07 English Placement Assessment Presentation*).

Foundational Studies Courses: The courses presented in Figure IV.3 build essential academic skills and prepare students for college-level coursework. Brookdale uses corequisite and accelerated pathways to support timely completion and student success. Since 2012, the English Department’s Accelerated Learning Program (ALP) has paired ENGL-099 with ENGL-121 in the same semester, allowing students to earn college credit while receiving embedded academic support (*IV.1b.08 ALP Webpage*). The Math Department has also expanded opportunities for acceleration. In 2025-2026, it introduced a First Day Assessment in Prealgebra, enabling students who demonstrate proficiency to advance to the next course within the same semester. The department also offers January “boot camps” that prepare students to retake the placement exam and potentially move more quickly through the math sequence. In addition, the College's seven-week course format allows students to complete both Prealgebra and Algebra within a single semester (*IV.1b.09 Foundational Math Webpage*). Beginning in Fall 2026, Brookdale will offer corequisite support courses for Algebraic Modeling and Statistics.

Figure IV.3. Foundational Studies Courses

Course	Description
ENGL-098 The Fundamentals of Writing	Focuses on clear, organized, and mechanically correct prose.
ENGL-099 & ENGL-121 Accelerated Learning Program (ALP)	Combines foundational and college-level writing in one term, emphasizing process, revision, and critical thinking.
READ-091 & READ-092 Introduction to College Reading I & II	Two-semester sequence for comprehension, vocabulary, and critical reading strategies.
READ-095 Reading Analysis & Study Skills	Improves reading and study strategies for college-level work.
MATH-011 & MATH-012 Prealgebra I & II	Two-part sequence covering basic operations, decimals, ratios, and geometry.
MATH-015 Prealgebra	Prepares students for elementary algebra.
MATH-021 Introductory Algebra	Covers fundamental algebra concepts through real-world applications for students in non-STEM academic tracks.
MATH-025 Elementary Algebra	A comprehensive algebra review for students in STEM majors preparing for progression to Intermediate Algebra.

From Fall 2020 to Fall 2024, 877 to 1,070 first-time students enrolled in Foundational Studies each term, representing 28-31% of the cohort; among first-time, full-time, degree-seeking students, 771 to 802 enrolled each term (54-70% of the cohort) (*IV.1b.06*). Enrollment remained stable during this period, while student success rates improved steadily. English and Reading courses, which use an integrated curriculum model, consistently achieved success rates of 70-80%, while Foundational Mathematics maintained success rates of 62-66% with gradual gains over time. First-time students enrolled in Foundational Studies also demonstrated strong persistence, with fall-to-spring retention rates of 72-84% and fall-to-fall retention rates of 60-66%. In many cases, these retention rates exceeded those of the overall cohort, suggesting that early academic intervention supports student engagement and progression (*IV.1b.06*).

Tutoring Programs: Brookdale maintains three tutoring centers that serve all students:

- Reading Center: One-on-one tutoring; help with course materials and reading strategies; exam preparation and study skills; semester workshops (*IV.1b.10*).
- Writing Center: One-on-one tutoring for academic and professional writing; support with planning, revising, proofreading, and citing; semester workshops (*IV.1b.11*).
- Math Lab: Math tutoring for Brookdale students; course-specific support; regular topic and test review workshops (*IV.1b.12*).

In addition to Foundational Studies, Brookdale offers the Academic Access Program and the College Success Program (*IV.1b.13*; *IV.1b.14*). Academic Access offers classes in college readiness with a focus on reading strategies, study skills, notetaking, organization, and time management. College Success is dedicated to preparing students for a successful academic experience and offers courses that connect students to the college community, hone academic skills, and focus on academic and career goal setting and planning.

IV.1c: Orientation, Advisement, & Counseling Programs

Brookdale offers a comprehensive suite of student support services designed to enhance student success and guide students throughout their academic journey. These services include structured orientation programs, proactive academic advising, and holistic counseling initiatives.

Orientation: Brookdale offers several different orientation opportunities designed to help new students and their families acclimate to college life. Admitted Students Day is a registration program designed to ensure high school seniors make a smooth transition to college. The Admitted Students Day webpage contains crucial information about sending transcripts, taking placement tests, and checking scores as well as other tips to make this initial Brookdale event a success (*IV.1c.01*). Students engage with Academic Advising during Admitted Students Day, where they meet their assigned advisor, review placement results and academic requirements, and register for first-semester courses. This early advising experience supports informed course selection, appropriate placement, and use of academic planning resources, contributing to student retention, persistence, and progress toward degree completion. Prior to leaving campus, students are encouraged to sign up for an upcoming NSO session, which provides students with all the tools needed for success (*IV.1c.02*).

NSO is a key component of Brookdale's student onboarding strategy, ensuring that students begin their academic careers with clarity and confidence. During NSO, students meet peers, faculty, and staff; learn academic success strategies; discover support services and campus resources; explore opportunities to get involved; and tour campus. Attendance is strongly encouraged through targeted outreach such as postcards, emails and text messages. In addition, every new student is enrolled in the New Student Orientation Canvas course. This course serves as a central hub for important first-year resources, including recordings of orientation workshops, student success resources, opportunities to get involved on campus, and a space where new students can connect with their peers. Students retain access to the Canvas course throughout their first year, allowing them to revisit information and resources whenever they need them.

New students can also enroll in the TLC Orientation to Online Courses, designed to help students start strong in a virtual learning environment (*IV.1c.03*). This virtual course introduces essential skills such as time management, how to navigate the learning management system (Canvas), and strategies for academic success. Finally, Brookdale offers Parent Orientation tailored specifically to parents, guardians, and caregivers. The orientation covers complex topics like Financial Aid, Student Self Service, and Student Planning, while also exploring unique opportunities like Study Abroad and The Career Center offerings (*IV.1c.04*).

Academic Advising: Brookdale's Advising Department follows the National Academic Advising Association (NACADA) Appreciative/Intentional Advising Model, emphasizing meaningful relationships and individualized student support (*IV.1c.05 Advising Admin. Unit Review FY23*). To meet diverse student needs, advising is available by email, phone, virtual appointment, in-person appointment, and walk-in visit. The Advising webpage outlines services, answers FAQs, and provides instructions for using QLess TEMPO to join the walk-in queue and manage appointments (*IV.1c.06*). Advisors help students set goals, connect with resources, and make informed academic decisions. Using Student Planning, advisors monitor student progress and provide timely interventions (*IV.1c.07 Student Planning Webpage*).

Brookdale requires advising interventions for students experiencing academic difficulty in accordance with the Academic Standing Regulation (*IV.1c.08*). Students on academic probation

must meet with an advisor to develop an improvement plan, while those at risk of suspension meet with a faculty counselor for targeted support. ESAs, introduced through an SP30 strategy, provide one-on-one support to first-year students facing academic and personal challenges to help maintain engagement and persistence (*IV.1.40, p.9; IV.1c.09 Enrollment Services Advisor Job Description*). ESAs identify first-year students experiencing academic difficulty through the CRM early alert system, and SAP reports generated each term by Financial Aid. They proactively reach out to develop individualized success plans and connect them with appropriate support resources. ESAs are part of the College's broader First-Year Experience Extended Orientation Program currently under implementation (*IV.1c.10*).

Counseling: Brookdale recognizes that personal challenges can make adjusting to college more difficult and provides a range of mental health and wellness resources to support student success. The Mental Health and Wellness Resources webpage serves as a central hub for services offered by the Counseling Department, the Caroline Huber Wellness Center, crisis hotlines, and specialized support programs (*IV.1c.11; IV.1c.12*).

Brookdale's Counseling Department takes a holistic, student-centered approach to personal and academic well-being (*IV.1c.13 Counseling Webpage*). Licensed mental health professionals provide individual counseling, crisis support, workshops on topics such as stress management, time management, study skills and test anxiety, and referrals to community resources. The department also partners with Uwill, a no-cost teletherapy platform available through the State of New Jersey (*IV.1c.14*). The Caroline Huber Wellness Center further supports students through Thrive Services, which include free bus passes, weekly groceries, addiction support, and SNAP benefits assistance (*IV.1c.15; IV.1c.16*). In addition, a recently hired full-time social worker offers free appointments to help students address basic needs that may affect academic success (*IV.1c.17*). Brookdale also provides access to crisis hotlines for concerns such as depression, domestic abuse, substance abuse, LGBTQ+ issues, and sexual assault (*IV.1c.11*).

Several departments provide targeted support to specific student populations. Tuition-Free Brookdale employs Student Success Navigators, Pathway Mentors, and FAFSA Coaches to assist students and families with program participation, course planning, and financial aid processes (*IV.1a.13*). EOF staff provide holistic student support services, including academic advising, career exploration, financial aid guidance, transfer planning, academic progress monitoring, and student success interventions (*IV.1a.18*). Faculty are also provided with a Faculty Resource Guide to help connect students with appropriate support services (*IV.1c.18*). The guide includes resources related to incident reporting, accessibility, displaced homemakers, sexual assault procedures, veteran services, and other student needs.

In FY25, Brookdale spent a third of its budget on academic support, student services, and institutional support (*IV.1c.19 Expenses by Function FY21-FY25*). The College hired a full-time social worker and three new ESAs as discussed above. In 2025, 783 students participated in orientation, underscoring the program's role in helping students begin their academic careers with clarity and confidence (*IV.1c.20 New Student Orientation Data 2022-2025*). During the same period, Brookdale recorded 3,584 scheduled in-person advising appointments, 6,457 walk-ins, and 3,387 phone appointments, reflecting strong student engagement (*IV.1c.21 Advising Appt Stats 2025.01-2026.01*). The Wellness Center experienced substantial growth in student utilization during FY26, serving 22,188 visitors, a 78.7% increase over the previous year, reflecting increased awareness of and trust in campus support services (*IV.1c.22 Wellness Center FY26 Report*).

IV.1d: Processes Designed to Enhance Student Achievement

Brookdale employs a comprehensive, evidence-based approach to enhance student achievement through processes that support certificate and degree completion, facilitate seamless transfer to other institutions, and promote successful post-completion outcomes.

Graduation: The Eligibility for Graduation Regulation outlines the requirements for earning a credential and satisfying all financial and institutional obligations (*IV.1d.01*). Advising helps students track degree progress through Student Planning, and advisors are assigned based on students' programs and locations (*IV.1c.07; IV.1d.02 Contact Advising Webpage*). Students who have earned 45 credits receive graduation eligibility information from the Registrar's Office (*IV.1d.03 Sample Time to Apply for Graduation Email*). The Office of Planning & Institutional Effectiveness (PIE) supplies Academic Affairs with program-level data on course completion, retention, time-to-completion, and graduation to support departmental completion initiatives (*IV.1d.04-IV.1d.08*). Additional student achievement data is discussed in IV.1e.

Transferring Out of Brookdale: The Transfer Pathways Office offers transfer advisement, including a Transfer Pathways Canvas course (*IV.1d.09*). Transfer Pathways also establishes, maintains, and strengthens articulation agreements with colleges and universities. Students can view agreements on the Brookdale website either organized by institution or program (*IV.1d.10; IV.1d.11*). The department hosts representatives from four-year institutions to discuss the benefits of transfer. These efforts ensure seamless transfer processes and informed decision-making for students pursuing advanced degrees.

Post-Completion: Brookdale's Career Center supports career success through career readiness development, career exploration, and connections with faculty, alumni, employers, and community partners (*IV.1d.12 Career Center Webpage*). Guided by the National Association of Colleges and Employers (NACE) Career Readiness Competencies, the Career Center works with academic departments to help students build essential professional skills and prepare for employment after graduation (*IV.1d.13 Build Career Readiness Webpage*). These competencies are also integrated into the academic department five-year program review process (*IV.1d.14 Program Review Instructions CY2026*). The Career Center further supports students through career coaching, program exploration, résumé and cover letter assistance, LinkedIn development, internship and job search support, employer networking, career planning events, and career action planning (*IV.1d.15 Career Center Resources Webpages*).

Some credit and non-credit programs incorporate clearly defined career pathways that integrate career readiness, experiential learning, and workforce preparation into the curriculum. For example, the General Motors Automotive Service Educational Program (GM-ASEP) combines classroom instruction with hands-on work experience at a GM dealership throughout the Associate of Applied Science (A.A.S.) program (*IV.1d.16*). Similarly, the Continuing Education Medical Assistant program combines classroom and laboratory instruction with a 160-hour clinical externship and preparation for industry-recognized certification (*IV.1d.17*). These programs reflect Brookdale's commitment to connecting academic and workforce training with practical, career-focused learning experiences.

IV.1e: Disaggregating Data & Implementing Strategies

Brookdale utilizes a systematic process for analyzing and acting upon disaggregated student achievement data, ensuring that institutional decisions are informed by relevant, specific, and

actionable information. PIE produces annual briefs on enrollment, retention, graduation, and 150% success rates (*IV.1e.01-IV.1e.04*). These reports make IPEDS data accessible through clear definitions, visualizations, and links to additional information, while disaggregating results by key student and demographic characteristics. The Tenth Day Enrollment Report provides detailed enrollment data by gender, age, race/ethnicity, attendance status, credit load, registration status, instructional modality, and program (*IV.1e.05*). Retention data is disaggregated by gender, race/ethnicity, attendance status, and program (*IV.1e.06; IV.1e.07*). Graduation outcomes are reported by program, with graduation rates further disaggregated by program and race/ethnicity (*IV.1e.08-IV.1e.10*). Transfer data is presented by race/ethnicity and program and includes information on degree completion at transfer institutions (*IV.1e.10; IV.1e.11*). The Program Profiles Report consolidates these metrics into concise two-page summaries for each academic program (*IV.1e.12*). To support data-informed planning and assessment, all reports are available to faculty, staff, and administrators through SharePoint.

To strengthen post-completion data collection, PIE relaunched the Graduate Follow-Up Survey in Spring 2025 after several years of inactivity (*IV.1e.13*). The survey examined outcomes for graduates completing programs between July 2021 and June 2024 and received 221 responses, a 5.3% response rate. Nearly 60% of respondents attended Brookdale to earn an associate degree, and more than 96% reported achieving their primary educational goal. PIE plans to administer the survey annually to build a stronger database of transfer and employment outcomes. In addition, NJOSHE and the New Jersey Department of Labor and Workforce Development (NJLWD) developed the New Jersey Higher Education Outcomes Dashboard, which provides employment and earnings data for graduates of New Jersey institutions (*IV.1e.14*). Brookdale plans to incorporate these data into strategic planning and institutional decision-making as the dashboard expands.

PIE collaborates with Academic Affairs and Student Affairs to conduct annual reviews of disaggregated student achievement data and identify gaps and performance trends. Any department can request specific data through PIE's Data Request Form (*IV.1e.15*). Disaggregated data are also embedded in the Administrative Unit Review (AUR) and Academic Program Review (APR) cycles (*IV.1e.16 AUR Instructions and Template FY26; IV.1d.14*). Administrative units request and analyze relevant data to assess the effectiveness of their programs and services. For example, the International Education Center analyzed key indicators of student engagement and institutional impact, including the number of international students served, the credits they generated, and the tuition & fees they paid (*IV.1e.17 International Education Center Admin. Unit Review FY25*). For academic departments, success and completion data are disaggregated by key demographic groups to identify equity gaps and performance trends. Although Brookdale has long used program-level disaggregated data, participation in Achieving the Dream (ATD) highlighted the need for course-level analysis. Beginning in AY2024-25, department chairs began using disaggregated course success data to develop annual departmental goals (*IV.1e.18 Department Plan Template AY24-25*).

IV.2: Fair & Transparent Evaluation & Transfer Policies

There were over 2,400 credential-seeking students who transferred into Brookdale over the past five years for an average of 480 transfers per year (*IV.2.01 IPEDS 12-Month Enrollment Report*). The College maintains clear, equitable, and transparent policies and procedures for the evaluation and acceptance of transfer credits, experiential learning, prior non-academic learning,

competency-based assessments, and other alternative learning approaches. Brookdale accepts transfer credits in compliance with its Transfer Credit Regulation (*IV.2.02*). International transcripts are evaluated through approved credential evaluation agencies. Students may also receive credit for military training, workforce training, and other nontraditional learning experiences that align with American Council on Education (ACE) or National Program on Non-Collegiate Sponsored Instruction (PONSI) recommendations. In addition, credit may be awarded through articulation agreements with external organizations, such as the Monmouth County Police Academy and the New Jersey Department of Corrections, as well as through standardized examinations including the College Level Examination Program (CLEP), Advanced Placement (AP), and Defense Activity for Education Support (DANTES).

Brookdale's Credit by Assessment Regulation allows students who demonstrate mastery of course outcomes through examination to receive credit (*IV.2.03*). This process is overseen by the appropriate School Dean and Department Chair. Evaluation instruments mirror those used in the actual course. Building out the Brookdale's Prior Learning Assessment (PLA) framework is a priority for Strategic Plan 2030 so the College can accept more credits in this manner (*IV.1.40, p.10*). Brookdale's Internship Programs Regulation provides students with the opportunity to earn credit for work experience directly related to their academic program (*IV.2.04*). Students must complete all required hours and assignments to be eligible for the credit. Brookdale supports early college access through Dual Enrollment, Fast Start, Early College, Middle College, and Tech Prep programs (*IV.1.19; IV.1.20*). These allow qualified high school students to earn college credit prior to high school graduation. Credits earned through these programs are subject to the same academic standards and transfer policies as traditional coursework.

Students initiate transfer evaluations by submitting official transcripts to the Admissions Office. Official transcripts are reviewed and transfer credits are posted to the student's account. Students wishing to request a change to their transfer evaluation must complete the Transcript Credit Review Form, which outlines the courses for review and the rationale for reconsideration (*IV.2.05*). The Eligibility for Graduation Regulation addresses the number of transfer credits a student may apply towards a degree or certificate, allowing no more than 50% of credits used to be from transfer (*IV.1d.01*). Additionally, no more than half of the career studies credits may be transferred. Brookdale ensures transparency through publicly accessible policies, advising guides, and transfer agreements on its Transfer-In Students page (*IV.1.31*). Other resources include the Transfer-In Checklist (*IV.2.06*), CLEP, AP, and DSST Credit Tables (*IV.2.07*), the International Baccalaureate Examinations List (*IV.2.08*), and resources for Veteran students (*IV.2.09*). Students also receive individualized support from academic advisors and transfer specialists to navigate credit evaluation, articulation pathways, and degree planning (*IV.2.10 New Advisor Onboarding; IV.2.11 New Advisor Training; IV.2.12 Resources for Incoming Students*).

IV.3: Student Information & Records Policies & Procedures

Brookdale demonstrates a strong institutional commitment to the protection, integrity, and appropriate management of student records. Through a comprehensive framework of policies, regulations, and procedures that are aligned with federal and state law and higher education best practices, the College ensures that student data is handled securely and ethically across all modalities and educational experiences. Figure IV.4 provides an overview of these policies and regulations and their relationship with student record maintenance.

Figure IV.4. Student Records Policies and Regulations

Policy/Regulation	Link to Student Record Maintenance
Public Access to Government Records Policy (<i>IV.3.01</i>)	Ensures compliance with the New Jersey Open Public Records Act (OPRA)
Social Media Policy (<i>IV.1.04</i>)	Ensures College social media posts do not contain sensitive personal information
Release of Academic & Demographic Data About Students Regulation (<i>IV.3.02</i>)	Maintains a comprehensive process that will protect the confidentiality of students' records
Records Storage, Retention, and Disposal Regulation (<i>IV.3.03</i>)	Controls the storage and disposal of official College records in accordance with all laws
Collegewide Website Standards and Practices Regulation (<i>IV.1.03</i>)	Ensures the College's website complies with FERPA laws
Confidentiality of Data Records Regulation (<i>IV.3.04</i>)	Ensures that all data collected and retained by IT is classified as confidential material
Computer Resources, Network and Facilities Use Regulation (<i>IV.3.05</i>)	Establishes what constitutes unauthorized use of College computers in relation to FERPA
Confidentiality of Library Circulation Records Regulation (<i>IV.3.06</i>)	Protects the confidentiality of student identification in Library Circulation Records
Data Classification and Permitted Use Regulation (<i>IV.3.07</i>)	Outlines the College's Data Classifications and guidelines for permitted use
Information Security Program Regulation (<i>IV.3.08</i>)	Develops, implements, and maintains safeguards to secure personal information
Early College & Middle College High School Programs Regulation (<i>IV.1.20</i>)	Ensures high school student data is protected under the same regulations as all other students
Rights and Responsibilities Regulation (<i>IV.3.09</i>)	Ensures that all members of the community are responsible for all rules regarding student records

The Office of the Registrar ensures the accuracy and security of student records through a structured, secure information management process. To update personal information, students must submit required documentation through an online portal using their institutional login credentials (*IV.3.10 Student Personal Information Changes Webpage*). All submissions are processed through a secure environment for data transmission. Designated Registrar staff verify authenticity and implement approved changes within the Colleague Student Information System, ensuring that updates are accurately reflected in the student's permanent record. This process demonstrates Brookdale's commitment to safeguarding student data, maintaining compliance with privacy standards, and supporting operational integrity in record management.

Brookdale adheres to FERPA compliance through both formal procedures and ongoing awareness efforts directed at students, faculty, staff, and parents. The College maintains a dedicated FERPA website that explains privacy requirements, outlines student rights, and provides role-specific guidance (*IV.3.11*). Brookdale notifies students of their FERPA rights, including the right to inspect and review education records, request amendments to inaccurate records, control the disclosure of personally identifiable information, and file complaints with the U.S. Department of Education (*IV.3.12 Notification of Rights Under FERPA*). The College also establishes clear procedures for handling student information, including requirements that only school officials with a legitimate educational interest can access education records, restrictions on the release of information without student consent, and processes for students to request

nondisclosure of directory information. These procedures help ensure that student records are maintained and disclosed in accordance with FERPA requirements and institutional policy.

Brookdale's Office of Information Technology (OIT) maintains a Security Awareness webpage to educate students and staff on best practices for protecting personal and institutional data (*IV.3.13*). Topics include password security, phishing awareness, and safe browsing habits. This initiative supports a culture of cybersecurity and complements the College's broader information security policies.

IV.4: Athletics, Student Life, & Other Extracurricular Activities

Brookdale offers a robust array of athletic, student life, and extracurricular programs designed to enhance the student experience while maintaining compliance with institutional policies and external regulatory standards. Student Life is governed by a comprehensive structure that promotes mission alignment, accountability, and student well-being. This structure involves integrated professional and student governance bodies—the Office of Student Life & Activities and the Student Life Board (SLB)—that work collaboratively to ensure effective oversight and coordinated operations. The Office of Student Life & Activities oversees more than 55 active clubs and organizations, manages leadership development initiatives, coordinates major campus events, and advises student groups (*IV.4.01 Student Life & Activities Webpage; IV.4.02 Active Clubs and Orgs List*). Clubs are required to register with Student Life and complete at least one civic engagement project annually, ensuring that extracurricular activities remain purposeful and aligned with institutional values. Complementing this professional oversight, the SLB serves simultaneously as the student government, programming board, and finance board—advocating for student interests, recognizing student organizations, overseeing budgetary and programming decisions, and providing structured opportunities for students to voice concerns and engage directly with college leadership (*IV.4.03 Student Life Board Webpage*).

Student Life & Activities is required to go through an AUR every five years. The unit's latest AUR showed that students who participate in extracurricular activities consistently outperform the general student population across all measured academic success indicators (*IV.4.04, pp.8-9*). Data across the five-year review period show that involved students achieve higher rates of course completion, Foundational Studies success, credit attainment, and fall-to-spring retention, with these advantages appearing year after year. The review attributes these outcomes to the social connection, leadership development, and access to campus resources provided by extracurricular engagement.

Brookdale's intercollegiate athletics program supports holistic student development by fostering academic success, leadership, civic engagement, and personal responsibility, as indicated in the department's mission statement (*IV.4.05 Athletics and Recreation Admin. Unit Review FY26, p.2*). Brookdale offers six women's sports, six men's sports, and one co-ed club, providing equal opportunities for all students (*IV.4.06 Athletics Instagram Posts*). In addition, Brookdale has expanded student engagement opportunities through the creation of a state-of-the-art Esports Arena and comprehensive esports program (*IV.4.07 Esports Webpage*) that provides students with access to intercollegiate competition through the National Junior College Athletic Association Esports (NJCAA E). Athletics programs at Brookdale are governed through a comprehensive framework that aligns with collegewide policies related to academic integrity, student conduct, equity, and risk management. Student-athletes are held to clearly defined

behavioral expectations and ethical guidelines outlined in the Student-Athlete Code of Conduct as well as academic eligibility standards as outlined in the NJCAA Bylaws (*IV.4.08; IV.4.09, pp.13-14*). The Athletics Department maintains full compliance with NJCAA eligibility requirements, including enrollment, GPA, and credit accumulation standards, and employs systematic monitoring practices to track academic progress and eligibility. Internal audits and external NJCAA reviews confirm the effectiveness and integrity of these processes, reinforcing institutional accountability and transparency (*IV.4.05*).

Over the past five years, 494 student-athletes have competed on 48 teams across 12 sports, consistently maintaining full-time enrollment (*IV.4.10 Brookdale Student Athletes Data Report*). Recent data demonstrate that student-athletes consistently meet or exceed key academic success indicators when compared to the general student population (*IV.4.11 The Academic Impact of Participating in Athletics Report*). Nearly half of all teams enrolled in more credits than the average full-time student. Eighty-three percent of teams achieved higher course completion rates than the general student population, and 63% earned higher average term GPAs. Over one-third maintained a GPA of 3.0 or above. These outcomes parallel the findings in the Student Life assessment data, reinforcing the College's broader conclusion that actively engaging in structured extracurricular activities leads to stronger academic performance and retention.

IV.5: Institutional Review of Third-Party Providers

Brookdale recently established the Contract Management and Third-Party Providers Policy and accompanying Regulation to identify, review, and assess third-party providers that support student learning, engagement, and success (*IV.5.01; IV.5.02*). Under this policy and regulation, all third-party providers are identified, reviewed, monitored, and periodically reassessed using consistent criteria and documentation practices.

The College also maintains a centralized and transparent inventory of third-party vendors engaged in student support activities across the institution (*IV.5.03*). These providers support a wide range of services, including Student Affairs systems such as Recruit, Colleague, and QLess. Student Life platforms include Transact and Brightly. Accessibility Services partners with services providing American Sign Language (ASL) interpretation and Communication Access Realtime Translation (CART) services. Providers related to educational support include LibApps, Advise CRM, and Tutor.com (*IV.5.04-IV.5.07 Student Support TPP Contracts*).

Through the implementation of formal policies, standardized contract requirements, and centralized tracking mechanisms, Brookdale has transitioned from an informal but established practice of vendor review to a comprehensive and systematic process that promotes accountability, transparency, and continuous improvement in all third-party providers that support the student experience.

IV.6: Periodic Assessment of Student Support Services

Brookdale demonstrates a robust and evolving commitment to the periodic assessment of student support services. This commitment is codified in the Evaluation of College Services Regulation, which mandates the evaluation of all college services through structured processes that ensure continuous improvement (*IV.6.01*). The College operationalizes this evaluation through its AUR process. See Standard VI.2 for details.

At least two Student Affairs units typically undergo review each year (*IV.6.02 AUR Schedule Student Affairs Units*). Many AURs have already been cited in the sections above, including Admissions, the Advancement Office, the Office of Financial Aid, EOF, Advising, the International Education Center, Student Life & Activities, and Athletics and Recreation (*IV.1.01; IV.1a.23-IV.1a.25; IV.1c.05; IV.1e.17; IV.4.04; IV.4.05*). The Accessibility Services AUR for FY25 provides another example of the periodic assessment of student support services using appropriate metrics and evaluation (*IV.6.03*). A part of the Accessibility Services mission is to disseminate disability-related information to students, prospective students, parents, and employees. Upon analysis of metrics such as total number of intake appointments, information sessions, and registered students, the unit showed an increase in each metric from 2021-2024. The department recommended additional improvements in dissemination through a stronger presence on Canvas and began work on a Canvas shell for students (*IV.6.04, p.176*).

Areas of Strength

1. **Data-informed placement and layered academic support that drive achievement.** Modifications to the placement methods in English and Math have produced sustained improvements in student and faculty confidence. Students in Foundational Studies persist at rates equal to or exceeding the overall cohort. Centralized tutoring centers, corequisite models, and accelerated pathways provide layered support that enhances achievement and persistence.
2. **Holistic support for the whole student, in and beyond the classroom.** Counseling Services, the Caroline Huber Wellness Center, and partnerships with community providers address students' academic, emotional, and personal well-being, while student life and athletics programs support persistence, and engagement among participating students.

Opportunities for Improvement & Innovation

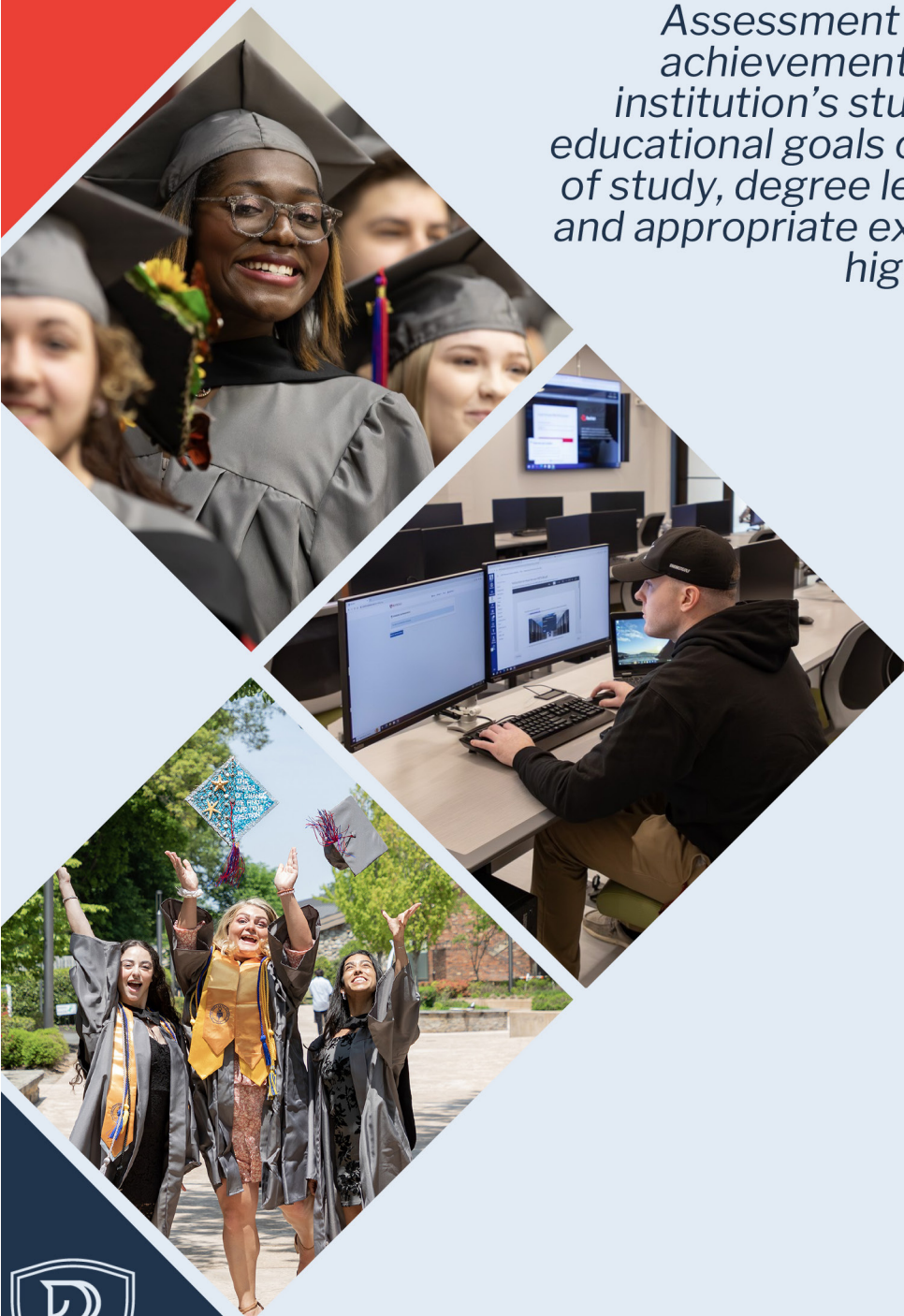
1. **Close mathematics completion gaps.** Consistent with national trends, mathematics completion rates trail those in English and Reading. In conjunction with statewide initiatives, the Math department is committed to exploring promising practices to reverse this trend.
2. **Expand predictive analytics and coordination of wraparound supports.** Expand the use of predictive analytics to identify at-risk students earlier and tailor proactive, coordinated interventions across student support services.

Recommendations

1. The Mathematics department will continue to modernize math pathways through expanded corequisite options and data-driven placement refinements to uphold the rigor and validity of academic programming.
2. Academic Affairs and Student Affairs will collaborate to expand predictive analytics for early intervention and improve academic monitoring processes.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement 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.



Introduction to Standard V

Institutional Priorities 1 (Educational Excellence) and 4 (Institutional Integrity)

How does Brookdale Community College know that its students are learning? Standard V answers that question through a comprehensive, faculty-led assessment framework that connects clearly stated learning outcomes at the course, program, and institutional levels to systematic cycles of evaluation, reflection, and improvement. This chapter speaks directly to the priority of ensuring educational excellence through engagement, assessment, and innovation. Brookdale's programs are regularly assessed through annual outcomes assessment and five-year program review, and faculty engage deeply in every stage of that work, from designing rubrics to analyzing disaggregated results. The College continually innovates its own practices—most recently through the redesign of general education assessment—to ensure that findings translate into stronger teaching and learning. The chapter also reflects the priority of ingraining institutional integrity through stewardship and accountability. Assessment at Brookdale is transparent and answerable: results are shared with the entire college community at Assessment Day and through open reporting channels, recommendations are formally reviewed by leadership and tracked to completion, and Board-level policies ensure that the evaluation of educational effectiveness remains aligned with the College's mission and values. Together, the practices described in this chapter demonstrate that Brookdale treats the measurement of student learning as an act of stewardship of its students' aspirations and its community's trust.

V.1: Clearly Stated Student Learning Outcomes

Brookdale Community College has clearly stated student learning outcomes at the institutional, program, and course levels that are intentionally connected to one another, to relevant educational experiences, and to the College's mission.

At the institutional level, Brookdale's Institutional Learning Outcomes (ILOs) define the broad competencies expected of all degree-seeking students. These competencies include critical thinking; written and oral communication; quantitative literacy; scientific reasoning; social and humanistic awareness; ethical reasoning; global and cultural perspectives; and information literacy. The ILOs are also the New Jersey's general education goals and have been adopted as general education learning outcomes by the College to ensure alignment with regional higher education standards and to support student transfer, a primary goal for many Brookdale students (*V.1.01 General Education Foundation for NJCCs*). The ILOs are publicly documented across multiple sources, including the College Catalog and Board of Trustees policies and regulations (*V.1.02 2026-27 Academic Catalog, p.24; V.1.03 Gen Ed. Policy; V.1.04 Gen. Ed Regulation*).

Together, these sources provide a clear and consistent framework for curriculum planning, assessment, and continuous improvement. Students primarily engage with ILOs through general education courses intentionally designed to reflect Brookdale's mission, vision, and values. Select career studies courses also reinforce these outcomes by demonstrating their real-world applicability in professional contexts. For example, HESC-105: Medical Terminology in the Nursing program explicitly supports institutional competencies related to written communication, information literacy, and ethical reasoning while preparing students for discipline-specific professional expectations (*V.1.05 HESC-105 Syllabus*).

Program Learning Outcomes (PLOs) articulate the discipline-specific knowledge, skills, and abilities students are expected to demonstrate upon program completion. PLOs are developed and maintained by faculty with disciplinary expertise and reflect transfer requirements, workforce competencies, and relevant state and national standards (*V.1.06 New Jersey Administrative Code Title 9A Higher Education*). PLOs are formally reviewed on a five-year cycle through Brookdale's program review process.

Course Learning Outcomes (CLOs) articulate the specific knowledge and skills students are expected to achieve within individual courses and are published in all course syllabi (*V.1.07 Syllabus Template*). They are assessed through targeted assignments, exams, and authentic learning activities. They are aligned with one or more PLOs. For example, in PHYS-223 (General Physics III), faculty designed a series of interdependent, scaffolded assignments mapped to specific CLOs and aligned with relevant PLOs and ILOs. These assignments were evaluated using refined rubrics, clear milestones, peer evaluation, and presentation rubrics (*V.1.08 PHYS-223 Syllabus; V.1.09 PHYS-223 Assessment Project 25SP*).

The vertical and horizontal alignment of CLOs with PLOs, as evidenced through curriculum mapping, ensures that students experience a coherent curriculum during their time at Brookdale (*V.1.10 Assessment Guidebook 2026 pp.15-18; V.1.11 Department Plan Template AY25-26; V.1.12 Sample Curriculum Maps CLO to PLO*). From introductory coursework to capstone projects, students progressively build necessary competencies.

Together, Brookdale's institutional, program, and course-level learning outcomes form a cohesive framework that moves students from broad competencies to discipline-specific mastery and measurable learning experiences. As described in V.2a, this framework is supported by organized and systematic, faculty-led assessment processes that ensure outcomes are clearly defined, rigorously assessed, and continuously improved. The College's mission, vision, and values inform this outcomes framework; for example, the instructions for academic program review require that each academic program's mission is consistent with the broader mission of the institution (*V.1.13 Program Review Instructions CY2026*). As Brookdale builds stronger connections between workforce and credit-bearing programs to enact the vision of transforming lives through educational opportunity for all, the College will improve the scaffolding of student learning outcomes from non-credit through Associate-level completion.

V.2: Organized & Systematic Assessments

V.2a: Defined Student Learning Outcomes

Brookdale Community College employs a structured, evidence-based process to define, review, and assess student learning outcomes at the institutional, program, and course levels. These processes ensure that outcomes are appropriate to higher education, include defensible standards for assessment, and support continuous improvement.

The College has adopted the state's general education goals as its ILOs. The ILOs are reinforced through the General Education Policy and Regulation, which designate general education as the foundation for institutional learning (*V.1.02-V.1.04*). The 2025 Acquisition of General Education Competencies Matrix for A.A., A.F.A., A.S., and A.A.S. degrees identifies required ILO categories by degree type and program, clarifying how ILOs are systematically addressed throughout the curriculum (*V.2.01*).

PLOs are developed through a faculty-led process informed by disciplinary standards, advisory board input (for career and technical education programs), transfer institution requirements, and state and national guidelines (*V.2.02 Program Advisory Committees Regulation*). Faculty draft PLOs to articulate the knowledge and skills graduates should demonstrate upon program completion. PLO revision and assessment may occur at any time but is most often the result of the five-year program review process (see V.2c). These outcomes are reviewed by the Assessment Office and the Academic Council before final approval by College leadership (*V.2.03 Curriculum Handbook, pp. 50, 60*).

CLOs are created by faculty during course development or revision and are written using measurable language (*V.2.03, pp. 29 and 38*). CLOs are embedded in syllabi and directly linked to assignments, exams, and projects used for assessment. Faculty use embedded assessments to evaluate CLO achievement, aggregate results to assess progress toward PLOs, and demonstrate ILO attainment (*V.2.04-V.2.07 Assessment Reports, FY22-FY25*). Faculty review assessment data each semester, leading to documented changes such as revised assignments, instructional strategies, or supplemental resources. These changes are recorded in assessment reports, discussed in department meetings, incorporated into future department plans as appropriate, and reflected in updated syllabi. Curriculum maps further document alignment among CLOs, PLOs, and ILOs (*V.1.10, pp.17-18; V.1.12*). In AY2025-26, programs updated their CLO to PLO curriculum maps, and in AY2026-27, PLO to ILO maps will be updated.

As part of its curriculum oversight role, the Academic Council, a committee within the Collegial Governance System, applies explicit criteria to ensure academic rigor and integrity for all new and revised courses and programs (*V.2.08 Academic Council Composition*). The Council, comprised of faculty, staff, student, and administrator representatives, evaluates whether CLOs demonstrate appropriate cognitive complexity consistent with Bloom's Taxonomy, reviews syllabi and assessment methods, and confirms alignment among CLOs, PLOs, and ILOs. The curriculum approval process is documented in the Curriculum Handbook (*V.2.03*). New and revised courses and programs require approval from the department chair, the Assistant Dean, the Dean, Academic Council, the Registrar, the Provost, and the President. Courses requesting general education status must also be approved by Brookdale's internal General Education Committee (part of Collegial Governance) and the state's General Education Committee (*V.2.09 25-26 Governance Charges, pp.4-5*). New degree programs must be approved by both the Board and the state.

V.2b: Student Preparation

By integrating institutional, programmatic, and external standards, the College ensures that learning experiences prepare students for success beyond Brookdale, whether they move directly into careers or transfer to a four-year institution.

Attentiveness to post-completion outcomes begins at program creation. As a member of the NJ Council of County Colleges (NJCCC), Brookdale must submit a proposal for any new degree to the Council's Academic Issues Committee (AIC). New programs must meet four standards defined in the New Jersey Administrative Code (N.J.A.C.) Title 9A – Higher Education, one of which is sufficient evidence of labor market demand for the program (*V.1.06 pp.17-21*). The AIC requires that two-year institutions provide clearly stated program objectives that are related to the institutional mission; strategic plan; and, where appropriate, to the careers, professions, or practices into which graduates of the program are expected to enter. The AIC also encourages

submitters to consider including a plan for transfer students and articulation agreements (*V.2.10 Standards for New Academic Programs Form, p.2*). For example, in response to the demand for dental hygienists locally and across the state, Brookdale submitted a proposal for an A.A.S. in Dental Hygiene in 2026 (*V.2.11 Brookdale Dental Hygiene AAS State Application Request; V.2.12 Occupation Report for Dental Hygienists*). Brookdale's recent partnership with Parker Family Health Center (a local healthcare non-profit) to open a free dental clinic for the uninsured—the first of its kind in New Jersey—makes this program especially relevant.

Programs are assessed for their ability to prepare students for successful careers and/or further education through the Academic Program Review (APR) process, explained in detail in V.2c. Section VI of the APR instructions and template require faculty to assess the transferability of their program (*V.1.13, p.9*). An internal grant in 2024-2025 provided funding to engage the National Association of Colleges and Employers (NACE) to infuse career readiness across the College, which led to revision of the requirements in Section IV of the APR process in 2025 to prioritize career skills development through the curriculum, rather than simply reporting on career outlook trends (*V.1.13, p.7; V.2.13 Infusing Career Readiness Grant Proposal FY25*). Brookdale's Career Center led this work and continues to support faculty in developing career readiness outcomes and curricular work-based learning opportunities. The Career Center, along with the Advising and Transfer Pathways departments, also provide support directly to students. The College's Academic Pathways department collaborates with faculty to create and update transfer articulation agreements.

Brookdale assesses students' career and/or personal success by tracking graduation rates specific to each program (*V.2.14 Graduates by Program 2021-2025; V.2.15 3Yr Graduation Rates by Program 22FA*). Student outcomes data includes information on the number of graduates who transfer each academic year, and how many then go on to graduate from their transfer institutions in four years (*V.2.16 4Yr Grad and Transfer Rates 20FA*). These measures are disaggregated by program and are grouped by program type (transfer, career, or certificate) informing the College of where changes can make a difference.

The College's emerging focus on students' post-completion outcomes is apparent in recent assessment projects. For example, the Human Services faculty sought to assess their graduates' career outcomes after leaving Brookdale. Their latest program review addressed overall county trends in the field, charting out jobs and earnings and linking them to efforts by the program to place students on optimal paths to continued degrees and licensure (*V.2.17 AS Human Services Prog. Review CY24, p.42*). Program faculty responded to student feedback regarding employment challenges by pursuing additional partnerships with county and state agencies to streamline fieldwork placement and more efficiently set Brookdale students and graduates up for their degree attainment and gainful employment in their field (*V.2.17, p.44*).

Beyond career and transfer outcomes, surveys such as the Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Inventory (SSI) have also allowed the College to identify and assess less quantitative values of a Brookdale education. Students shared responses regarding their attitudes towards academic and advising services, activities, course offerings and instruction, faculty-student interaction, financial needs, and more enlightening the administration, faculty, and staff on avenues to bolster or innovate supportive practices (*V.2.18 CCSSE 2022 Frequency and Means Report; V.2.19 SSI Presentation 2024*). Beginning in 2025, Brookdale re-instituted a graduate follow-up survey disseminated to graduates from 2021-2024.

Over 96% reported achieving their primary educational objective by graduation (*V.2.20 Graduate Follow Up Survey Report Fall 2025*).

Brookdale's continuing education division, Continuing and Professional Studies (CPS), also tracks students' post-completion outcomes (*V.2.21 CPS 2025-2026 Completion Data*). As the College creates stronger connections between non-credit and credit programs, Brookdale will improve its ability to assess non-credit to credit pathways.

V.2c: Support & Sustain Assessment & Communicate the Results

Brookdale's academic assessment system is composed of three interlocking components: the Student Learning Outcomes Assessment Plan, Annual Department Plans, and Five-Year Academic Program Reviews. These processes are faculty-driven and ensure that the assessment of the outcomes is connected to institutional planning and budgeting. Department plans are expected to "close the loop" by reflecting assessment results, implementing improvements, and tracking follow-up actions (*V.1.10, p. 6*). To make this practice consistent and systematic, department plans were updated across the College in Fall 2025 to incorporate a discrete section for tracking program review outcomes (*V.1.11*). Each Fall semester, APR results are presented at Assessment Day, a collegewide event designed to enhance awareness of college offerings and encourage collaboration (*V.2.22 Spring 2026 Assessment Day Invite*).

Assessment of Institutional Learning Outcomes: Brookdale has recently transformed the way in which it assesses its ILOs. From 2017 to 2024, ILO assessment was conducted through course-embedded general education measures catalogued in assessment reports. While this earlier model successfully informed curriculum changes for specific general education courses, it did not provide a way to assess the College's general education program as a whole, nor did it engage the campus community in reviewing results (*V.2.23 General Education Assessment History Since 2018*).

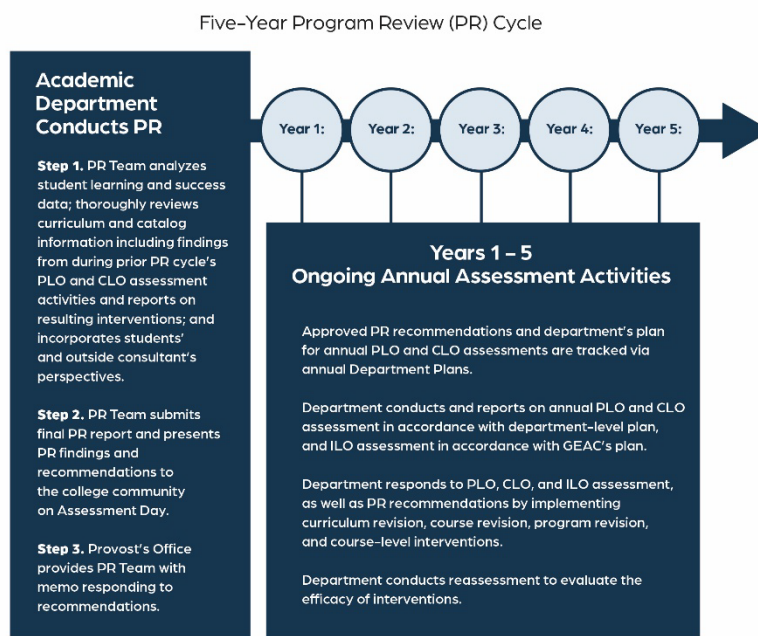
To strengthen collaboration, transparency, and engagement, Brookdale transitioned to a more coordinated and visible ILO assessment model overseen by the General Education Assessment Council (GEAC). With the Council's direction, faculty teaching designated general education courses work in teams organized by general education category to create standardized rubrics for each ILO (*V.2.24 2024-2025 ILO Assessment Rubrics*). These rubrics are then applied to student artifacts. Findings are analyzed collectively to identify the strengths of each category and areas for improvement. These findings are now shared more intentionally with stakeholders through multiple channels, including Assessment Day presentations and publication on the College's SharePoint site (*V.2.25 GEAC Assessment Day Presentations 2025.12*). During Assessment Day, all members of the College community have an opportunity to provide feedback through surveys, further supporting the College's commitment to making assessment results accessible, understandable, and actionable for faculty, administrators, and other stakeholders.

Guided by the GEAC, this collaborative approach represents a significant improvement over the prior model by engaging faculty and the broader College community in assessment design, data analysis, and interpretation. It ensures that ILO assessment not only informs course- and program-level improvements but also contributes to institution-wide transparency, shared accountability, and continuous enhancement of student learning outcomes.

Assessment of Program and Course Learning Outcomes: Academic programs at Brookdale are assessed through a five-year APR cycle designed to evaluate curriculum relevance, student

learning, enrollment trends, and alignment with institutional goals (*V.1.13*). Program Review provides a structured evaluation of a program's role in fulfilling the College's vision, mission, values, and goals; assesses effectiveness in meeting the needs of students, employers, and the community; and identifies changes to strengthen programs and address weaknesses. The culmination of the APR process is a presentation at the collegewide Assessment Day each Fall semester, allowing faculty and administrators to engage with findings and provide feedback. Figure V.1 below illustrates the APR cycle.

Figure V.1. Five-Year Academic Program Review Cycle



Through annual assessment and the five-year APR, Brookdale ensures that curricular decisions are data-informed, consistent across programs, and responsive to evolving student needs, workforce demands, and accreditation standards. The APR cycle also formalizes accountability and provides an opportunity for comprehensive reflection, ensuring that programs document interventions, track their effectiveness, and close the loop on continuous improvement initiatives.

While PLOs are assessed every year using both direct and indirect measures, the APR process allows faculty to take a longitudinal view of these data, examining trends, patterns, and the cumulative impact of curriculum changes over time. Insights from annual PLO assessments feed directly into the APR process, enabling programs to identify persistent strengths and areas needing improvement, evaluate alignment between PLOs and ILOs, and plan evidence-based modifications to courses, pedagogy, and program design. For example, the Business Administration A.S. and A.A.S. Program Review (AY24), documents how the Business Department evaluated its curriculum for accuracy and effectiveness, assessed student learning outcomes, verified credit hour compliance, and analyzed enrollment and transfer data (*V.2.26*). The program review also incorporated feedback from students and an external consultant, resulting in actionable recommendations such as creating a Bloomberg Lab and developing both an Accounting/CPA Certification Pathway and a certificate in Securities Licensing.

Findings from PLO assessment are communicated broadly to stakeholders through multiple channels. Program Review results are presented to the College community during Assessment Day. Following Assessment Day, the Cabinet reviews the program review recommendations in detail and provides formal feedback to departments through written memoranda outlining approved actions and expectations (*V.2.27; V.2.28 Recommendations Response Memo Samples*). Departments are then required to report progress on these recommendations via annual department plans, ensuring accountability and sustained follow-through (*V.2.29-V.2.31 Department Plan Samples*). An annual summary of all completed APR recommendations, along with the status of those still in progress, is published on SharePoint (*V.2.32 Prog. Review Recommendations 2022-2025*). This feedback loop demonstrates that assessment results are actively used to inform planning, resource allocation, and curricular improvement.

CLOs are developed and reviewed through Brookdale's curriculum development and approval process to ensure academic rigor and transferability, including alignment with statewide standards and NJ Transfer expectations (*V.2.03*). This process and related review criteria ensure that course-level learning supports both programmatic progression and institutional goals. As described in V.1, CLO assessment occurs on an annual basis using embedded assignments, projects, exams, and other direct measures of student learning (*V.2.33 Report of Assessment Activity Template*). Faculty collect and analyze data each semester and engage in structured discussions within departments to interpret results, identify trends, and determine instructional or curricular adjustments. These discussions often result in revisions to teaching strategies, assessment instruments, or course content, reinforcing a culture of continuous improvement. For example, in MATH-156, an initial assessment in Spring 2023 embedded two application problems in Test 3 to evaluate CLOs 1, 3, and 4, covering identification of business formulas, problem-solving with properties of equality and logarithms, and solution interpretation using appropriate vocabulary. Only 37% of students met or exceeded expectations. In response, the department created a Canvas quiz with video lessons and additional lab applications for annuities and compound interest to provide targeted practice. Reassessment in Spring 2024 showed a 5% increase in students meeting expectations and a 10% increase in students scoring in the intermediate range. Based on these results, the MATH-156 curriculum committee recommended review sessions on key topics and made updated test review sheets and unit labs available in the Math Lab prior to the next assessment cycle in Spring 2026 (*V.2.34 MATH-156 Assessment Project 24SP*).

Documentation of CLO assessment findings and planned actions is captured in annual assessment reports and departmental planning materials (*V.2.04-V.2.07; V.2.29-V.2.31*). Assessment results at the course level are also communicated to both full-time and adjunct faculty through department meetings. These results are included in Program Review documentation that is shared collegewide and within the SharePoint site (*V.1.13, p.7*). This ensures that CLO data meaningfully informs program-level assessment and decision-making rather than functioning in isolation.

Brookdale conducts a substantial volume of assessment annually. The Assessment Office compiles the total number of ILO, PLO, and CLO assessments. Figure V.2 below demonstrates the College's sustained commitment to systematic evaluation of student learning.

Figure V.2. Assessment Activity Summary (FY2022-FY2025)

Fiscal Year	ILO	PLO	CLO	Bus & Soc Sci	Educ Access & Innovation	Hum	Health Sciences	STEM	Supplemental Assessment Projects*
FY2022	8	43	31	7	4	12	2	5	30
FY2023	15	78	37	22	2	6	3	12	45
FY2024	31	75	45	5	5	10	2	17	39
FY2025	-**	54	47	9	2	3	5	16	35

*Supplemental Assessment Projects are initiated by department chairs when they wish to assess something other than a learning outcome (e.g. the adoption of new course materials).

**Assessment of the institutional (general education) learning outcomes was moved to the Provost's Office, and a new process was designed beginning in January of 2025. The first results were shared in December 2025.

The Assessment Director shares the assessment schedule and processes for tracking progress with all academic departments. The schedule is posted on the Assessment-Student Learning SharePoint site and displayed as a countdown milestone calendar on the Deans' Assessment Documents Channel in Microsoft Teams (*V.2.35 Assessment of Student Learning SharePoint Webpage*). Learner-centered assessment principles are reinforced through professional development resources available through that site, including archived videos and PowerPoint presentations. Brookdale's integrated assessment framework is described in the Assessment Guidebook, which outlines reporting expectations and transparency practices (*V.1.10, pp.5-8, 15-18*). Through these intentional and well-documented processes, Brookdale ensures that assessment is supported, sustained, and meaningfully communicated, reinforcing its role as a central mechanism for advancing student success and institutional effectiveness.

V.3: Use of Disaggregated Assessment Results

Brookdale Community College demonstrates an intentional approach to the consideration and use of disaggregated assessment results to improve student learning outcomes, student achievement, and institutional and program-level educational effectiveness. Through reports provided by The Office of Planning & Institutional Effectiveness (PIE) and faculty-led assessment cycles, the College reviews disaggregated data to inform instructional, curricular, and delivery decisions.

At the institutional and program levels, disaggregated student data are incorporated into the College's five-year APR process and annual Department Plans. Program Reviews include analyses of the gender, race, and ethnicity of enrolled students; student achievement indicators such as course success, retention, graduation, and licensure pass rates where applicable; enrollment and modality trends; and student feedback (*V.2.14-V.2.20; V.3.01-V.3.04 PIE Provided Data Samples*). Between 2021 and 2025, 46 academic programs completed APRs, each of which considered available disaggregated data alongside learning outcomes assessment to identify equity gaps, emerging patterns, and areas for improvement (*V.2.32*).

In some programs, this analysis has directly informed instructional changes. For example, following an external consultant's recommendation, the Mathematics Department implemented a common departmental final exam for Calculus I to better assess student learning across sections. Faculty analyzed item-level, disaggregated data to identify specific content areas where students struggled. These findings inspired the department to develop targeted interventions, including interactive worksheets and focused review sessions (*V.3.05 Math Interventions Data 23FA-*

25SP). Similarly, APR findings informed curricular decisions in the Creative Writing program. Faculty examined enrollment patterns, student outcomes, and program alignment with career pathways. Based on this review, ENGL-168: Contemporary Plays was removed as a career course in the Creative Writing Program Option to better align curriculum with student goals and post-completion outcomes (*V.3.06 AA Creative Writing Prog. Review CY24*).

At the course and modality level, departments also consider disaggregated data to evaluate student achievement. In Fall 2024, PIE created course-level disaggregated student success data available to the college community. The Provost asked each Department Chair to examine their data and craft a plan to address at least one disparity in student success (*V.3.07 ENGL-099 Grades and Rates by Demographics FA24*; *V.3.08 Department Plan Template AY24-25*). In the English department, faculty identified achievement gaps associated with course modality, with fully online sections showing disparities in success among certain student populations. In response, the department reduced the number of fully online sections and increased in-person offerings. While reassessment is ongoing, this decision reflects faculty's use of disaggregated achievement data to inform instructional delivery.

Faculty are supported in interpreting and responding to assessment results through the Teaching and Learning Center (TLC) and the Whyman Center for Transformative Learning (WCTL). These offices provide professional development, consultations, and workshops on inclusive teaching practices, course design, and student engagement. The TLC also assists faculty with data and artifact collection for PLO, CLO, and ILO assessments and supports General Education Assessment working groups in the creation of rubrics and data analysis (*V.2.24*). The Assessment Office, under the direction of the Director of Educational Outcomes Assessment and reporting to the TLC, further aids faculty in interpreting assessment findings via one-on-one meetings.

Job placement data is currently difficult to track because of limitations in statewide data infrastructure. To address this challenge, the New Jersey Office of the Secretary of Higher Education (NJOSHE) and the New Jersey Department of Labor and Workforce Development (NJLWD) partnered to develop the New Jersey Higher Education Outcomes Dashboard, which provides employment and earnings data for graduates of New Jersey institutions (*V.3.09*). As the dashboard expands, Brookdale plans to incorporate this data into the assessment of student learning. In addition, PIE relaunched the Graduate Follow-Up Survey in Spring 2025 after several years of inactivity and plans to administer the survey annually to build a stronger database of transfer and employment outcomes (*V.2.20*).

V.4: Institutional Review of Third-Party Providers

Brookdale recently established the Contract Management and Third-Party Providers Policy and accompanying Regulation to identify, review, and assess third-party providers that support student learning, engagement, and success (*V.4.01*; *V.4.02*). Under this policy and regulation, all third-party providers are identified, reviewed, monitored, and periodically reassessed using consistent criteria and documentation practices (*V.4.03 List of Third-Party Providers*).

Brookdale utilizes two third-party vendors in the assessment process: Instructure (parent company of the Canvas LMS) and Watermark (*V.4.04 Instructure Post Award Contract 2025.07*; *V.4.05 Watermark Contract 2025.06*). For many credit-bearing courses, rubrics are built into Canvas that allow for the assessment of CLOs, PLOs, and ILOs. For the non-credit Alternate

Route to Teaching programs, Canvas rubrics are also deployed, and Watermark is utilized to aggregate and track assessment results.

V.5: Assessment of Assessment Policies & Processes

Brookdale Community College regularly evaluates its assessment of policies and practices to ensure they remain effective, transparent, and aligned with institutional priorities. This ongoing meta-assessment reflects the College's commitment to integrity, accountability, and continuous improvement. The College's approach to meta-assessment and continuous improvement begins at the executive leadership level through a formal and recurring policy review process. The Board of Trustees (BOT) Bylaws charge the BOT's Governance Committee with reviewing, modifying, and formulating College Policies and Regulations (*V.5.01 Board of Trustees Bylaws*). Within this structure, Board policies related to assessment are routinely examined and updated as part of this ongoing policy review cycle to ensure continued alignment with institutional learning goals, assessment practices, and accreditation expectations. Figure V.3 below summarizes the most recent Board-level reviews, revisions, and approvals of policies directly related to assessment and educational effectiveness.

Figure V.3. Board of Trustees Policies Related to Educational Assessment

Policy Name	Most Recent Update	Prior Update	Relationship with Educational Assessment
Assessment of Institutional Effectiveness (<i>V.5.02</i>)	December 2023	N/A	Requires systematic assessment of mission, vision, and values; strategic goals; the ethical implementation of college policies; student learning; student services; resource allocation; and college governance.
Educational Programs (<i>V.5.03</i>)	December 2021	June 2016	Requires that all credit and non-credit programs be clearly defined, appropriately structured, and periodically assessed, reinforcing evaluation of program effectiveness and student learning.
Institutional & Specialized Program Accreditation, Approval, or Certification (<i>V.5.04</i>)	September 2025	February 2022	Directly links assessment to accreditation compliance by mandating ongoing monitoring, reporting, and institutional oversight of accreditation outcomes and continuous improvement efforts.
General Education (<i>V.1.03</i>)	December 2021	March 2016	Codifies institutional learning outcomes and aligns general education assessment with Middle States expectations, ensuring consistent measurement of student learning across all degree programs.
Effectiveness of Educational Programs (<i>V.5.05</i>)	December 2021	March 2016	Requires systematic assessment of student achievement of PLOs and ILOs, annual reporting to the Board, and identification of areas for continuous improvement.
Establishment or Discontinuance of Programs (<i>V.5.06</i>)	December 2018	March 1995	Ensures that decisions to create, modify, or discontinue programs are based on formal review processes.

The evolution of major institutional tools and processes further demonstrates the College's systematic approach to meta-assessment. The Assessment Guidebook is regularly revised to

incorporate lessons learned from faculty feedback, program review results, and changes in institutional priorities (*V.1.10 Assessment Guidebook 2026; V.5.07 Assessment Guidebook 2025*). Similarly, the Department Plan Template is refined annually to improve departmental reflection, documentation of results, and alignment with the College's strategic goals (*V.1.11 AY25-26; V.3.08 AY24-25; V.5.08 AY23-24; V.5.09 AY22-23*). These iterative changes reflect Brookdale's commitment to continuous assessment of the assessment process.

In addition to academic program review, the College conducts Administrative Unit Reviews (AURs) of all administrative departments every five years (see VI.2). These reviews include the Assessment Office, PIE, and Academic Affairs (*V.5.10-V.5.12*). Through the AUR process, each unit examines the effectiveness of its assessment practices and identifies opportunities to adjust tools, communication structures, and support provided to the campus community. A clear example of this meta-assessment in action occurred in FY22, when PIE, the unit responsible for coordinating both the APR and AUR processes, underwent its own Administrative Unit Review on both processes (*V.5.13*). Through the systematic collection and analysis of participant feedback, PIE evaluated the effectiveness of its review structures and identified opportunities to improve clarity, efficiency, transparency, and use of results. In response, PIE implemented revised and streamlined APR and AUR templates, developed pre-populated data tools, reduced and refined report components, and enhanced instructional guidance to support meaningful faculty and staff engagement (*V.5.14 Admin. Unit Review Recommendations 2022-2025, pp.24-32*). This evaluative process also led to a collegewide redesign of how assessment findings are communicated. Before AY2023-24, AUR and APR findings were presented exclusively to the Executive Leadership Council. Assessment Day broadened participation by engaging the wider College community, thereby strengthening feedback loops, improving transparency, and promoting greater understanding and use of assessment results (*V.2.22*).

The redesign of the General Education Assessment Committee (GEAC) provides another example of meta-assessment in action. Recognizing that the prior model was not yielding data that spoke to the effectiveness of Brookdale's general education categories, the College undertook a comprehensive retooling of the process (see V.2c). The previous GEAC that had been operating as part of the Collegial Governance System created the General Education Assessment While in Governance Report in 2022, highlighting challenges with the current ILO assessment process (*V.5.15*). In 2023, that body dissolved itself and recommended that a new committee be formed under the Provost's purview (*V.2.23*). This plan and the creation of the new GEAC in 2024 reflect a coordinated effort to create a more coherent, sustainable, and informative approach to assessing general education learning outcomes (*V.5.16 GEAC SP25 Assessment Day Presentation*).

For non-credit courses and programs, CPS conducted a "Year of Learning" in AY2025-26 that culminated in a commitment to implementing a standardized framework for assessing and improving program quality across all program areas while recognizing that assessment approaches may differ based on program goals, requirements, and available data sources. Several quality indicators are now used consistently across all CPS programs, including instructor credentials and instructor evaluations. Instructor qualifications are reviewed to ensure faculty possess appropriate industry expertise, certifications, professional experience, and subject matter knowledge necessary to support student learning and workforce readiness. Instructor evaluations are used to assess instructional effectiveness, student engagement and satisfaction, course relevance, and opportunities for program improvement (*V.5.17 CPS Instructor Evaluation*

Form). For example, after surveying students in the CTE Pathway of Brookdale's Educator Preparation Program during FY2026, the program managers analyzed themes from the survey to determine modifications that will be made in FY2027 (*V.5.18 SP26 End of Program CTE Analysis*).

While these core indicators are applied across all CPS programs, additional assessment measures vary based on the distinct goals, regulatory requirements, workforce expectations, and intended learning outcomes associated with each program area. This differentiated approach allows CPS to evaluate program effectiveness in ways that are appropriate to the populations served and the educational and workforce objectives of each offering. Collectively, these assessment measures support CPS's commitment to institutional effectiveness, continuous improvement, student and workforce success, and data-informed decision-making across all program areas.

Through these mechanisms, both systemic and responsive, Brookdale demonstrates a strong and ongoing commitment to evaluating and improving the assessment process itself. This regular meta-assessment ensures that institutional practices remain meaningful, efficient, and closely aligned with the College's mission to support student learning.

Areas of Strength

1. **A sustained, faculty-led culture of assessment.** Brookdale demonstrates commitment to a culture of assessment through a continually evolving framework, systematic and faculty-led processes, and strong faculty-administrative collaboration. Findings from program reviews and assessment cycles lead to curricular updates and pedagogical adjustments. Follow-ups on leadership-approved recommendations semi-annually reinforce accountability and continual progress.
2. **Evidence-based decision-making and data transparency.** The College uses quantitative and qualitative data to inform decisions about teaching and learning; disaggregates data by demographics, discipline, and program to improve equity and learning outcomes; and shares results through shared databases, assessment days, and governance structures, reflecting a strong commitment to transparency and communication with stakeholders.

Opportunities for Improvement & Innovation

1. **Leverage technology to streamline outcomes assessment efforts.** Provide more robust, hands-on professional development for faculty focused on effective use of assessment resources.
2. **Standardize assessment of non-credit programs.** Develop program learning outcomes and enhance assessment mechanisms for the School of Continuing and Professional Studies.

Recommendations

1. The Teaching and Learning Center will implement the use of LMS outcomes assessment and AI-facilitated analytics and provide professional development.
2. The School of Continuing and Professional Studies will establish a learning outcomes assessment framework for non-credit programs.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.



BROOKDALE
COMMUNITY COLLEGE



Introduction to Standard VI

Institutional Priorities 2 (Student Success) and 4 (Institutional Integrity)

Behind every student Brookdale Community College serves stands an infrastructure of disciplined planning and careful stewardship. Standard VI describes that infrastructure: goal-setting rooted in the mission, assessment connected to resource allocation, and integrated planning for the College's fiscal, human, physical, and technological resources. In so doing, this chapter offers the report's fullest demonstration of ingraining institutional integrity through stewardship and accountability. Brookdale monitors its fiscal stability continuously—through multi-year forecasting, rigorous internal controls, and independent audits that have consistently produced clean opinions—and communicates its financial position transparently. The College's facility needs are addressed through a comprehensive Facilities Master Plan that treats the campus as integral to teaching, learning, student success, and community engagement. The chapter equally reflects the priority of supporting student success through wraparound services, because at Brookdale, stewardship is never an end in itself. Resource allocation consistently favors the academic and support services students depend on; capital and technology investments are evaluated by their contribution to student success; and the North Star Goal anchors every plan. Together, the processes described in this chapter show an institution that manages its resources to ensure that every dollar, facility, and system advances student success.

VI.1: Institutional & Unit Goals

Brookdale's institutional and unit goals are clearly articulated, assessed appropriately, and rooted in its mission, ensuring alignment with long-term strategic priorities.

Institutional Goals: Since the last MSCHE reauthorization of Brookdale's accreditation, the College has operated under the guidance of a mission statement adopted in 2017 and a revised mission statement adopted in 2025. During this timeframe, the College developed strategic plans spanning years 2019-2022 (SP22), 2022-2025 (SP25), and 2025-2030 (SP30). See Standard I for a detailed explanation of their creation. SP22 and SP25 were based on the 2017 mission (*VI.1.01; VI.1.02; VI.1.03*). SP30 was based on the 2025 revised mission (*VI.1.04; VI.1.05*).

Each Strategic Plan is guided by a set of institutional priorities (summarized in Standard I.1a, and Figure I.3). Institutional priorities are high-level aspirations; they align with the mission and inform the development of goals and tactics for each Strategic Plan. For SP22, five Strategic Priorities led the development of eight Institutional Goals. For SP25, four Evergreen Priorities guided the development of five Organizational Health Indicators (OHIs). These indicators, in turn, served as the foundation for four supporting master plans: Academic, Advancement, Organizational Optimization, and Student Success (*VI.1.06-VI.1.09*). The "North Star Goal"—a 60% credential completion rate by 2030—along with four BOLD Strategic Priorities serve as the College's institutional goals for SP30. See Standard I.2 and Figure I.5 for a summary of the goals in each strategic plan. Each plan incorporates measurable benchmarks to assess progress in enrollment, retention, completion, campus climate, and financial health. These benchmarks are called Measurable Targets (SP22), Key Performance Indicators (KPIs) (SP25), and KPI Targets (SP30) for each sequential Strategic Plan, respectively.

Unit Goals: Brookdale has a comprehensive Organizational Chart for all units (VI.1.10). The College also has a Collegial Governance System made up of six standing committees and two collegewide committees, all reporting to one steering committee (VI.1.11). Collegial Governance is covered in greater detail in Standard VII.1.

The efficiency and effectiveness of all academic programs and administrative units is assessed through the College's Academic Program Review (APR) process, and Administrative Unit Review (AUR) process, respectively (VI.1.12 *Program Review Instructions CY2026*; VI.1.13 *AUR Instructions and Template FY26*). See Standard VI.2 for further discussion of these assessment processes. APR and AUR recommendations are a major consideration in resource allocation, ensuring that conclusions drawn from assessments lead to actionable improvements (VI.1.14 *Prog. Review Recommendations 2022-2025*; VI.1.15 *Admin. Unit Review Recommendations 2022-2025*). Figure VI.1 below shows examples to illustrate unit assessment recommendations that have led to resource allocation decisions.

Figure VI.1. Assessment Recommendations and Resource Allocation

Assessment	Year	Recommendation	Resource Allocation	Goal Alignment
Automotive Technologies APR (VI.1.16)	2019	Revise curriculum to reflect new and emerging auto technologies	Secured NSF-ATE grant to develop EV curriculum and update courses	Advance a culture of innovation, empowerment, accountability, and inclusion
HR Benefits AUR (VI.1.17)	2021	Research how other companies onboard new employees and determine if some of those processes can be adopted	College invested in iCims platform with implementation completed and platform launched in July 2024	Campus Climate
Interior Design APR (VI.1.18)	2023	Hire Full-Time Learning Assistant	Learning Assistant hired and shared between Interior Design and Graphic Design	Enrollment Retention Completion
Business Administration APR (VI.1.19)	2024	Invest in Bloomberg Lab	Approved funding and renovating space in 2026	Enrollment Retention Completion
Teaching and Learning Center AUR (VI.1.20)	2026	Update the College Catalog with 100% accuracy	Invested in Course Dog catalog tool	Operate with excellence and efficiency

VI.2: Improvement Processes with Inclusive Participation

Inclusive participation is embedded throughout Brookdale's planning and continuous improvement processes at both the institutional and unit levels, ensuring that all constituents contribute to planning, assessment, and decision-making in academic departments and administrative units. Broad engagement of faculty, staff, administrators, students, and community members is routinely sought through town halls, advisory committees, broadcast email updates, collegewide surveys, Collegial Governance Forums, and presidential task forces (VI.2.01-VI.2.06 *Engagement Samples*).

Institutional Level: Strategic planning is a collaborative effort between the President and Executive Leadership and the College's Collegial Governance System. As described in more detail in Standard VII.1, Collegial Governance brings together faculty, staff, and students through a comprehensive system of standing and collegewide committees. The Institutional Planning and Effectiveness Committee (IPEC), one of the College's standing committees, is responsible for overseeing the strategic planning process (*VI.2.07 25-26 Governance Charges*). In this role, IPEC co-hosts strategic planning town halls with the President and regularly updates the college community on implementation and assessment progress through Governance Forum meetings. This system ensures that strategic planning is not a top-down process, but instead a collaborative effort that involves collegewide participation. For more information on the collaborative process that resulted in each of the last three strategic plans, see Standard I.1a.

Unit Level: Brookdale maintains a systematic and well-communicated assessment process that directly links assessment to planning, budgeting, and resource allocation. Every five years, academic departments go through Academic Program Review (APR) and administrative units go through Administrative Unit Review (AUR). Instructions for both APR and AUR describe the year-long assessment process as well as the information that must go into each report and presentation (*VI.1.12; VI.1.13*).

The APR process follows a structured year-long timeline. The cycle begins in November with the designation of a faculty team lead, followed by a kickoff meeting with the Office of Planning & Institutional Effectiveness (PIE). During the spring semester, the review team completes the self-study, including analysis of the program's mission, curriculum, student demographics, student learning assessment, career skills development, transferability, and past program review recommendations. The program administers student surveys and identifies an external consultant. In September, the team hosts the consultant visit and completes the verification of credit hours. The final report, including findings, analyses, and recommendations, is submitted and presented to the college community at Assessment Day. See V.2 for additional details.

The AUR process begins with a kickoff meeting that engages unit staff in a comprehensive review of the unit's mission, operations, and effectiveness with the overall goal of determining how effectively the unit is meeting its objectives. Throughout the process, the unit reflects on how its mission supports Brookdale's strategic priorities and goals while also evaluating staffing and operational resources, assessing progress on recommendations from the previous review cycle, and analyzing five years of outcomes. This analysis helps identify the unit's effectiveness, strengths, opportunities for improvement, and future priorities, which are translated into actionable recommendations for enhancing services and operations. The process culminates in a presentation to the college community at Assessment Day that highlights key findings, outcomes, and proposed improvements.

APR and AUR recommendations are forwarded to the President's Cabinet for consideration. The President's Cabinet examines alignment between departmental goals and institutional priorities and discusses fiscal feasibility. Recommendations approved by the Cabinet are communicated to units via a Response Memo (*VI.2.08 Facilities Recommendations Response Memo; VI.2.09 Addiction Studies AS Recommendations Response Memo*). Cabinet-approved recommendations are subsequently integrated into annual department plans. Units monitor implementation by reporting the status of outstanding recommendations twice annually (*VI.1.14; VI.1.15*).

Two examples illustrate how assessment results are used to drive improvements and inform resource allocation: the Associate of Science in Architecture (APR) and the Office of Governmental Affairs & Community Relations (AUR). The Architecture program completed its APR in 2022-2023 (*VI.2.10*). Through its curricular assessment process, the program determined that advances in architectural software had outpaced the capabilities of the computers in the Architecture Studios. To ensure that graduates remained competitive in the field, the program recommended upgrading the computers. Executive leadership approved the recommendation and allocated the necessary funding. In 2025, new computers capable of supporting the required software were installed in the Architecture Studios (*VI.1.14, p.41*). As part of its next APR in 2027-2028, the program will reassess the technological capacity of its equipment in relation to ongoing developments in the profession.

The Office of Governmental Affairs & Community Relations completed its AUR in 2021-2022 (*VI.2.11*). As part of the review process, the Office analyzed the amount of funding distributed and the number of students served through grant programs, including the Community College Opportunity Grant (CCOG). As state funding for CCOG increased, the Office identified a need for a dedicated director to oversee the program. The recommendation was approved by executive leadership and supported through a budget allocation. The position was filled in October 2024 (*VI.1.15, p.35*). During the Office's next AUR in 2026-2027, it will again evaluate its operations and assess the longitudinal impact of the director position on CCOG outreach and student support. Additional examples demonstrating how assessment results have been used to support improvement at the unit level can be found in the results of the five APRs and AURs presented in Figure VI.1 above, and in Standards III, IV, and V.

VI.3: Planning Integrates Institutional Effectiveness & Improvement

All three of the College's most recent strategic plans include goals for enhancing institutional effectiveness, student achievement, educational outcomes, and general operations. SP22 included goals to increase enrollment and credential attainment, advance a culture of innovation, and reduce the student cost burden by diversifying revenue streams (*VI.1.02*). SP25's OHIs focused on enrollment, retention, completion, campus climate, and financial health (*VI.1.03*). In support of the North Star Goal, the BOLD Priorities of SP30 focus on building and improving dynamic, innovative programs; operating with excellence and efficiency; leveraging caring services to support student success; and developing and sustaining resources for all communities (*VI.1.05*).

Plan Integration: Consistent with the College's 2017 and 2025 mission statements, all three strategic plans are intentionally centered on institutional improvement and student achievement. These priorities are reflected not only in the plans' goals and initiatives, but also in how success was measured. Progress is evaluated through tangible improvements in institutional performance and student outcomes. For example, SP22 established Measurable Targets related to enrollment, retention, credential attainment, campus climate survey results, and full participation in employee orientation and compliance training (*VI.1.02*). Similarly, SP25 tracked KPIs such as enrollment, retention, credential attainment, campus climate survey scores, and growth in reserves and alternative revenue sources (*VI.1.03*). SP30 continues this results-oriented approach by targeting annual gains in retention, average credits earned, and reduced time to degree as milestones toward its North Star Goal. It also outlines unit-level strategies, such as integrating AI into the curriculum and improving educational pathways, that collectively support achievement of this goal (*VI.1.05*).

Plan Implementation: The implementation phase of each strategic plan involves regular reporting on KPIs and periodic review by institutional stakeholders. As stated in Standard VI.2, IPEC and the President share responsibility for regularly updating the college community on plan implementation. For SP22, periodic monitoring reports kept the community informed on Measurable Target attainment and department heads reported progress on specific tactics related to Institutional Goals (*VI.3.01 SP22 October 2019 Updates*). All initiative reporting coalesced into a SP22 Final Report that described overall progress on Measurable Targets and gave a final status on the completion of all Institutional Goals (*VI.3.02*). A similar approach was employed for SP25. Leads for each Master Plan—Academic, Advancement, Organizational Optimization, and Student Success—gave annual updates on projects and initiatives related to implementation (*VI.3.03 SP25 Master Plan Updates 2025.06*). These reports were shared widely with the college community and posted on SharePoint (*VI.3.04 President's Monday Morning Message 2025.01.06*). The SP25 Final Report included a table to show final progress on all KPIs (see Standard I.3, Figure I.6) (*VI.3.05 SP25 Final Report 2025.07*). SP30 is currently ongoing and PIE has been charged with developing a comprehensive institutional KPI dashboard that will be regularly updated to track the progress of SP30 (*VI.1.05, p.16*). PIE and IPEC will work collaboratively with the president to share the dashboard and communicate the implementation of the plan with the college community.

VI.5: Financial Planning & The Budgeting Process

The annual budget process provides a structured framework for aligning institutional resources with the College's mission, Strategic Plan, and unit objectives through an integrated process of planning, assessment, and evidence-based financial decision making. Budget development begins each fall when the Vice President of Finance & Operations (VPFO) meets with the President to review enrollment projections prepared by PIE and discuss institutional priorities and financial expectations for the upcoming fiscal year (*VI.5.01 PIE Enrollment Projections FY23-FY26*). Guided by the College's mission, Strategic Plan, and overall financial position, these discussions establish the framework for development of the proposed budget.

The Budget Development Memorandum, sent by the VPFO, directs departments to align requests with the College's strategic priorities, student success goals, and compliance requirements (*VI.5.02 FY27 Budget Development Memo*). Departments submit budget requests using standardized templates that include prior-year approved budgets, actual expenditures, priority levels, and notes regarding requested resources (*VI.5.03 Completed Budget Template Marketing FY27*). Budget requests reflect unit objectives and recommendations from AURs and APRs that have been approved by the Cabinet (*VI.1.12-VI.1.15; VI.2.08; VI.2.09*). The Finance Office evaluates budget requests for alignment with institutional priorities and fiscal impact.

The Finance Office then develops the proposed budget using multiple sources of financial and operational information. Among these are the aforementioned PIE enrollment projections, which use historical enrollment trends together with demographic, economic, and labor market analyses (*VI.5.01*). These projections provide the basis for estimating tuition revenue, one of several key components incorporated into the VPFO's multi-year budget planning models (*VI.5.04*). The models integrate historical financial results, current-year forecasts, projected enrollment, anticipated revenues and expenditures, State and County support, compensation and benefit costs, institutional priorities, and other financial assumptions to evaluate alternative budget scenarios. By reconciling historical financial results and current-year forecasts with projected

revenues, expenditures, and future budget assumptions, these models help ensure that proposed budgets remain financially sustainable while supporting institutional priorities.

The VPFO presents the proposed budget, supporting financial analyses, underlying assumptions, and recommended budget parameters to the Board of Trustees' Finance & Facilities Committee in February (*VI.5.05; VI.5.06 BOT Budget Presentations 2025.02; 2026.02*). Following committee review, the proposed budget is presented at a public meeting to the Board of Trustees for approval (*VI.5.07; VI.5.08 BOT Meeting Minutes 2025.02.25, 2026.02.25*). Upon Board approval, the budget is submitted to the Monmouth County Board of School Estimate for final approval before adoption (*VI.5.09; VI.5.10 Board of School Estimate Meeting Minutes 2025.03.27, 2026.04.15; VI.5.11 BOT Approved FY26 Budget; VI.5.12 BOT Approved FY27 Budget*).

Financial planning continues throughout the fiscal year through ongoing financial forecasting and performance monitoring. Fall and Spring Semester Financial Forecasts reassess the assumptions underlying the approved budget by comparing projected and actual enrollment, revenues, expenditures, and other financial indicators. As necessary, the forecasts revise year-end financial projections and document the factors contributing to significant changes, enabling the College to respond proactively to evolving financial conditions (*VI.5.13 Fall Semester Financial Forecast FY26; VI.5.14 Spring Semester Financial Forecasts FY25-FY26*). For example, the FY26 spring forecast projection indicated a reserve utilization of approximately \$2.94 million due to unanticipated increases in the cost of health insurance, utilities, equipment, supplies, and snow removal. By regularly monitoring these expenses, these pressures were partially offset by implementing targeted spending reductions, lowering debt service costs, and adding revenues through favorable auxiliary operations and significantly stronger-than-budgeted performance in Continuing and Professional Studies (CPS). Regular town halls, biweekly messages from the President to the college community, and the formation of a health insurance broker review committee were implemented to ensure transparent communication as these challenges are addressed (*VI.5.15-VI.5.17 Financial Update Samples*).

The VPFO also provides regular financial reports to the Board of Trustees' Finance & Facilities Committee throughout the fiscal year, ensuring continuous financial oversight and keeping the Board informed of changes affecting the College's financial outlook (*VI.5.18 BOT Meeting Packet 2025.03.25, pp.54-56*). Budget transfers, when necessary, are authorized in accordance with the Budget Transfers Policy to support changing institutional priorities while maintaining fiscal oversight (*VI.5.19*). Expenditures are authorized and processed in accordance with the Authorization and Payment of College Expenditures Policy, ensuring responsible stewardship of approved budget resources (*VI.5.20*).

VI.6: Fiscal, Human, Physical, & Technical Resources

Fiscal Resources: The College maintains a diversified revenue base that supports its ongoing operations. Operating revenues include tuition & fees, community service income, grants, auxiliary services, and other sources, while significant additional support is provided through state and local appropriations and other nonoperating revenues (*VI.6.01 Revenues, Expenses, and Changes in Net Position FY21-FY25*). In FY25, operating revenues totaled \$45.6 million, supplemented by \$11.7 million in state appropriations and \$20.3 million in local appropriations. Local appropriations remained relatively stable from FY21 through FY25, while state

appropriations increased from \$8.7 million to \$11.7 million during this period. The College ended FY25 with a net position of approximately \$120.0 million, compared with \$102.6 million at the end of FY21. The College's expenditure patterns demonstrate sustained investment in its educational mission. From FY21 through FY25, instruction represented approximately 30% to 35% of operating expenses, while academic support and student services represented substantial additional investments; expenditures for research and public service are also tracked annually by function (*VI.6.02 Expenses by Function FY21-FY25*).

The College monitors its financial position throughout the year to assess the continued sufficiency of resources to support operations. The Finance Office monitors revenues, expenditures, cash flow, and capital and operating budgets, with financial results reported monthly to the Board of Trustees' Finance & Facilities Committee (*VI.5.18*). Semester forecasts conducted twice annually assess budget-to-actual performance and support timely adjustments as financial conditions and institutional needs change (*VI.5.13; VI.5.14*).

The College provides dedicated funding to support operations at its regional locations, with funding allocated and tracked separately for each location (*VI.6.03 Regional Location Budgets*). Funding levels reflect the operational needs and level of activity at each location. Recent reductions in funding for Hazlet and Long Branch correspond with the College's withdrawal from those locations, while continued funding supports operations at its active regional locations such as Wall (*VI.6.04 Brookdale at Wall Webpage*).

Human Resources: The College maintains sufficient human resources to support its academic, administrative, and student service operations. In Fall 2025, Brookdale employed 505 full-time employees, including 184 full-time faculty and 321 administrative and other staff. The largest non-instructional occupational category included 138 employees supporting student and academic affairs and other educational services. The College also employed 360 part-time employees, including 355 adjunct instructors (*VI.6.05 IPEDS HR Report*).

Staffing and hiring are governed by the College's Staffing and Hiring Policy, Staffing of Faculty Positions Regulation, and Staffing of Administrative and Support Staff Regulation (*VI.6.06-VI.6.08*). Human Resources supports recruitment, onboarding, professional development, and performance evaluation to maintain a skilled workforce capable of supporting the College's mission, goals, and operations (*VI.6.09 HR Services Administrative Unit Review FY24*).

Capital & Physical Resources: The College maintains a separate capital projects budget, tracked and reported by the Finance Office, with capital project updates included in monthly financial reports to the Board of Trustees' Finance & Facilities Committee (*VI.5.11, p.4; VI.5.12, p.4; VI.5.18*). Capital needs are supported through New Jersey Chapter 12 funding, which provides county colleges with state and county cost-sharing for eligible capital renewal, infrastructure, and construction projects. Brookdale uses these resources to address facilities improvements and deferred maintenance priorities identified through its Facilities Master Plan (FMP) (*VI.6.10*). See VI.10 for more information on the capital projects budget and the FMP.

Technological Infrastructure: Brookdale maintains a secure, reliable, and scalable technology infrastructure supporting instruction, student services, administrative operations, and institutional decision-making across its main campus, regional locations, and online learning environments. The Office of Information Technology (OIT) maintains enterprise systems, network and wireless infrastructure, classroom and computer lab technology, telecommunications, cybersecurity, instructional software and collaboration tools, and provides end-user support, training, and

documentation (*VI.6.11 Technology Strategic Plan 2025-2028*). These resources provide students, faculty, and staff with access to technology and institutional services across locations and instructional modalities.

A key component of Brookdale's technology infrastructure is its enterprise resource planning (ERP) system, Ellucian Colleague, which supports student, financial, and human resource operations. In March 2026, the Board of Trustees approved a five-year agreement with Ellucian Managed Services for hosting, maintenance, security, performance monitoring, and technical support (*VI.6.12 Ellucian Contract 2026.07*). Building on this investment, Brookdale successfully completed its transition from an on-premises environment to Ellucian Colleague Software-as-a-Service (SaaS) in July 2026, enhancing system reliability, cybersecurity, disaster recovery capabilities, and overall operational resilience (*VI.6.13 SaaS Migration Complete Broadcast 2026.07.01*).

Annual operating and capital budgeting processes support the College's ability to sustain and modernize its technology. OIT works collaboratively with the Finance Office to plan for infrastructure maintenance, equipment replacement, system upgrades, and emerging technology needs (*VI.6.14 Computer Deployment and Replacement Regulation*). This coordinated approach ensures that technology resources

remain current, secure, and capable of supporting institutional priorities while adapting to changing instructional, operational, and student service requirements. Figure VI.2 presents Brookdale's technological infrastructure indicators that demonstrate the College's ongoing commitment to maintaining a modern technology environment and ensuring equitable access to technology resources across all campuses, locations, and instructional modalities.

Figure VI.2. Brookdale's Technical Infrastructure

Metric	FY2026
IT Operating Budget	\$6,798,489
Percent of Total Expenditures	7.6%
IT Staff	14 FTE On Site
Computer Labs	64
Smart Classrooms	172
Wireless Access Points	647
Managed Devices	3,073
ERP	Ellucian Colleague SaaS
Learning Management System	Canvas

VI.7: Documented Financial Resources & Plans for Financial Development

Brookdale maintains a diversified funding base and is committed to strengthening financial resources to support its educational programs, operations, and institutional priorities while ensuring long-term financial stability. The College's annual operating and capital budgets identify its primary funding sources and the resources available to support institutional operations (*VI.7.01 Operating and Capital Budgets FY23-FY26*). The College's principal sources of revenue are tuition & fees, along with State and County appropriations. These revenues are supplemented by CPS programs' course and miscellaneous fees, auxiliary operations, and other sources of income. Additional support is provided through private philanthropy via the Brookdale Community College Foundation.

The Revenues, Expenses, and Changes in Net Position tables included in the College's annual audited financial statements demonstrate modest shifts in the composition of Brookdale's funding

base over recent years (*VI.6.01*). The College has continued to diversify its operating revenues, particularly through growth in Community Service Income (CPS programs), which increased from \$1.6 million in FY21 to more than \$4.0 million in FY25. Auxiliary Services revenue also grew significantly during this period, rising from approximately \$676,000 to \$2.1 million. At the same time, State appropriations increased from \$8.7 million in FY21 to \$11.7 million in FY25, while County appropriations remained relatively stable at approximately \$20 million annually.

External grants provide a significant source of supplemental funding to support the College's educational programs and institutional priorities. The Office of Grants and Institutional Development manages more than \$6 million in grant awards annually (*VI.7.02 FY25 Grants Tracking; VI.7.03 FY26 Grants Tracking*). The Office provides a centralized structure for identifying funding opportunities, developing proposals, coordinating submissions, and overseeing post-award administration, compliance, and sustainability (*VI.7.04 Grants Admin. Unit Review FY26*). Grant-supported initiatives include the Perkins V program, NJ Pathways workforce development grants, and GEAR UP, illustrating the breadth of external funding used to support student success, workforce development, and other institutional priorities.

The Brookdale Community College Foundation is a legally separate not-for-profit organization that provides financial support to the College and its students through private philanthropy. In FY25, the Foundation reported \$15.3 million in net assets and provided \$823,838 in scholarships and grants to the College. The Foundation's \$5.9 million endowment provides an additional source of ongoing support for designated programs and purposes (*VI.7.05 Brookdale Foundation Audit 2024 and 2025; VI.7.06 Brookdale Foundation Form 990*).

The College also plans for the financial resources necessary to address long-term capital needs. Capital and Chapter 12 budgets are developed collaboratively by the Vice President of Finance & Operations, the Director of Facilities, and the President, informed by facilities and infrastructure priorities identified through the FMP (*VI.6.10*). Capital projects are supported through the College's capital budget and external resources, including New Jersey Chapter 12 funding, which provides State and County cost-sharing for eligible capital renewal, infrastructure, and construction projects (*VI.7.01*). Funding requests are supported by cost analyses and implementation schedules, and the capital program is integrated into multi-year financial forecasting to balance capital needs with debt service, reserves, and ongoing operational requirements. See VI.10 for more information.

Brookdale monitors its financial condition through multiple measures of financial health. Indicators reported annually to MSCHE include the Primary Reserve Ratio, Return on Net Assets Ratio, Net Operating Revenue Ratio, and Viability Ratio as well as the Composite Financial Index (CFI) (*VI.7.07 Financial Health Metrics*). Additional indicators of financial condition and capacity include the College's Capitalization Ratio, debt-service obligations, tuition discount rate, instructional expense per credit hour, and credit and bond ratings (*VI.7.07; VI.7.08 Debt Service 2022-2025; VI.7.09 Tuition Discount Rate*). Brookdale's financial condition is also evaluated through the New Jersey Office of the Secretary of Higher Education (NJOSHE)'s Financial Assessment and Risk Monitoring (FARM) process. Based on its FY25 assessment across twelve measures of financial stability, NJOSHE classified Brookdale as Least Risk (*VI.7.10 NJOSHE FARM Assessment FY25; VI.7.11 NJOSHE FARM Letter FY25*). Figure VI.3 presents the most current indicators of Brookdale's financial health.

Figure VI.3. Most Current Financial Health Indicators

Indicator	Measurement
Primary Reserve Ratio (FY23)	0.00
Return on Net Assets Ratio (FY23)	0.02
Net Operating Revenue Ratio (FY23)	0.02
Viability Ratio (FY23)	0.00
Composite Financial Index (FY23)	0.55
Capitalization Ratio (FY25)	18.31%
Debt-Service Obligation (2025)	\$3,018,439
Tuition Discount Rate (2025)	50.5%
Instructional Expense per Credit Hour (FY25)	\$163.47
Bond Rating (County)	AAA
NJOSHE FARM Score (FY25)	Least Risk

Brookdale’s future plans for financial development can be found in SP30 under Priority 2: Operate with Excellence and Efficiency, Strategy 1: Ensure Financial Sustainability (*VI.1.05, p.11*). Tactics include conducting a comprehensive cost and efficiency analysis, diversifying revenue streams, aligning budgeting with strategic and student success priorities, and establishing reserve policies that support long-term financial sustainability and risk management.

VI.8: Record of Responsible Fiscal Management

Brookdale demonstrates a consistent record of responsible fiscal management through multi-year financial planning, independent audit oversight, and ongoing monitoring of financial performance. The budget planning process described in VI.5 is implemented and monitored by the Finance Office with oversight by the Board of Trustees.

The Finance Office maintains a rolling multi-year financial forecast that projects revenues, expenditures, fund balance usage, debt service, and capital needs beyond the current fiscal year. Together with semester forecasts prepared twice annually, the multi-year forecast informs annual budget development, reserve planning, and strategic decision-making (*VI.5.04; VI.5.13; VI.5.14*).

The College engages an independent audit firm to conduct annual audits of its financial statements and the federal Single Audit, with auditor independence further supported by the requirements of the Standards for Auditing and Accounting Policy (*VI.8.01*). Annual audits include the Schedule of Expenditures of Federal Awards (SEFA), Management Letter, and Agreed-Upon Procedures for Enrollment. For FY22 through FY25, the College received clean, unmodified audit opinions, with no material weaknesses or significant deficiencies cited for corrective action (*VI.8.02-VI.8.05 College Audits FY22-FY25*). Audit results, including internal control and compliance findings, are reviewed by the Board of Trustees' Audit Committee and presented at a public Board meeting (*VI.5.07; VI.8.06 BOT Meeting Minutes 2025.05.25; 2026.01.27*). The Brookdale Community College Foundation also undergoes an annual independent audit (*VI.8.07-VI.8.10 Foundation Audits FY22-FY25*).

In addition, Brookdale engages a separate independent internal audit firm to conduct periodic internal control testing and operational reviews of financial areas including payroll, accounts payable, grants management, student accounts, and purchasing. Findings, recommendations, and follow-up actions are reported to the President and the Board of Trustees' Audit Committee,

providing additional oversight of fiscal operations (*VI.8.11 Student Accounts Internal Audit 2023; VI.8.12 BOT Audit Committee Minutes 2023.06.19*).

The College has demonstrated its capacity to address deficiencies identified through external fiscal oversight. In March 2022, the New Jersey Office of the State Comptroller (OSC) issued a performance audit of selected fiscal and operating practices covering July 2015 through June 2018, identifying internal control weaknesses and issuing eleven recommendations. In its March 2025 follow-up review, OSC concluded that Brookdale had made substantial progress in implementing the eleven recommendations (*VI.8.13 NJOSC Performance Audit 2022; VI.8.14 NJOSC Performance Audit Follow-Up 2025*).

VI.9: Inclusive Decision-Making & Accountability

Brookdale maintains defined organizational and governance structures that establish responsibility and accountability while providing for inclusive participation in institutional decision-making. The College's organizational chart identifies institutional divisions, units, and reporting relationships, while position responsibilities are defined through job descriptions maintained by Human Resources (*VI.1.10; VI.9.01 Sample Job Descriptions*). Expenditures in the Institutional Support category provide evidence of resources supporting the College's organizational and administrative functions, representing between 10.3% and 11.4% of annual operating expenses from FY22 through FY25 (*VI.6.02*).

As described more fully in Standard VII.1, institutional decision-making occurs through the Board of Trustees, the President and Executive Leadership Council, and the Collegial Governance System. The Board establishes institutional policy and provides fiduciary oversight; the President is responsible for implementing Board policy and advancing institutional priorities; and Collegial Governance provides faculty, administrators, staff, and students with formal opportunities to participate in developing recommendations. Recommendations advance through established governance processes to the appropriate decision-making authority, maintaining clear lines of responsibility and accountability. Meeting minutes document deliberation, recommendations, decisions, and actions at the Board and Collegial Governance levels.

An illustrative example of the College's well-defined and inclusive decision-making process is the 2025 Mission Statement Process, which began with the Board charging the president to launch a collegewide review of the mission (*VI.9.02 BOT Meeting Minutes 2024.01.23*). The president then worked with executive leadership to identify a strategic direction, held Town Halls to solicit community participation, and organized a cross-functional task force to draft a revised version of the mission (*VI.9.03 President's Monday Morning Message 2024.10.07; VI.2.06*). Collegial Governance then voted on the new mission and recommended it to the BOT for approval (*VI.9.04 2025-2026 Governance Final Report*). In October and November 2025, the BOT voted to approve the new mission and lodged it as official College Policy (*VI.9.05 BOT Meeting Minutes 2025.10.28; VI.9.06 BOT Meeting Minutes 2025.11.25*).

Defined decision-making structures also operate within functional areas. Through the IT Governance Steering Committee and its standing committees, representatives from across the College evaluate technology needs and recommend priorities, policies, and standards for institutional action. Meeting minutes document the Committee's deliberations and decisions and demonstrate the connection between participatory processes and assigned decision-making responsibility (*VI.9.07 ITSC Meeting Minutes 2026.02.26*). Similarly, the Data Management and

Integrity Team (DMI) brings together data executives, custodians, administrators, and users to lead the establishment, implementation, and continuous improvement of collegewide data stewardship practices, emphasizing the maintenance of high standards in data quality, accuracy, and accessibility. DMI meeting minutes show the group creating a form to submit and log data issues and performing deep dives into the consistency of modality information in section codes (*VI.9.08; VI.9.09 DMI Meeting Minutes 2024.12.17; 2025.03.31*).

VI.10: Comprehensive Planning for Facilities, Infrastructure, & Technology

Brookdale engages in comprehensive, long-range facilities planning through the 2023 FMP, which aligns facilities planning with institutional priorities and provides a ten-year framework for capital renewal and improvement (*VI.6.10*). Developed through analysis of infrastructure, enrollment and demographic trends, space utilization, and facilities conditions, the FMP identifies and prioritizes renovation, maintenance, and capital needs and establishes projected costs and implementation priorities. Its facilities condition assessment evaluates building and site systems, remaining useful life, life-safety concerns, and other needs to inform capital planning, including deferred maintenance (*VI.6.10, pp.140-149*). The FMP identifies approximately \$105-\$111 million in capital renewal and improvement needs over ten years and incorporates sustainability through environmentally responsible design, construction, maintenance, and energy conservation (*VI.6.10, p.12*). Facilities planning extends to the College's additional locations, including the Freehold Facility Assessment, which inventories facilities and identifies capital renewal and improvement needs by priority and projected timeframe (*VI.10.01*).

Facilities priorities are supported through the annual financial planning and budgeting processes described in VI.5, including State and County Chapter 12 funding for capital projects (*VI.5.11; VI.5.12; VI.7.01*). Chapter 12 funding has been instrumental in helping the College proceed with priority capital projects identified in the FMP. Those projects include a campus-wide elevator modernization, renovations to the Wellness Center and E-Sports Arena, upgrades to the Student Life Center and Collins Arena, the ongoing Performing Arts Center renovation, and numerous infrastructure upgrades related to mechanical, electrical, and plumbing systems. Major Capital Projects and their expenditures are presented in the Annual Institutional Profile (*VI.10.02 NJOSHE Annual Institutional Profile 2025, pp.26-27*) The College maintains institutional oversight of its physical resources through deeds and lease agreements and appropriate insurance coverage (*VI.10.03 Deeds and Lease Agreements; VI.10.04-VI.10.10 Sample Insurance Policies*).

Technology planning is guided by the 2025-2028 Technology Strategic Plan, which aligns technology investments with institutional priorities and establishes a framework for governance, lifecycle planning, Total Cost of Ownership analysis, and financial stewardship (*VI.6.11*). Annual review and reporting are coordinated with institutional planning and budgeting processes. Through its managed IT services model, OIT supports implementation through multi-year lifecycle, renewal, and expenditure schedules for computers, audiovisual technology, infrastructure, cybersecurity, software, licensing, and other technology needs, which inform annual operating and capital budget requests (*VI.10.11 OIT Budget and Lifecycle Schedules*).

Brookdale has established the Contract Management and Third-Party Providers Policy and accompanying Regulation to identify, review, and assess third-party providers that support its key business functions (*VI.10.12; VI.10.13*). Under the newly established policy and regulation,

all third-party providers are identified, reviewed, monitored, and periodically reassessed using consistent criteria and documentation practices (*VI.10.14 List of Third-Party Providers*).

As stated in VI.6, one of Brookdale's largest third-party providers is Ellucian Colleague. Ellucian supports student, financial, and human resource operations. In March 2026, the Board of Trustees approved a five-year agreement with Ellucian Managed Services for hosting, maintenance, security, performance monitoring, and technical support (*VI.6.12*).

VI.11: Compliance with Title IV Regulations

Brookdale Community College maintains full compliance with its program responsibilities under existing federal Title IV and state laws through a structured framework of audits, reporting, and internal controls. Brookdale maintains and displays on their Accreditations webpage the Program Participation Agreement (PPA), Statement of Accreditation Status (SAS), and Eligibility and Certification Approval Report (ECAR) (*VI.11.01-VI.11.04*).

Annual Independent Audits: Brookdale engages an independent Certified Public Accountant (CPA) annually to conduct financial and compliance audits (*VI.8.02-VI.8.05*). These audits include: financial statements (net position, revenues, expenses, cash flows); internal control evaluations; and compliance testing for major federal and state programs, including Title IV student aid programs. In compliance with N.J.A.C. 9A:1 1.7(c), Brookdale submits audited financial statements and management letters to the State Commission on Higher Education and the Office of Management and Budget by December 31 annually.

Other Financial Metrics: As explained in VI.7 and shown in Figure VI.3, Brookdale keeps track of a multitude of financial health indicators including financial ratios, debt obligations, tuition discount rates, and instructional expenses. In addition to these metrics, Brookdale also makes available its three-year cohort default rate, which can be found on the U.S. Department of Education (USDOE)'s College Scorecard and the NCES's College Navigator (*VI.11.05-VI.11.07*).

Compliance Monitoring and Corrective Action: All audit findings are tracked, and corrective actions are documented and implemented promptly, reinforcing Brookdale's commitment to program integrity and regulatory compliance. In April 2019, the U.S. Department of Education, Office of Federal Student Aid, conducted an on-site Program Review of Brookdale Community College's administration of Title IV federal student aid programs. The review took place from April 29 through May 2, 2019, and evaluated the institution's compliance with federal financial aid regulations, policies, and procedures (*VI.11.08 Program Review Initial Letter 2019.03.29*). The Program Review Report identified four findings requiring corrective action (*VI.11.09 Program Review Findings Letter 2019.07.31; VI.11.10 Program Review Report 2019.07*). Brookdale subsequently addressed each finding and provided the required documentation and responses to the USDOE. The USDOE accepted the institution's corrective actions, and all findings have been fully resolved and satisfied (*VI.11.11 Final Program Review Determination Letter 2019.12.18*). Brookdale remains in good standing with respect to the reviewed areas and continues to maintain policies and procedures designed to ensure compliance with Title IV requirements.

VI.12: Strategies to Measure & Assess Resource Utilization

In addition to the established assessment processes and strategies described above, including the budget development process (*VI.5.01-VI.5.12*), strategic planning tracking (*VI.1.05*), APRs (*VI.1.12*), AURs (*VI.1.13*), and approved recommendation follow-up processes (*VI.1.14*; *VI.1.15*), Brookdale continuously evaluates the adequacy and efficient utilization of institutional resources through ongoing monitoring and operational review.

The Executive Director of Finance regularly assesses financial resource allocation and utilization through expenditure reporting and budget monitoring, providing institutional leadership with information on spending patterns and resource deployment. In addition, individual units are responsible for evaluating the effectiveness of resources under their stewardship and taking corrective action when underutilization or inefficiencies are identified. For example, the Provost determined that the College had significantly underutilized its Perkins grant allocation during FY24 and FY25 (*VI.12.01 Perkins Allocation FY24*; *VI.12.02 Perkins Allocation FY25*; *VI.12.03 Perkins Expenditure Report FY24-FY25*). In response to this assessment, the College hired an Associate Director of the Perkins Grant in April 2025 to strengthen oversight, planning, and expenditure management. Planned and actual expenditures are now compared through monthly budget tracking to ensure timely and effective use of available funds (*VI.12.04 Perkins Allocation Check In Email 2025.12.01*). As a result, underutilization of Perkins funds has been reduced from \$223,699 in FY25 to less than \$20,000 in FY26 (*VI.12.05 Perkins Allocation FY26*; *VI.12.06 FY26 Perkins Budget Tracking*). This improvement reflects the College's commitment to continuous assessment of resource utilization and demonstrates how monitoring results are used to inform institutional action.

VI.13: Periodic Assessment of Planning & Resource Allocation

Brookdale conducts systematic, cyclical assessment of planning, resource allocation, and availability of resources. Examples include the semi-annual forecasting adjustments produced by Finance and the space utilization study covered in VI.5 and VI.10, respectively.

Outside of these established and regular processes, Brookdale is continuously assessing emerging challenges and areas of opportunity. For example, in response to fiscal pressures, the Provost reorganized the academic departments in 2025, moving from five academic institutes to three Schools (*VI.13.01 Academic Affairs Reorganization Broadcasts*). Disciplines were also reorganized into six divisions created according to the Guided Pathways principles of meta-majors, each spearheaded by an Assistant Dean. Following a January 2026 Convocation visit from Dr. Hana Lahr of the Community College Research Center, co-author of the book *More Essential Than Ever: Community College Pathways to Educational and Career Success*, the divisions were renamed “career communities” (*VI.13.02 Hana Lahr Brookdale Presentation 2026.01.20*). Academic Affairs and Student Affairs were charged with collaborating to design and implement cross-functional career community teams as a tactic in SP30 (*VI.1.05, p.9*).

The College also assesses its use of classroom technology. Recognizing the increasing expense of hardware, OIT began a “Bring Your Own Device” (BYOD) initiative in 2025. This study involved surveying faculty and students, which revealed support for shifting to a BYOD framework (*VI.13.03 BYOD Survey Items*). OIT presented at a Governance Forum and at Scholars’ Day in 2026 (*VI.13.04*; *VI.13.05*). A pilot program will be initiated in AY2026-27.

In addition to internal assessments, Brookdale frequently engages external consultants to analyze institutional planning, resource allocation, and availability of resources. For example, as part of the SP25's Organizational Optimization Master Plan (OOMP), Brookdale identified the advancement of institutional risk management as an important component of strengthening organizational effectiveness and long-term sustainability. To support this work, the College engaged CohnReznick to assist in developing a formal Enterprise Risk Management (ERM) framework and conducting an institution-wide risk assessment (*VI.13.06 CohnReznick Risk Assessment Summary*). The process identified and prioritized risks across the College and provided a structured approach for evaluating risk based on likelihood, impact, and existing mitigation efforts. Since completing the assessment, Brookdale has used the ERM framework to strengthen risk ownership and accountability, prioritize mitigation efforts, and inform institutional planning and internal audit activities. One example is the College's increased focus on third-party and contract management risk, which was further evaluated through an internal audit and contributed to the development of a more centralized contract management structure, including the establishment of a Contract Management Office (CMO), strengthened policies and procedures, and clearer accountability for contract oversight (*VI.10.12; VI.10.13*). The ERM framework also supports ongoing discussions with College leadership and the Board regarding emerging and strategic risks and provides a consistent process for identifying, assessing, monitoring, and responding to institutional risks.

Areas of Strength

1. **An integrated planning and assessment system.** Institutional and unit goals are clearly articulated, rooted in the mission, and carried through three successive strategic plans (SP22, SP25, and SP30 with its North Star Goal), with Collegial Governance ensuring planning is collaborative rather than top-down. Five-year APR/AUR cycles link unit assessment to the strategic plan, mission, and values.
2. **Transparent fiscal stewardship paired with long-range resource planning.** Brookdale earned clean, unmodified audit opinions for FY22-FY25 with no material weaknesses. Multi-year forecasting, semester financial forecasts, and monthly Board reporting support proactive management.

Opportunities for Improvement & Innovation

1. **Complete and institutionalize the SP30 KPI dashboard and data governance framework.** Develop a comprehensive institutional KPI dashboard to track SP30 progress and establish collegewide data stewardship practices through the DMI.
2. **Implement the new policy and regulation governing the assessment of third-party providers.** With support from the new Contract Management Office, thoroughly analyze performance of third-party providers across the institution.

Recommendations

1. In conjunction with OIT, PIE will develop a SP30 KPI dashboard supported by DMI-established data definitions and stewardship roles.
2. The Contract Management Office will implement a regular and cyclical process for the assessment of third-party providers.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, 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.



BROOKDALE
COMMUNITY COLLEGE



Introduction to Standard VII

Institutional Priorities 3 (Belonging, Diversity, and Justice) and 4 (Institutional Integrity)

Effective governance is the architecture upon which everything else at Brookdale Community College rests. Standard VII describes that architecture: a deliberate leadership triad of the Board of Trustees, the President and administration, and the Collegial Governance System, each with clearly defined authority and all bound by a shared commitment to the College's mission. In so doing, this chapter demonstrates the priority of ingraining institutional integrity through stewardship and accountability. The Board exercises independent, ethical, policy-level oversight, guided by codes of ethics, conflict-of-interest safeguards, and public transparency in its meetings and records. Accountability runs through every layer of leadership: the Board evaluates itself annually, the President is assessed against established goals, and executive leadership completes the same unit reviews required of every department. The chapter likewise reflects the priority of promoting belonging, diversity, and justice through inclusivity and equity, for at Brookdale, governance is a shared responsibility. The Collegial Governance System brings faculty, staff, administrators, and students into a single deliberative body; a graduate trustee elected by the students sits on the Board; and town halls, Student Speak-Outs, and climate surveys ensure that every voice can shape institutional direction.

VII.1: Clear & Transparent Governance Structure

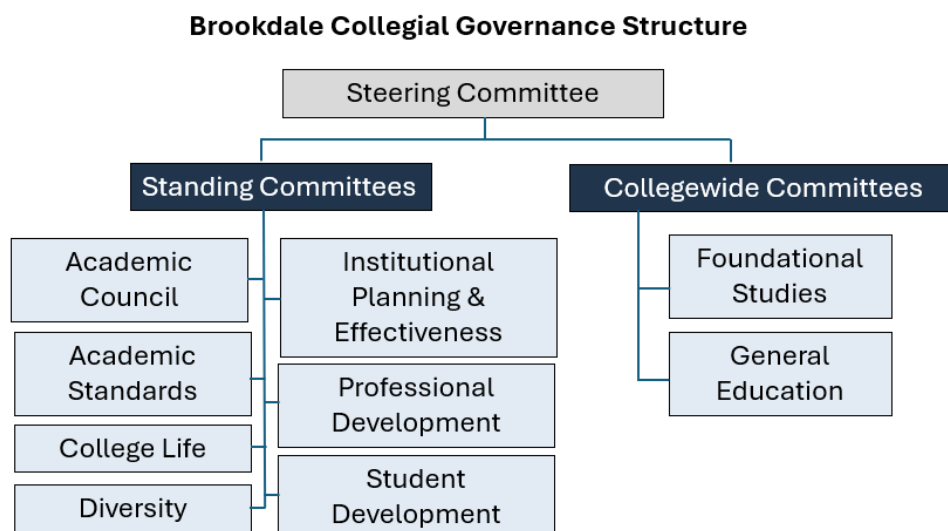
Brookdale Community College maintains a clear, transparent, and inclusive system of governance, leadership, and administration. Leadership is exercised through a deliberate and collaborative triad consisting of the Board of Trustees, the President and senior administration, and the College's Collegial Governance System. Together, these complementary components establish clear lines of authority and responsibility while promoting accountability, transparency, and informed institutional decision-making. The organizational structure, governance framework, and reporting relationships are documented through the Board of Trustees Bylaws, the College's organizational chart, Governance Constitution, and the Brookdale Community College Collegial Governance Policy (*VII.1.01-VII.1.04*).

The Board of Trustees provides institutional governance and policy oversight, the President provides executive leadership and administrative direction, and the Collegial Governance System engages faculty, staff, administrators, and students in the review of institutional matters and the development of recommendations. These distinct yet interconnected roles ensure broad institutional participation while maintaining clearly defined authority and accountability.

Brookdale's Collegial Governance System, as defined in the Governance Policy and Constitution, provides a structured and transparent process through which institutional constituents participate in shared governance. The Collegial Governance System includes six standing committees and two collegewide committees composed of faculty, staff, administrators, and students. Committees work on annual charges, review issues within their areas of responsibility, solicit feedback through Governance Forums that are open to the College community, and forward recommendations to the President for consideration and implementation (*VII.1.05 25-26 Governance Charges*). This process promotes collaboration, transparency, and broad participation in institutional decision-making. Figure VII.1 below

illustrates the structure of Brookdale's Collegial Governance System and the relationship among its standing committees, collegewide committees, and Steering Committee.

Figure VII.1. Brookdale Collegial Governance Structure



In addition to its internal governance structure, Brookdale incorporates external perspectives through the President's Community Advisory Council and academic program advisory boards, ensuring that community and workforce needs inform institutional planning and decision-making while strengthening institutional responsiveness and transparency (*VII.1.06 President's Community Advisory Council Webpage*; *VII.1.07 Program Advisory Committees Regulation*).

VII.2: A Legally Constituted Governing Body

The Brookdale Community College Board of Trustees is the College's legally constituted governing body. The Board's legal authority and governance responsibilities are established through the Articles of Incorporation, N.J.S.A. 18A:64A-57 Authority of Board of Trustees, and the Board of Trustees Bylaws (*VII.2.01*; *VII.2.02*; *VII.1.01*). As the College's policy-making body, the Board is responsible for institutional governance, fiduciary oversight, and ensuring that Brookdale Community College fulfills its mission while maintaining academic quality, strategic planning, and financial sustainability.

VII.2a: Serving Public Interest, Fiduciary Responsibility, & Ultimate Accountability

As the College's policy-making body, the Board of Trustees serves the public interest by exercising ultimate oversight of Brookdale Community College's mission, academic quality, strategic planning, and fiscal well-being. The Board ensures that the College clearly states and fulfills its mission and goals through regular review of the mission, institutional planning process, and overall institutional performance. Pursuant to the Mission Adoption Policy, the Board periodically directs the President to lead a collegewide review of the Mission, Vision, and Values to ensure their continued relevance (*VII.2.03*). The Board's January 23, 2024 Public Business Meeting minutes document the Board's direction to initiate the development of Strategic Plan 2030 and the College's revised Mission, Vision, Values, and Commitment Statements (*VII.2.04*).

The Board fulfills its fiduciary responsibility through oversight of the College's financial resources and long-term fiscal sustainability. This responsibility is exercised through monthly reviews by the Finance & Facilities Committee, quarterly reviews by the Audit Committee, annual independent external audits, and Board approval of the College's annual operating budget in accordance with the Board of Trustees Bylaws and Standards for Auditing and Accounting Policy (*VII.1.01; VII.2.05*).

The Board is accountable for the quality and integrity of the College's educational programs. Through the Effectiveness of Educational Programs Policy, the Board requires regular academic program review and assessment to support continuous improvement and educational effectiveness (*VII.2.06*). Collectively, these responsibilities demonstrate the Board's accountability for fulfilling the College's mission, maintaining academic quality, supporting institutional planning, and ensuring fiscal sustainability.

VII.2b: Sufficient Diversity, Independence & Expertise

The Brookdale Community College Board of Trustees possesses and exercises the independence, diversity, and expertise necessary to ensure the integrity of the institution. The Trustee Authority, Appointments and General Powers of the Board Policy establishes the Board's authority, composition, and responsibilities in accordance with New Jersey statutes, the Board of Trustees Bylaws, and College policies governing trustee ethics and conduct (*VII.2.07*). The Board consists of trustees appointed by state and county officials in accordance with New Jersey law, together with a graduate trustee elected by the student body, who brings the student perspective to Board deliberations. Together, these governing documents provide the framework through which the Board exercises independent judgment and effective oversight of the institution.

The Board's independence is reinforced through the Code of Ethics for Trustees Policy, the Trustee Conduct Policy, and the annual Trustee Acknowledgement Form, through which trustees affirm their commitment to ethical conduct, conflict-of-interest requirements, and fiduciary responsibilities (*VII.2.08-VII.2.10*). Trustees disclose potential conflicts of interest and, when appropriate, recuse themselves from discussion and voting, as documented in the BOT Meeting Minutes from April 26, 2022 (*VII.2.11*).

The Board's membership reflects diversity in professional experience, backgrounds, perspectives, and representation. Trustee biographies demonstrate collective expertise across a broad range of disciplines, while the inclusion of a graduate trustee elected by the student body and the Board's demographic composition contribute additional perspectives that support informed decision-making and effective governance (*VII.2.12 Board of Trustees Biographies*). A summary of Board demographics is provided in Figure VII.2 below.

Figure VII.2. Demographics of the Board of Trustees

Gender	White	Black	Hispanic	Asian	American Indian	Unknown	Total
Male	4	0	1	0	0	0	5
Female	5	2	0	0	0	0	7
Total	9	2	1	0	0	0	12

VII.2c: No Interference with Day-to-Day Operations

The College maintains a clear distinction between governance and administration to ensure that the Board of Trustees exercises oversight without interfering in the day-to-day operations of the institution. The Trustee Authority, Appointments and General Powers of the Board Policy and the Board of Trustees Bylaws establish the Board's responsibility for institutional governance, policy, and oversight while designating the President as Chief Executive Officer with authority over the College's executive and administrative operations (*VII.2.07; VII.1.01*). The Code of Ethics for Trustees Policy reinforces this separation by affirming that administration is the responsibility of the President and College staff (*VII.2.08*). The Policy Items Requiring Action by the President Regulation further identifies operational matters delegated exclusively to the President (*VII.2.13*). Together, these governing documents preserve appropriate Board oversight while maintaining the President's authority to administer the College effectively.

VII.2d: Oversight at the Policy Level

The Board of Trustees oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of Board policies and bylaws, and the assurance of strong fiscal management through its standing committees and actions of the full Board. The Board of Trustees Bylaws establish the Board's committee structure and define the responsibilities of each standing committee in carrying out these governance functions (*VII.1.01*).

The Student Success & Educational Excellence Committee oversees the quality of teaching and learning through review of learning outcomes, accreditation activities, academic program review, assessment, and institutional performance indicators before making recommendations to the full Board. The Board approves new degree and certificate programs, awards degrees, and approves program discontinuances in accordance with the Standards for Granting Degrees and Certificates Policy and the Establishment or Discontinuance of Programs Policy (*VII.2.14; VII.2.15*).

The Executive Committee reviews Human Resources recommendations, while the Board establishes personnel policies and procedures through approval of College policies, including the Staffing and Hiring Policy (*VII.2.16*). The Governance Committee oversees trustee development, Board effectiveness, and the periodic review of Board policies and bylaws, while the full Board approves new and revised Board and College policies. Consistent with the Code of Ethics for Trustees Policy, a primary function of the Board is to establish institutional policies and goals while monitoring the administration's implementation of those policies (*VII.2.08*).

The Finance & Facilities Committee and Audit Committee support the Board's assurance of strong fiscal management through policy-level oversight of the College's financial affairs. Committee chairs provide public reports at Board meetings, ensuring that the full Board remains informed and engaged in institutional oversight. The Board of Trustees Packet from March 25, 2025, provides a representative example of the Board's policy-level oversight through committee reports and Board actions approving personnel matters, revised Board policies, tuition & fees, the FY26 operating and fiscal budgets, and acceptance of the annual audit (*VII.2.17*).

VII.2e: Policy-Making Role in Financial Affairs

The Board of Trustees fulfills its policy-making responsibilities in financial affairs through approval of the annual operating budget, tuition & fees, independent audits, and financial policies. The Finance & Facilities Committee reviews budget development, financial

performance, capital planning, and resource allocation, while the Audit Committee oversees independent audits, internal controls, implementation of audit recommendations, and financial accountability before reporting to the full Board.

The Board's financial oversight is supported through regular review of audited financial statements, budget reports, and financial information presented by the Vice President of Finance & Operations. Financial information is presented in a clear and accessible manner to support informed Board review and decision-making. The Board of Trustees Packet from March 24, 2026, provides a representative example of the Board's financial oversight through Board actions approving tuition & fees, the FY27 operating and capital budgets, and FY27 Chapter 12 projects (*VII.2.18, pp.43-49*).

VII.2f: Appoints & Regularly Evaluates the Chief Executive Officer

The Board of Trustees appoints the President of the College, who serves as the institution's Chief Executive Officer and reports directly to the Board. Dr. David Stout was appointed President on May 15, 2018, following a nationwide search conducted in accordance with the Presidential Search Process Policy (*VII.2.19; VII.2.20*).

The Board conducts an annual evaluation of the President in accordance with the terms of the President's employment agreement using performance goals established each year (*VII.2.21 President Goals Modification 2025.02; VII.2.22 Dr. Stout's Employment Agreement; VII.2.23 BOT President Evaluation Template*). The Board's ongoing evaluation process informs its review of the President's performance and has supported renewal of Dr. Stout's employment agreements in 2021 and 2024 (*VII.2.24 BOT Ratifying Dr. Stout's Contract 2021.03.23; VII.2.25 BOT Ratifying Dr. Stout's Contract 2024.04.24*).

VII.2g: Principles of Good Practice in Board Governance

The Board of Trustees conducts its work in accordance with nationally recognized principles of good practice in board governance. Through its active membership in the Association of Community College Trustees (ACCT), the Board promotes ethical leadership, trustee education, transparency, accountability, continuous improvement, and a clear distinction between governance and administration. These principles are reinforced through the Board's orientation program, which incorporates the ACCT Standards of Good Practice for Community College Boards of Trustees (*VII.1.01; VII.2.07; VII.2.26 Board of Trustees Orientation Packet, p.8*).

Trustees participate in ongoing professional development through Board orientation, the trustee education program required by N.J.S.A. 18A:3B-6.3, Board retreats, and ACCT conferences, including the annual Leadership Congress (*VII.2.26-VII.2.30*). Trustees have also served on national ACCT committees, demonstrating the Board's commitment to continuous learning and effective governance.

The Board demonstrates its commitment to continuous improvement through annual Board self-evaluations, periodic refinement of the evaluation instrument, and regular review of Board policies and bylaws (*VII.2.31 BOT Self-Evaluation Template; VII.2.32 BOT Governance Committee Meeting Minutes 2025.01.22; VII.2.33 Brookdale Policy Log 2025.07.10*). In 2024, the Governance Committee led a comprehensive review of the Board Bylaws to ensure continued alignment with legal requirements and governance best practices (*VII.2.34 Brief Lodging Bylaws 2024.10.29*).

The Board conducts its business ethically and transparently through adherence to the Code of Ethics for Trustees, Trustee Conduct, and Trustee Authority policies (*VII.2.07-VII.2.09*). Board meetings are publicly noticed, agendas and approved minutes are publicly available, and each meeting provides opportunities for public comment, promoting transparency and public accountability (*VII.2.17; VII.2.18*).

VII.2h: Not Chaired by Institutional or System Representative

The Board of Trustees is chaired by a trustee elected from among its members, not by an institutional or system representative. This governance structure preserves Board's independence and avoids conflicts of interest consistent with the Board of Trustees Bylaws, Code of Ethics for Trustees, Trustee Conduct, and Trustee Authority policies (*VII.1.01; VII.2.07-VII.2.09*).

VII.2i: Establishes and Complies with Conflict of Interest Policy

The Board establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body through the Board of Trustees Bylaws, Code of Ethics for Trustees, and Trustee Conduct policies (*VII.1.01; VII.2.08; VII.2.09*). These documents require trustees to avoid actual or perceived conflicts of interest and address matters including gifts, employment, contractual relationships, family relationships, financial interests, and other personal interests that could impair independent judgment.

The Board demonstrates compliance with these requirements through orientation of new trustees, annual review of the Code of Ethics, and annual execution of the Trustee Acknowledgement Form affirming each trustee's commitment to ethical conduct (*VII.2.10; VII.2.26; VII.2.35 BOT Meeting Minutes 2024.11.26, p.5*). The Board's ongoing adherence to these standards is reflected in documented trustee recusals when potential conflicts of interest arise (*VII.2.11*). To further promote transparency and public accountability, trustees file annual financial disclosure statements in accordance with the New Jersey Local Government Ethics Law (*VII.2.36 N.J.S.A. 40A 9-22.1 Local Government Ethics Law; VII.2.37 Local Government Ethics Law Financial Disclosure Statement*). Consistent with these governance practices, a majority of trustees have no employment, family, ownership, or other personal financial interest in the College, ensuring the independence and impartiality of the governing body.

VII.2j: Supports the Chief Executive Officer in Maintaining Autonomy of Institution

The Board of Trustees supports the President in maintaining the autonomy of the institution by clearly distinguishing governance from administration. The Board of Trustees Bylaws designate the President as the College's Chief Executive Officer and chief administrator, responsible for all executive and administrative duties in connection with the operation of the College (*VII.1.01, p.9*). The Bylaws further establish the President as the official channel of communication between the Board and College employees, reinforcing appropriate governance relationships while preserving the President's authority to lead the institution.

VII.2k: Availability of Accurate, Fair, & Complete Information

Brookdale provides accurate, fair, and complete information to the Middle States Commission on Higher Education, students, prospective students, accrediting bodies, regulatory agencies, and the public. The College maintains a Student Consumer Information webpage that consolidates required disclosures, including accreditation, financial aid, student outcomes, and campus safety and security information (*VII.2.38 Student Consumer Information Webpage*).

The College submits an Annual Institutional Profile (AIP) to the New Jersey Office of the Secretary of Higher Education and publicly posts its Academic Catalog, annual operating budget, and independent audited financial statements (*VII.2.39-VII.2.42*). Together, these authoritative publications and official reports ensure that the College describes itself accurately, fairly, and consistently to its accrediting and regulatory agencies and the public.

VII.3: Chief Executive Officer

VII.3a: Appointed, Evaluated & Reports to the Board of Trustees

Following a national search conducted in accordance with the Presidential Search Process Policy, the Board of Trustees appointed Dr. David Stout President in 2018 (*VII.2.19; VII.2.20*). Under the Board of Trustees Bylaws, the President serves as the College's Chief Executive Officer and reports directly to the Board of Trustees. The President serves as an ex officio, non-voting member of the Board and does not chair the governing body, as the Chair and Vice Chair are elected from among the Trustees (*VII.1.01, pp.1, 6*). The Board evaluates the President annually in accordance with his employment agreement and established performance goals. See VII.2f for a description of the presidential evaluation process.

VII.3b: Appropriate Credentials & Professional Experience

Dr. David Stout holds a Ph.D. and brings more than 25 years of progressively responsible leadership experience in higher education, including service as faculty member, department chair, dean, vice president, interim president, and president (*VII.3.01 Dr. Stout's CV*). His experience in strategic planning, institutional leadership, assessment, accreditation, enrollment management, and student success is consistent with Brookdale Community College's mission and prepares him to lead the institution effectively.

VII.3c: Authority & Autonomy to Fulfill Responsibilities of President

The Board of Trustees has delegated to the President the authority and autonomy necessary to fulfill the responsibilities of the position. The Board of Trustees Bylaws designate the President as the College's chief administrator, responsible for the organization of the College and for all executive and administrative duties associated with its operation (*VII.1.01, p.8*).

In this role, the President leads the development and implementation of the College's strategic plans, oversees staffing through the recruitment, nomination for appointment, and supervision of senior administrators, and directs budget development and institutional resource allocation in support of the College's mission and strategic priorities (*VII.1.01; VII.2.22; VII.3.02 President's Monday Morning Message 2025.03.03*).

VII.3d: Assistance of Qualified Administrators

The President is supported by a qualified administrative leadership team consisting of Cabinet members responsible for the College's major academic and administrative functions (*VII.1.02, pp.2-3*). Cabinet members possess appropriate credentials and substantial professional experience relevant to their responsibilities (*VII.3.03 Cabinet Resumes*).

The President's Cabinet is complemented by the Executive Leadership Council (ELC), an advisory and coordinating body composed of academic deans, assistant deans, executive directors, associate vice presidents, and other senior administrators (*VII.3.04 FY26 ELC*).

Membership). The ELC expands the President's administrative capacity by facilitating communication across the institution, informing executive decision-making, and coordinating implementation of strategic initiatives. These administrative bodies, together with mechanisms that ensure continuity of executive leadership, such as the designation of Officers of the Day during temporary absences and the appointment of interim administrators during leadership transitions, enable the President to effectively carry out the responsibilities of the office (*VII.3.05 Officer of the Day Memo 2025.02.28*; *VII.3.06 BOT Interim AVP HR Addendum 2025.06*).

The President has established institutional processes to assess organizational efficiency and effectiveness through strategic planning, institutional assessment, administrative unit reviews, and academic program reviews (*VII.3.07 Strategic Plan 2022*; *VII.3.08 Strategic Plan 2025*; *VII.3.09 Strategic Plan 2030*; *VII.3.10 Program Review Instructions CY2026*; *VII.3.11 AUR Instructions and Template FY26*). These processes provide for the systematic evaluation of institutional performance, support continuous improvement and informed decision-making, and inform institutional planning and resource allocation.

VII.4: Administration

VII.4a: Clearly Documented Organizational Structure

Brookdale maintains a clearly documented organizational structure that defines reporting relationships across the institution. The organizational chart, which is updated following Board of Trustees approval of human resources actions, serves as the College's official record of reporting relationships and depicts the reporting structure for every organizational unit and employee (*VII.1.02*).

VII.4b: Administration of Appropriate Size & Diverse Representation

Brookdale maintains an administrative structure of appropriate size and representation to support the President in fulfilling the responsibilities of the position. As reported through the IPEDS Human Resources Survey, the College employed approximately 500 full-time employees in Fall 2025 (see Figure VII.3 below). The Organizational Chart demonstrates representation across the College's major academic and administrative functions, while the occupational distribution of employees—including 138 employees in Student and Academic Affairs and other educational services, the College's largest non-instructional occupational category—provides additional evidence of the breadth of institutional support available to the President (*VII.1.02*; *VII.4.01 IPEDS HR Report*).

VII.4c: Members with Credentials and Relevant Professional Experience

Brookdale's hiring policies and procedures ensure that administrators possess credentials and professional experience consistent with the mission of the College and appropriate to their functional roles. Position descriptions specify the education, work experience, knowledge, skills, and abilities required for each role (*VII.4.02 Sample Job Description*). Competitive search processes evaluate candidates against these qualifications prior to appointment (*VII.2.16*; *VII.4.03 Staffing of Administrative and Support Staff*). An analysis of Cabinet credentials, professional experience and collective expertise demonstrates how the qualifications and breadth of experience of the President's executive leadership team support the College's mission (*VII.3.03*; *VII.4.04 Cabinet Credentials & Expertise Analysis*).

Figure VII.3. Fall 2025 Full-Time Employees by Occupational Category

Occupational Category	25FA Total
Business & Financial Operations	17
Community, Social Service, Legal, Arts, Sports, Media	26
Computer, Engineering & Science	5
Instruction	184
Librarians, Media Collections, and Library Technicians	8
Management	17
Natural Resources, Construction & Maintenance	12
Office & Administrative Support	57
Production, Transportation & Material Moving	4
Public Service, Research & Service	37
Student and Academic Affairs; Other Ed Services	138
Total	505

VII.4d: Skills, Time, & Assistance Required to Perform Duties

Brookdale provides administrators with the organizational capacity, institutional support, technology, and information systems necessary to perform their responsibilities effectively. The College's organizational structure and clearly defined distribution of administrative responsibilities enable leaders to fulfill their assigned responsibilities. Annual performance evaluations, required compliance training, ongoing professional development opportunities, and technical training help administrators maintain and enhance the knowledge and skills required for their functional roles (*VII.4.05 Admin. Staff Evaluation Tutorial; VII.4.06 Support Staff Evaluation Tutorial; VII.4.07 FY27 Annual Compliance and Training; VII.4.08 July 2026 Employee Professional Development; VII.4.09 Employee Guidebook; VII.4.10 FY26 Professional Development Analysis*). Administrators also have access to institutional support services, enterprise technologies, technical assistance, user documentation, and training resources that facilitate effective communication, collaboration, and use of the College's administrative information systems (*VII.4.11 Employee Information Technology Guide*).

VII.4e: Regular Engagement with Faculty & Students

Brookdale's administration regularly engages faculty and students in advancing the institution's goals and objectives through strategic planning, collegial governance, and ongoing dialogue. The President and Institutional Planning and Effectiveness Committee (IPEC) co-host town halls that engage faculty, staff, and students in developing and refining the College's strategic plan and institutional priorities (*VII.3.02; VII.4.12 President's Monday Morning Message 2025.03.03; 2025.02.24*). Through Brookdale's Collegial Governance System, college leaders participate in Governance Forums. The Governance Steering Committee includes *ex officio* representatives from the President's Office and the Vice President of Academic Affairs, as well as student representative (*VII.1.03*). Additionally, the President meets regularly with faculty, administrative, and staff union leadership; attends Fall and Spring Student Speak-Outs; and meets monthly with the Student Life Board President and the Graduate Trustee Advisory Council. These interactions ensure that faculty and student perspectives inform institutional

planning and the advancement of the College's goals and objectives (*VII.4.13 Spring 2025 Student Speak Out Notes*).

VII.4f: Systematic Procedures for Evaluation and Use of Assessment Data

Brookdale employs systematic procedures to evaluate administrative units and uses assessment data to enhance institutional operations. Each year, approximately one-fifth of the College's administrative units complete an Administrative Unit Review (AUR), a comprehensive, evidence-based self-study evaluating the previous five years of operations (*VII.3.11; VII.4.14 Administrative Unit Review Schedule*). Through the AUR process, units assess progress toward their mission and stated outcomes, identify strengths, challenges, and opportunities for improvement, and develop recommendations to enhance effectiveness (*VII.4.15 Bankier Library Admin. Unit Review FY24; VII.4.16 Recruiting & Hiring Admin. Unit Review FY25*). AUR findings are presented during Assessment Days and subsequently reviewed by the President's Cabinet to inform institutional planning and resource allocation (*VII.4.17 Spring 2026 Assessment Day Invite*). Unit leaders provide progress updates every six months until the next review cycle, ensuring that recommendations are monitored, implemented, and evaluated (*VII.4.18 Admin. Unit Review Recommendations 2022-2025*). See VI.2 for more details.

Brookdale also uses institution-wide assessment data from the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) and the Personal Assessment of the College Environment (PACE) survey to evaluate institutional effectiveness and improve operations. These surveys are administered every other Fall. The SSI provides feedback on student satisfaction with campus services, identifies institutional strengths and challenges, and informs AURs and strategic planning where appropriate (*VII.4.19 SSI 2024 Main Report; VII.4.20 SSI Summary Scales Report*). The PACE survey provides feedback on institutional climate, leadership, communication, and workplace effectiveness (*VII.4.21 Fall 2024 PACE Summary; VII.4.22 Fall 2024 PACE Report*). Survey findings have been used to improve institutional practices. For example, PACE results informed the development of a promotion-within-band pilot program for administrators and expanded institutional communications, contributing to improved employee perceptions of information sharing (*VII.4.23 Promotion Within Band Pilot Program*).

VII.5: Periodic Assessment of Effectiveness

Brookdale regularly assesses the effectiveness of governance, leadership, and administration through surveys, systematic unit review, and the use of consultants and taskforces. As indicated above, the College utilizes the PACE survey, which asks respondents to evaluate the institution on four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus (*VII.4.22 pp.19-24*). Several standard PACE items pertain to leadership and administration (e.g., Institutional leadership is focused on meeting the needs of students; Decisions are made at the appropriate level at this institution) but the College also adds a custom set of 20 items to address governance (e.g., The college has an effective shared governance structure), shared decision-making (e.g., The college considers employee feedback in decision-making and goal setting) and the Board of Trustees (e.g., The Board of Trustees pursues sound fiscal management outcomes). These 20 items have been included in the 2018, 2020, 2022, and 2024 survey administrations, allowing for longitudinal analysis (*VII.5.01 PACE Supplemental BOT Items & Analysis*).

Brookdale systematically evaluates the effectiveness of leadership and administration through the AUR process, an integral component in its institutional effectiveness framework (*VII.5.02 Assessment of Institutional Effectiveness Policy*). As reported previously, all administrative units undergo a comprehensive self-evaluation every five years. In 2025 and 2026, the President and executive leadership were included, conducting a thorough review of their mission fulfillment, achievement of outcomes, operational effectiveness, and opportunities for improvement (*VII.5.03-VII.5.08 Leadership Admin. Unit Reviews*). Like all other AURs, findings were presented to the College community during Assessment Days, highlighting the College's commitment to transparency, accountability and leadership effectiveness (*VII.4.17*). As indicated in VII.2g, the Board of Trustees also regularly assesses its effectiveness through annual self-evaluations using an ACCT-derived assessment instrument and an annual Board retreat focused on Board performance, strategic direction, and continuous improvement (*VII.2.28-VII.2.31*).

Brookdale also periodically evaluates administrative effectiveness through external reviews and consultant recommendations. Recent examples include the engagement of National Association of College and University Business Officers (NACUBO) consultants to conduct an evaluative review of a wide range of administrative areas including organizational structure and strategic and tactical planning (*VII.5.09 NACUBO Final Report July 2022; VII.5.10 NACUBO Recommendations & Plan Alignment*). The College has implemented several recommendations, including a reorganization of the leadership structure. Other recent consultant engagements included internal audits of processes pertaining to payroll, employee travel and expense reimbursement, and student accounts (*VII.5.11 Payroll Process Internal Audit; VII.5.12 Employee Travel & Expense Reimbursement Internal Audit; VII.5.13 Student Accounts Internal Audit*). Brookdale also regularly engages Ellucian for strategic planning and identification of risks (*VII.5.14 Ellucian Data Governance Service*).

Brookdale's Collegial Governance System also engages in regular self-assessment and continuous improvement. A governance self-assessment prompted consideration of alternative governance models, including a Faculty Senate. In response, the Governance Structure Ad Hoc Committee was established during AY2023-24 and continued its work in AY2024-25, evaluating governance models and presenting recommendations to the College Forum for discussion (*VII.5.15 2024-2025 Governance Final Report, p.19*). The Governance Constitution is periodically reviewed and updated, and proposed revisions are communicated through Governance Gazettes, ensuring that Brookdale's Collegial Governance System remains responsive, collaborative, and effective (*VII.5.16 Governance Gazette 2022.09.20; VII.5.17 Governance Gazette 2024.04.16; VII.5.18 Governance Gazette 2024.11.12*).

Together, these complementary assessment processes demonstrate Brookdale's systematic and sustained approach to evaluating and strengthening institutional governance, leadership, and administration.

Areas of Strength

1. **A clear, ethical, and inclusive governance triad with well-defined authority.** Leadership is exercised through a deliberate triad—the Board of Trustees, executive leadership, and the

Collegial Governance System—documented through the Bylaws, Governance Constitution, and organizational chart, with a clear separation between governance and administration that preserves the President's operational autonomy.

2. **Systematic, multi-layered assessment of governance, leadership, and administrative effectiveness.** Evaluation operates at every level: the Board conducts regular self-evaluations, the President is evaluated annually against established performance goals, and senior leadership complete their own Administrative Unit Reviews.

Opportunities for Improvement & Innovation

1. **Develop a comprehensive leadership succession framework.** Strengthen the College's long-term sustainability through transition planning and facilitate targeted professional development for faculty, department chairs, assistant deans, and administrators.
2. **Develop a robust training and support system for required technologies.** Strengthen the technological abilities and capacity of employees through diverse professional development opportunities, including mentored training.

Recommendations

1. Human Resources and the Executive Leadership Council will develop a collegewide succession framework.
2. In conjunction with the Office of Information Technology, Human Resources will develop comprehensive technology training for employees.

CONCLUSION



BROOKDALE
COMMUNITY COLLEGE



Conclusion

This self-study tells the story of a college that knows itself. Across seven standards, Brookdale Community College has demonstrated that it meets the Commission's Standards for Accreditation and Requirements of Affiliation and that the systems producing that compliance are mission-driven, evidence-based, and built to endure. Several major conclusions recur throughout this report. Brookdale plans with intention: two collaborative renewals of its mission and three successive strategic plans have culminated in Strategic Plan 2030 and its unifying North Star Goal of a 60% credential completion rate by 2030. The college assesses with rigor: a faculty-led culture of assessment, refined continuously since the last review, now closes the loop from findings to funded improvements and shares its results openly at collegewide Assessment Days. Brookdale supports the whole student: nationally recognized poverty-informed practices, wraparound services, and equity-minded use of disaggregated data ensure that Brookdale's open door leads to genuine opportunity. Finally, the College governs itself with integrity through inclusive Collegial Governance, transparent fiscal stewardship, and accountability at every level.

The self-study also surfaced where Brookdale can grow. From the self-identified opportunities for improvement and innovation, the College has distilled fourteen recommendations that connect with tactics in SP30. Together they chart a coherent agenda: harnessing emerging technologies and data intelligence responsibly, deepening professional development and leadership succession, extending assessment to every corner of the institution, and building the career communities and coordinated supports that will carry the College to its North Star Goal.

Standard I Recommendations

1. Ensure alignment of unit-level tactics with North Star Goal of SP30.
2. Improve means for sharing annual progress toward SP30 KPIs.

Standard II Recommendations

1. Senior leadership will collaborate with Collegial Governance to develop an institutional strategy to facilitate and regulate the ethical use of emerging technologies (e.g. AI), including relevant policies, procedures, and working groups.
2. The TLC, Whyman Center for Transformative Learning, and Human Resources will collaborate to expand pedagogical professional development opportunities for faculty.

Standard III Recommendations

1. Human Resources, in conjunction with OIT and the TLC, will create a repository of key takeaways from employees' professional development experiences.
2. As part of SP30, Academic Affairs and Student Affairs will develop career community teams to build clear academic pathways that include holistic student supports and lead to educational goal attainment.

Standard IV Recommendations

1. The Mathematics department will continue to modernize math pathways through expanded corequisite options and data-driven placement refinements to uphold the rigor and validity of academic programming.
2. Academic Affairs and Student Affairs will collaborate to expand predictive analytics for early intervention and improve academic monitoring processes.

Standard V Recommendations

1. The Teaching and Learning Center will implement the use of LMS outcomes assessment and AI-facilitated analytics and provide professional development.
2. The School of Continuing and Professional Studies will establish a learning outcomes assessment framework for non-credit programs.

Standard VI Recommendations

1. In conjunction with OIT, PIE will develop a SP30 KPI dashboard supported by DMI-established data definitions and stewardship roles.
2. The Contract Management Office will implement a regular and cyclical process for the assessment of third-party providers.

Standard VII Recommendations

1. Human Resources and the Executive Leadership Council will develop a collegewide succession framework.
2. In conjunction with the Office of Information Technology, Human Resources will develop comprehensive technology training for employees.

These recommendations will not sit on a shelf. Each is assigned to named offices, and each will be carried forward through the same machinery of accountability documented throughout this report: incorporation into annual department plans, monitoring through the five-year cycles of academic program review and administrative unit review, and public reporting of results. Because the recommendations were built to align with SP30's strategies and the North Star Goal, their implementation will be part of the College's plan for the next five years.

The self-study has also fulfilled the four intended outcomes established in the Self-Study Design. The College has demonstrated how it meets the Commission's standards, Requirements of Affiliation, and evidence expectations (Outcome 1). It has leveraged the periodic assessment embedded in each standard, using assessment results for continuous improvement and innovation (Outcome 2). It has engaged the College community in an inclusive and transparent self-appraisal—through Convocations, town halls, surveys, and open review of drafts and priorities—grounded in a wide range of institutional data (Outcome 3). Finally, Brookdale has used the introspection of the self-study to guide the development of Strategic Plan 2030 (Outcome 4); the lines of inquiry pursued through the seven standards directly informed the BOLD Strategic Priorities. That fourth outcome, chosen by the Steering Committee and endorsed by the College community, proved the most consequential, ensuring that the self-study and the strategic plan emerged as a single, mutually reinforcing act of institutional planning.

Brookdale Community College entered this self-study to examine itself honestly and emerged with both confirmation and direction: confirmation that its mission, values, and institutional priorities are alive in its daily work, and direction for the improvement and innovation still to come. The measure of this process will be its effect on the learners whose retention, completion, and success the North Star Goal exists to advance. With the strengths documented in these chapters as its foundation and the fourteen recommendations as its map, the College moves forward as it always has: opening doors to education with courage and care, and guiding diverse learners toward lifelong growth and success.

APPENDICES



BROOKDALE
COMMUNITY COLLEGE



APPENDIX A

Steering Committee & Working Group Members



BROOKDALE
COMMUNITY COLLEGE



Steering Committee

Deborah Almeida (Co-chair)	Manager, Accounts Payable
Michael Elmes (Co-chair)	Professor, Mathematics
Nicole Jackson-Walker	Professor, Psychology
Jesse Jacondin	Director, Institutional Research & Data Quality
Nancy Kegelman	AVP, Planning & Institutional Effectiveness (retired)
Laura Longo	AVP, Planning & Institutional Effectiveness
Katie Lynch	Provost & VP, Academic Affairs
William McNelis	Director, Library

Working Group I - Mission and Goals

Janice Thomas (Co-chair)	Director, International Education Center
Peter Enge (Co-chair)	Assistant Professor, Nursing
Samantha Doluweera	Assistant Professor, Mathematics
Katherine Edward	Director, Educational Outcomes
Del Elbanna	Student
Helen Heinmets	Professor, Nursing (retired)
Kornpipob Kanthajan	AVP, Human Resources
Jennifer Liu	Student
Jennifer Nolan	Assistant Director, Accessibility Services
Laura Oncea	Director, Communications
Victor Petak	Multimedia Developer
Christopher Pflaum	Adjunct Instructor, Biology
Mary Beth Reilly	Executive Director, Enrollment Services

Working Group II - Ethics and Integrity

Jonathan Shaloum (Co-chair)	Director, Teaching & Learning Center (TLC)
Norah Kerr-McCurry (Co-chair)	Associate Professor, Business Management
Laura McCullough (Co-chair)	Professor, English
Bryan Cocchiara	Instructor, Philosophy
Michael Cohen	Assistant Professor, Psychology
Summer Deaver	Director, Wellness Center
Emily Hoeflinger	Assistant Professor, English
AnnMarie Hughes	Associate Professor, Fashion Merchandising
AnnMarie Johnson	Associate Director, Assessment & Program Review
Angela Kariotis	Director, Whyman Center for Transformative Learning
Elana Maloney	Assistant Professor, English
Arianne Pathak	Assistant Professor, Mathematics

Working Group II continued

Daniela Saldivar	Student
Kimberly Sanchez	Student
Kathleen Stamboni	Confidential Administrator, Human Resources
Shayla Ward	Assistant Professor, English
Rajkumari Wesley	Professor, Psychology
Michael Zimmerman	Instructor, Criminal Justice

Working Group III - Design and Delivery of the Student Learning Experience

Sarah McElroy (Co-chair)	Director, Academic Pathways
Karina Ochs (Co-chair)	Assistant Dean, STEAM; Assistant Professor, Mathematics
Ashley Zampogna-Krug (Co-chair)	Associate Professor, History
Barbara Devine	Program Manager, Education Preparation
Stephen Fowler	Instructional Designer, TLC
Robert Gant	Instructor, Biology
Kaitlin Gilmore	Student
Alexa Glassman	Student
Matthew Perry	Assistant Professor, Business Management
Heather Revesz	Assistant Professor, English
Angel Velasco	Student

Working Group IV - Support of the Student Experience

Jennifer Salvo (Co-chair)	Associate Professor, Reading
Synde Kaufman (Co-chair)	Administrator, ESL
James Crowder	Dean, STEAM
Rose Dunn	Specialist, Scheduling
Marcia Finn	Confidential Coordinator, President's Office
Eleanor Glazewski	Registrar
Ryan Goscinski	Manager, TLC Systems
Elizabeth Kruijssen	Director, EOF
Lisa Mannino	Assistant Professor, Nursing
Diditi Mitra	Professor, Sociology
Tara Rostron-Lorenz	Associate Dean, Health Science
Arminda Wey	Professor, Mathematics
Shanna Williams	Administrator, Enrollment Communications
Landon Wood	Student
Kristin Worthley	Director, Admissions

Working Group V - Educational Effectiveness Assessment

Sabrina Mathues (Co-chair)	Assistant Professor, Innovation
Michele Locandro (Co-Chair)	Assistant Dean, BHSS; Associate Professor, English
Christian Perez (Co-chair)	Transfer Coach, Transfer Pathways
Jayne Edman	Dean, Health Sciences (retired)
Dara Evans	Professor, English
Patty Hansen	Instructor, Nursing
May Jampathom	Academic Tutor, Writing
Lindsay Reynolds	Student
Karin Swan	Director, Educator Preparation Program
Christina Weber	Student

Working Group VI - Planning, Resources, and Institutional Improvement

Kelli Sanders (Co-chair)	Supervisor, Conference Services
Theresa Kosko (Co-chair)	Assistant Professor, Accounting
Jennifer Barker	Administrator, Accounts Payable
Leonard Emma	Student
Stephen Luz	Student
Wendy Ramos	Administrator, Employment
Prince Sekyi	Assistant Professor, Mathematics
Matt Siuzdak	Executive Director, Finance
Sandra Avila Trevino	Student
Anita Voogt	Executive Director, Community Partnerships

Working Group VII - Governance, Leadership, and Administration

Ann Marie Alfieri (Co-chair)	Director, Academic Affairs Operations
Joan Scocco (Co-Chair)	Dean, Business, Humanities & Social Sciences
Gina Agosta	CCOG Navigator
Katharine Benziger	Associate Director, Perkins Grant
Georgia Cassidy	Assistant Professor, Nursing
William DeVoe	Director, Educational Support & Testing
Cynthia Gruskos	Senior Assistant to the President and BOT
Laura Longo	AVP, Planning & Institutional Effectiveness
Jean Guerdy Paul	Alumnus / Former Graduate Trustee
Jersey Santos	Student
Linda Servidio	Professor, Nursing
Teresa Silletti	Confidential Administrator, CPS

Student Group

Christina Weber (Lead)
 John Duncan
 Del Elbanna
 Leonard Emma
 Kaitlin Gilmore
 Alexa Glassman
 Jennifer Liu
 Stephen Luz
 Lindsay Reynolds

Kevin Rodriguez
 Daniela Saldivar
 Kimberly Sanchez
 Yareli Sanchez
 Jersey Santos
 Sandra Avila Trevino
 Angel Velasco
 Landon Wood

Evidence Inventory Team

Jesse Jacondin (Co-chair)
William McNelis (Co-chair)
 Tiffany Carey
 Melissa Doran
 Cynthia Gruskos
 Christopher Jeune
 Krane Kanthajan
 Laura Oncea
 John Scheiss

Director, Institutional Research & Data Quality
 Director, Library
 Administrator, TLC Curriculum Management
 Confidential Assistant to the Provost / VP Academic Affairs
 Senior Assistant to the President and BOT
 Executive Director, Student Services
 AVP, Human Resources
 Director, Communications
 Director, Technical Services

APPENDIX B

Evidence Inventory



BROOKDALE
COMMUNITY COLLEGE



APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
I.1.01	2017 Mission Vision Values
I.1.02	2025 Mission Vision Values
I.1.03	2016-2017 Governance Final Report
I.1.04	BOT Meeting Minutes 2017.10.17
I.1.05	Governance Gazette 2018.10.16
I.1.06	Governance Gazette 2018.12.11
I.1.07	BOT Meeting Minutes 2019.02.26
I.1.08	BOT Meeting Minutes 2024.01.23
I.1.09	President's Monday Morning Message 2024.10.07
I.1.10	Vision 2030 SWOT Analysis Summarized Results
I.1.11	President's Monday Morning Message 2025.02.24
I.1.12	President's Mission Task Force Email and Memo 2025.06.01
I.1.13	2025-2026 Governance Final Report
I.1.14	BOT Meeting Minutes 2025.10.28
I.1.15	BOT Meeting Minutes 2025.11.25
I.1.16	Strategic Plan 2022
I.1.17	Strategic Plan 2025
I.1.18	Strategic Plan 2030
I.1.19	Weekly BOT Update 2024.07.26
I.1.20	President's Monday Morning Message 2025.03.10
I.1.21	Weekly BOT Update 2026.04.19
I.1.22	President's Monday Morning Message 2026.06.01
I.1.23	Evergreen Priorities Descriptions
I.1.24	Mission Adoption Policy Appvd. 2023.01
I.1.25	Mission Adoption Policy Appvd. 2025.11
I.1.26	BOT Meeting Minutes 2022.01.25
I.1.27	BOT Meeting Minutes 2023.01.24
I.1.28	BOT Meeting Minutes 2025.01.28
I.1.29	BOT Meeting Minutes 2026.01.27
I.1.30	Academic MP
I.1.31	Advancement MP
I.1.32	Organizational Optimization MP
I.1.33	Student Success MP
I.1.34	Department Plan Template AY24-25
I.1.35	Department Plan Template AY25-26
I.1.36	Curriculum Handbook 2026
I.1.37	Program Review Instructions CY2026
I.1.38	Prog. Review Recommendations 2022-2025
I.1.39	FY27 Budget Development Memo
I.1.40	AUR Instructions and Template FY26
I.1.41	Admin. Unit Review Recommendations 2022-2025
I.1.42	Brookdale Receives EV Grant Article 2024.05.09
I.1.43	IRB Policy Appvd. 2025.04
I.1.44	IRB Regulation Appvd. 2026.04
I.1.45	Prof. Dev. Approval Criteria, Application, and Funding Options
I.1.46	April 2026 Training Schedule

Code	Document Title
I.1.47	Scholars' Day 2025 Program
I.1.48	Chhange Webpage
I.1.49	Center for WWII Studies Webpage
I.1.50	Global Citizenship Project Awards 25SP
I.1.51	The Current Webpage
I.1.52	Mission Vision Values Webpage
I.1.53	Fall 2025 Convocation Presentation
I.1.54	President's Monday Morning Message 2024.09.09
I.2.01	SP22 October 2019 Updates
I.2.02	SP22 Final Report and Dashboard 2022.09
I.2.03	SP25 Master Plan Updates 2025.06
I.3.01	IPEDS Fall Enrollment Report
I.3.02	IPEDS 12-Month Enrollment Report
I.3.03	IPEDS HR Report
I.3.04	IPEDS Graduation Rates Report
I.3.05	IPEDS Completions Report
I.3.06	IPEDS 6Yr Outcomes Measures Report
I.3.07	Assessment IR and Data SharePoint Homepage
I.3.08	Enrollment Data Brief
I.3.09	Retention Rates Data Brief
I.3.10	Graduation Rates Data Brief
I.3.11	150% Success Rates Data Brief
I.3.12	Tenth Day Enrollment Report 25FA
I.3.13	Graduates by Program Report
I.3.14	3Yr Graduation Rates by Race Ethnicity Report
I.3.15	4-Term Retention by Program
I.3.16	2025 Program Profiles
I.3.17	Student Consumer Information Webpage
I.3.18	Nursing Program Outcomes
I.3.19	Respiratory Care Program Outcomes
I.3.20	Rad Tech Program Outcomes
I.3.21	Human Services Program Outcomes
I.3.22	Culinary Arts Program Outcomes
I.3.23	SP25 Final Report 2025.07
I.3.24	New Jersey Higher Education Outcomes Dashboard
I.3.25	Expenses by Function FY21-FY25
I.4.01	President's Monday Morning Message 2025.09.08
II.1.01	Acceptable Use of Computer Network Policy Appvd. 2019.10
II.1.02	Computer Rsrcs. Network and Facilities Use Appvd. 2018.01
II.1.03	Collegewide Website Standards and Practices Appvd. 2006.12
II.1.04	Academic Freedom and Responsibility Appvd. 2023.02
II.1.05	Community Use Policy Appvd. 2007.04
II.1.06	Community Use Regulation Appvd. 2016.12
II.1.07	Demonstrations Policy Appvd. 2023.08
II.1.08	Demonstrations Regulation Appvd. 2007.03
II.1.09	Outside Speakers Policy Appvd. 2023.08

APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
II.1.10	Outside Speakers Regulation Appvd. 2009.03
II.1.11	Student Speak Out Article
II.1.12	Civility Week Webpage
II.1.13	Brookdale Governance Constitution
II.1.14	Center for Visual Arts Gallery Events
II.1.15	NJ Film Academy Lecture Series
II.1.16	Summer 2026 Theatre Performances
II.1.17	Adjunct Faculty Agreement 2019-2025
II.1.18	Administrative Labor Agreement 2022-2027
II.1.19	Faculty Labor Agreement 2022-2027
II.1.20	PSA Labor Agreement 2022-2027
II.1.21	Copyright Guidelines
II.1.22	The Bankier Library
II.2.01	IPEDS Fall Enrollment Report
II.2.02	IPEDS 12-Month Enrollment Report
II.2.03	IPEDS HR Report
II.2.04	Assessment IR and Data SharePoint Homepage
II.2.05	Enrollment Data Brief
II.2.06	Tenth Day Enrollment Report 25FA
II.2.07	2025 Program Profiles
II.2.08	Health Science Grades by Demographics 25FA
II.2.09	Fall 2024 PACE Report
II.2.10	SSI 2024 Main Report
II.2.11	Academic Affairs Reorganization Broadcasts
II.2.12	2024 Racial Diversity Report
II.2.13	Hunger-Free Campus Grant Survey 2025 Results
II.2.14	Basic Needs Survey Report Fall 2025
II.2.15	Thrive Services
II.2.16	Childcare Resource List
II.2.17	President's Monday Morning Message 2025.02.24
II.2.18	2025 Mission Vision Values
II.2.19	Strategic Plan 2030
II.2.20	Brookdale Engage Pages
II.2.21	PIE Surveys SharePoint Webpage
II.2.22	President's Monday Morning Message 2025.03.17
II.2.23	Fall 2025 Convocation Presentation
II.2.24	SSI Data Infographics
II.2.25	PACE Survey ELC Presentation
II.3.01	Faculty and Staff Complaints Evidence Packet
II.3.02	Ethics Hotline Webpage
II.3.03	BOT Meeting Packet 2026.04.28
II.3.04	Students Complaints Evidence Packet
II.3.05	Accreditations Webpage
II.3.06	Accreditations URLs
II.4.01	Code of Ethics for Trustees Policy Appvd. 2022.04
II.4.02	BOT Acknowledgement Form for Code of Conduct

Code	Document Title
II.4.03	Local Government Ethics Law Financial Disclosure Statement
II.4.04	Code of Ethics for Employees Policy Appvd. 2023.12
II.4.05	Code of Ethics for Employees Regulation Appvd. 2024.08
II.4.06	Faculty Outside Employment Form
II.4.07	Admin and Staff Outside Employment Form
II.4.08	BOT Meeting Minutes 2022.04.26
II.4.09	BOT Meeting Minutes 2024.08.27
II.4.10	BOT Meeting Packet 2019.04.30
II.4.11	FY27 Annual Compliance and Training
II.5.01	Staffing and Hiring Policy Appvd. 2025.04
II.5.02	Employees with Disabilities Policy Appvd. 2025.09
II.5.03	Background Checks Policy Appvd. 2025.04
II.5.04	Background Checks Regulation Appvd. 2025.02
II.5.05	Equal Opportunity and Non-Discrimination Pol. Appvd. 2025.09
II.5.06	Equal Opportunity and Non Discrimination Reg. Appvd 2025.09
II.5.07	Adjunct Faculty Employment Policy Appvd. 2023.02
II.5.08	Staffing of Faculty Positions Regulation Appvd. 2025.02
II.5.09	Staffing of Administrative and Support Staff Appvd. 2025.02
II.5.10	Faculty Evaluation PE-47
II.5.11	Faculty Observation Form
II.5.12	Adjunct Evaluation Templates
II.5.13	Admin. Staff Evaluation Tutorial
II.5.14	Support Staff Evaluation Tutorial
II.5.15	Tenure of Faculty Policy Appvd. 2023.08
II.5.16	Promotion Within Band Pilot Program
II.5.17	Compensation Policy Appvd. 2024.11
II.5.18	Multi-Year Contracts Policy Appvd. 2025.11
II.5.19	Progressive Discipline Regulation Appvd. 2013.05
II.5.20	Faculty Reduction in Force Policy Appvd. 2018.10
II.5.21	Involuntary Administrative Leave Policy Appvd. 2024.04
II.5.22	Separation Reports Regulation Appvd. 1998.05
II.5.23	Employee Separation Checklist
II.5.24	How to Separate Employment Guide
II.5.25	BOT Meeting Packet 2026.06.23
II.5.26	BOT Meeting Packet 2025.03.25
II.5.27	BOT Meeting Packet 2024.05.28
II.5.28	BOT Meeting Packet 2023.08.22
II.6.01	Institutional Marketing Budget FY25-FY26
II.6.02	Social Media Policy Appvd. 2021.03
II.6.03	College Relations Webpage
II.6.04	Marketing and Creative Services Request Form
II.6.05	Spring 2025 Open House
II.6.06	Fall 2024 Open House
II.6.07	FY24 Summer Campaigns
II.6.08	FY24 Winter Acquisition
II.6.09	Auto Service Program Brochure

APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
II.6.10	Transfer Pathways Brochure
II.6.11	Honors Program Brochure
II.6.12	Brookdale Bulletin
II.6.13	Government and Community Update Email 2026.06.03
II.6.14	President's Monday Morning Message 2025.03.18
II.6.15	Weekly Announcements Email 2025.08.15
II.7.01	Loaner Laptop Agreement Form
II.7.02	Brookdale Foundation Scholarships
II.7.03	Wilbur Ray Scholarship Webpage
II.7.04	Tuition Free Brookdale Webpage
II.7.05	EOF Program Webpage
II.7.06	Types of Aid Webpage
II.7.07	Applying for Financial Aid Steps
II.7.08	About Your Financial Aid Offer Webpage
II.7.09	Repaying a Student Loan Webpage
II.7.10	Financial Aid Policy Appvd. 2025.11
II.7.11	Financial Aid Regulation Appvd. 2010.09
II.7.12	Grants & Loans for Student Aid Policy Appvd. 2023.04
II.7.13	Refunds of Tuition & Fees Regulation Appvd. 2018.09
II.7.14	Tuition & Fees Webpage
II.7.15	Tuition & Fees 2026-2027
II.7.16	Course Fees 2026-2027
II.7.17	Student Consumer Information Webpage
II.7.18	Net Price Calculator
II.7.19	NJOSHE Student & Parent Consumer Info. Act Report 2025.11
II.7.20	Brookdale College Navigator
II.7.21	Brookdale College Scorecard Financial Aid Section
II.8.01	College Policies Webpages
II.8.02	College Regulations Webpages
II.8.03	Board of Trustees Bylaws
II.8.04	Board of Trustees Meeting Materials Webpage
II.8.05	Brookdale Fast Facts Webpage
II.8.06	Statement of Accreditation Status (SAS)
II.8.07	USDOE ECAR 2024.04
II.8.08	USDOE Program Participation Agreement (PPA) 2024.03
II.8.09	ACEN Nursing Accreditation Letter 2020.04
II.8.10	NJBON Nursing Accreditation Letter 2025.03
II.8.11	CoARC Resp Care Accreditation Letter 2016.11
II.8.12	JRCERT Rad Tech Accreditation Letter 2026.02
II.8.13	NJ Rad Tech Board of Examiners Initial Accred. Ltr 2000.02
II.8.14	CSHSE Human Serv Accreditation Letter 2023.11
II.8.15	The Certification Board Certificate 2026.04
II.8.16	ASE Auto Tech Accreditation Letter 2025.04
II.8.17	ACFEF Culinary Arts Accreditation Letter 2020.01
II.8.18	AAQEP Alt Route Accreditation Letter 2024.09
II.8.19	Nursing Program Outcomes

Code	Document Title
II.8.20	Resp Care Program Outcomes
II.8.21	Rad Tech Program Outcomes
II.8.22	Human Services Program Outcomes
II.8.23	Culinary Arts Program Outcomes
II.8.24	NJOSHE Annual Institutional Profile 2025
II.8.25	Public Access to Government Records Policy Appvd. 2024.11
II.8.26	Public Access to Gov. Records Regulation Appvd. 2025.06
II.8.27	OPRA Request Form
II.8.28	NJOSHE State Certification of License 2019.09
II.8.29	Brookdale Community College Articles of Incorporation
II.8.30	NJ Statute 18A-64A-57 Authority of Board of Trustees
II.8.31	Brookdale Self-Study Design
II.8.32	FERPA For Students Webpage
II.8.33	Red Flag Identity Theft Prevention Program
II.8.34	Academic Integrity Policy Appvd. 2023.12
II.8.35	Academic Integrity Code Regulation Appvd. 2025.02
II.8.36	NetID and Password Management Webpage
II.8.37	Virtual Testing Using Respondus
II.8.38	Student Resources for Fully Online Coursework
II.8.39	Annual Review of Lab Fees Regulation Appvd. 1975.09
II.8.40	Online Program Options Catalog Pages
II.8.41	Academic Credit Hour Requirements Webpage
II.8.42	Online Contact Hours Verification Form
II.8.43	Guidelines for Online Etiquette
II.8.44	NJVCCC Best Practices for DE Faculty
II.8.45	TLC Tips for Using Canvas
II.8.46	Quality Matters Review Standards Rubric
II.8.47	Brookdale Budget Town Hall 2025
II.8.48	Update on Regional Locations and Student Services 2026.03.13
II.8.49	Update on Long Branch, Freehold, and Neptune Locs 2026.05.27
II.8.50	BOT Meeting Minutes 2026.04.28
II.8.51	Regional Locations Webpage
II.9.01	Authority, Appts, and Powers of the Board Appvd. 2022.02
II.9.02	Brief Lodging Bylaws 2024.10
II.9.03	Board of Trustees Orientation Packet
II.9.04	Board of Trustees Self Evaluation Template
II.9.05	Brookdale Policy Log as of 2025.07
III.1.01	Educational Programs Policy Appvd. 2021.12
III.1.02	Associate Degree and Certificate Requirements
III.1.03	New Jersey Administrative Code Title 9A Higher Education
III.1.04	2026-27 Academic Catalog
III.1.05	General Education Policy Appvd. 2021.12
III.1.06	General Education at Brookdale
III.1.07	Curriculum Handbook 2026
III.1.08	Department Plan Template AY25-26
III.1.09	Sample Curriculum Maps CLO to PLO

APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
III.1.10	Establishment and Discontinuance Policy Appvd. 2018.12
III.1.11	Establishment and Discontinuance Regulation Appvd. 2009.02
III.1.12	25-26 Governance Charges
III.1.13	Academic Council Composition
III.1.14	Academic Credit Hour Requirements Webpage
III.1.15	Program Review Instructions CY2026
III.1.16	AAS and AS Business Admin. Prog. Review CY24
III.1.17	AA Philosophy Prog. Review CY24
III.1.18	AS Science Prog. Review CY22
III.1.19	Online Contact Hours Verification Form
III.1.20	Hybrid Contact Hours Verification Form
III.1.21	Standards for Granting Credentials Policy Appvd. 2023.02
III.1.22	AS Mathematics Curriculum Map 2026.01
III.2.01	SOR Sample Survey
III.2.02	Faculty Labor Agreement 2023-2027
III.2.03	SOR Process Overview
III.2.04	SOR Analysis Report 21FA-24FA
III.2.05	2022 Annual Assessment Report
III.2.06	2023 Annual Assessment Report
III.2.07	2024 Annual Assessment Report
III.2.08	2025 Annual Assessment Report
III.2.09	2026 Assessment Guidebook
III.2.10	GE Committee Composition
III.2.11	GEAC SP25 Assessment Day Presentation
III.2.12	Staffing and Hiring Policy Appvd. 2025.04
III.2.13	Adjunct Faculty Employment Policy Appvd. 2023.02
III.2.14	Staffing of Faculty Positions Regulation Appvd. 2025.02
III.2.15	Full-Time Faculty by Highest Degree Attained
III.2.16	Full-Time Faculty Terminal Degree Analysis
III.2.17	Expenses by Function FY21-FY25
III.2.18	Instructional Expense per Credit Hour FTE
III.2.19	IPEDS HR Report
III.2.20	NJOSHE Annual Institutional Profile 2025
III.2.21	Faculty, Student, Staff Ratio
III.2.22	Faculty Load Report FY21-FY24
III.2.23	Faculty Handbook
III.2.24	TLC Workshop Flyers 2020-2025
III.2.25	Online Certification Course Outline
III.2.26	AI Faculty Working Group Events
III.2.27	Assessment of Student Learning SharePoint Page
III.2.28	WCTL 24FA In-Review
III.2.29	WCTL 25SP In-Review
III.2.30	WCTL Preview AY24-25
III.2.31	Civility Week Webpage
III.2.32	Previous Civility Week Programs
III.2.33	GCP Webpage

Code	Document Title
III.2.34	Globally Enhanced Classes
III.2.35	Global Read
III.2.36	Scholars' Day 2026 Program
III.2.37	Chhange Mission Statement
III.2.38	Siegler-Needle Teaching Fellowship
III.2.39	MOA on Acad. Affairs Restructure
III.2.40	Faculty Evaluation PE-47
III.2.41	Faculty Observation Form
III.2.42	Adjunct Faculty Labor Agreement 2019-2025
III.2.43	Adjunct Evaluation Templates
III.3.01	Program Catalog Entry Example
III.3.02	Online Brookdale Catalog URLs
III.3.03	Academic Departments Webpage
III.3.04	2025 Program Profiles
III.3.05	Tenth Day Enrollment Report 25FA
III.3.06	Tenth Day Enrollment Report 26SP
III.3.07	Number and Percent of Degrees Conferred by Program Report
III.3.08	Career and Technical Education Data Brief 20FA-24FA
III.3.09	Required Credits per Program
III.3.10	Average Degree Credits Earned by Graduation Data Brief
III.3.11	Brookdale Graduates Average Time to Complete Data Brief
III.3.12	High School Based Programs Webpage
III.3.13	Dual Enrollment Data Brief Fall 2020 to Fall 2024
III.3.14	ESL Program Webpage
III.3.15	ESL Enrollment Data Brief
III.3.16	CPS 2025-2026 Completion Data
III.3.17	Lifelong Learning Brochure Summer 2025
III.3.18	CPS Registration Data FY21-FY24
III.3.19	Alt Route to Teaching Certificate of Eligibility
III.3.20	Alt Route to Teaching Pre to Grade 3 Program Overview
III.3.21	Alt Route to Teaching K to 12 Program Overview
III.3.22	Adult Basic Skills and Youth GED AUR 20-21
III.3.23	Youth GED Program Overview
III.4.01	Syllabus Template 2026
III.4.02	BIOL-101 Syllabus
III.4.03	ENGL-122 Syllabus
III.4.04	FASH-121 Syllabus
III.4.05	MATH-131 Syllabus
III.4.06	NURS-171 Syllabus
III.4.07	PSYC-111 Syllabus
III.4.08	Tutoring at Brookdale
III.4.09	STEM Internships by NJ Space Grant Consortium
III.4.10	Schedule A Tutoring Or Lab Appointment
III.4.11	Tutor.com Webpage
III.4.12	The Bankier Library
III.4.13	Bankier Library Admin. Unit Review FY24

APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
III.4.14	IPEDS Academic Libraries Report
III.4.15	VALE Memorandum of Understanding
III.4.16	LibGuides Directory
III.4.17	Information Literacy Description
III.4.18	Library Instruction Services
III.4.19	Library Liaison Program
III.4.20	Library Policies
III.4.21	AUR FY2024 Recommendations Summary
III.4.22	MATH021 EBook
III.4.23	MATH145 EBook
III.4.24	MATH176 EBook
III.4.25	Student Resources for Fully Online Coursework
III.4.26	Distance Education Course Sections
III.4.27	IPEDS 12-Month Enrollment Report
III.4.28	TLC Org. Chart
III.4.29	Online Certification Course Outcomes
III.4.30	Instructors Certified to Teach Fully Online Data Brief
III.4.31	FERPA For Students Webpage
III.4.32	Computer Rsrcs. Network and Facilities Use Appvd. 2018.01
III.4.33	Red Flag Identity Theft Prevention Program
III.4.34	Academic Integrity Policy Appvd. 2023.12
III.4.35	Academic Integrity Code Regulation Appvd. 2025.02
III.4.36	NetID and Password Management Webpage
III.4.37	Virtual Testing Using Respondus
III.4.38	Online Program Options Catalog Pages
III.4.39	Online Course Proposal Form
III.4.40	Guidelines for Online Etiquette
III.4.41	NJVCCC Best Practices for DE Faculty
III.4.42	TLC Tips for Using Canvas
III.4.43	Quality Matters Review Standards Rubric
III.4.44	NC-SARA Mission and Brookdale Participation
III.4.45	Canvas LMS Webpage
III.4.46	Canvas Basics Guide
III.4.47	Canvas FAQs for Students
III.4.48	Orientation to Fully Online Courses and Canvas Presentation
III.4.49	Course Modules Online Student Resources
III.4.50	IT Help Desk Webpage
III.4.51	Help Desk Survey Template
III.4.52	Reading Center Exploratory Data Brief
III.4.53	TLC Admin. Unit Review FY21
III.4.54	Online Student Success Rate 2005-2024
III.4.55	Call Center Monthly Report for Brookdale
III.4.56	Projects Monthly Report Dashboard
III.4.57	2024 Student Technology Usage Survey Results
III.4.58	2025 Faculty Technology Usage Survey Results
III.5.01	Institutional Learning Outcomes

Code	Document Title
III.5.02	General Education Regulation Appvd. 2007.09
III.5.03	ILO Alignment Matrix
III.5.04	Brookdale Governance Constitution
III.5.05	New Gen Ed Courses Since 2022
III.5.06	Governance Gazette 2024.04.30
III.5.07	2024-2025 Governance Final Report
III.5.08	2025-2026 Governance Final Report
III.7.01	Contract Management and Third-Party Providers Appvd. 2026.06
III.7.02	Third-Party Providers Regulation Appvd. 2026.08
III.7.03	List of Third-Party Providers
III.7.04	Student Consumer Information Webpage
III.7.05	Ed2Go and UgotClass Webpage
III.7.06	QuickStart Coding Bootcamps Webpage
III.7.07	Cyanna CompTIA Programs Webpage
III.7.08	160 Driving Academy CDL Webpage
III.7.09	Black Rocket Camps for Kids Webpage
III.7.10	Black Rocket Post Award Agreement 2025.11
III.7.11	Ed2Go Post Award Agreement 2026.04
III.7.12	QuickStart Post Award Agreement 2025.04
III.8.01	Admin. Unit Review Instructions FY2026
III.8.02	Academic Affairs Admin. Unit Review FY26
IV.1.01	Admissions Admin. Unit Review FY23
IV.1.02	April 2026 Open House Information
IV.1.03	Collegewide Website Standards and Practices Appvd. 2006.12
IV.1.04	Social Media Policy Appvd. 2021.03
IV.1.05	College Relations Webpage
IV.1.06	Marketing and Creative Services Request Form
IV.1.07	Spring 2025 Open House
IV.1.08	Fall 2024 Open House
IV.1.09	FY24 Summer Campaigns
IV.1.10	FY24 Winter Acquisition
IV.1.11	Culinary Open House Flyer
IV.1.12	NJSTARS Postcard
IV.1.13	Testing Postcard
IV.1.14	2025 Mission Vision Values
IV.1.15	Admissions Policy Appvd. 2025.02
IV.1.16	Admissions Regulation Appvd. 2016.02
IV.1.17	2026-27 Academic Catalog
IV.1.18	Registration and Records Webpage
IV.1.19	Concurrent Enrollment Regulation Appvd. 2022.09
IV.1.20	Early and Middle College HS Progs Reg. Appvd. 2022.09
IV.1.21	Admission of International Students Regulation Appvd. 1997.12
IV.1.22	Admissions Getting Started Webpage
IV.1.23	Registration Regulation Appvd. 2016.02
IV.1.24	Matriculation Regulation Appvd. 2016.02
IV.1.25	Sample Admissions Letter

APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
IV.1.26	Post-Testing Letter
IV.1.27	Admitted Students Day Booklet 2024
IV.1.28	Student Handbook
IV.1.29	Student Conduct Policy Appvd. 2025.02
IV.1.30	Student Conduct Code Regulation Appvd. 2025.07
IV.1.31	Transfer-In Student Information
IV.1.32	Health Science Program Admission
IV.1.33	High School Based Programs
IV.1.34	Funnel Conversion 2020-2025
IV.1.35	Funnel Conversion By Admit Type 24FA
IV.1.36	Funnel Counts By Admit Type Comparison 24SP - 25SP
IV.1.37	PIE Enrollment Projections FY23-FY26
IV.1.38	IPEDS Fall Enrollment Report
IV.1.39	NJOSHE Annual Institutional Profile 2025
IV.1.40	Strategic Plan 2030
IV.1.41	CRM Advise Screenshots
IV.1.42	CRM Advise Automated Communications
IV.1.43	IPEDS Graduation Rates Report
IV.1.44	2025 AIU Dashboard
IV.1a.01	Admissions Tuition & Fees URLs
IV.1a.02	Tuition & Fees 2026-2027
IV.1a.03	Course Fees 2026-2027
IV.1a.04	Tuition & Fees Policy Appvd. 2026.01
IV.1a.05	Tuition & Fees Webpage
IV.1a.06	Office of Financial Aid URLs
IV.1a.07	About Your Financial Aid Offer Webpage
IV.1a.08	Types of Aid Webpage
IV.1a.09	Repaying a Student Loan Webpage
IV.1a.10	Advancement Office Financial URLs
IV.1a.11	Brookdale Foundation Scholarships
IV.1a.12	Wilbur Ray Scholarship Webpage
IV.1a.13	Tuition Free Brookdale Webpage
IV.1a.14	Other Financial URLs
IV.1a.15	Refund Policy Schedule
IV.1a.16	Refunds of Tuition & Fees Regulation Appvd. 2018.09
IV.1a.17	Net Price Calculator
IV.1a.18	EOF Program Webpage
IV.1a.19	Financial Aid Policy Appvd. 2025.11
IV.1a.20	Grants & Loans for Student Aid Policy Appvd. 2023.04
IV.1a.21	Financial Aid Regulation Appvd. 2010.09
IV.1a.22	Sample Fin. Aid Publications
IV.1a.23	Advancement Admin. Unit Review FY26
IV.1a.24	Office of Financial Aid Admin. Unit Review FY25
IV.1a.25	EOF Admin. Unit Review FY25
IV.1a.26	NJIPEDS Financial Aid Report
IV.1a.27	IPEDS Student Financial Aid Survey

Code	Document Title
IV.1a.28	Brookdale College Navigator
IV.1a.29	Brookdale College Scorecard Financial Aid Section
IV.1a.30	Three-Year Cohort Default Rate 19-22
IV.1a.31	Overview of Financial Aid Outreach Activities
IV.1b.01	Foundational Studies Brochure
IV.1b.02	ESL Program Webpage
IV.1b.03	Testing and Placement for Foundational Studies Appvd. 2018.02
IV.1b.04	Testing Services Foundational Skills Testing Webpage
IV.1b.05	ESL First Steps Webpage
IV.1b.06	Foundational Studies Data Report
IV.1b.07	English Placement Assessment Presentation
IV.1b.08	ALP Webpage
IV.1b.09	Foundational Math Webpage
IV.1b.10	Reading Center Webpage
IV.1b.11	Writing Center Webpage
IV.1b.12	Math Lab Webpage
IV.1b.13	Academic Access Webpage
IV.1b.14	College Success Webpage
IV.1c.01	Admitted Students Day Webpage
IV.1c.02	New Student Orientation Webpage
IV.1c.03	Orientation to Fully Online Courses and Canvas Presentation
IV.1c.04	Parent Orientation Webpage
IV.1c.05	Advising Admin. Unit Review FY23
IV.1c.06	Academic Advising Webpage
IV.1c.07	Student Planning Webpage
IV.1c.08	Academic Standing Regulation Appvd. 2025.10
IV.1c.09	Enrollment Services Advisor Job Description
IV.1c.10	First Year Experience Extended Orientation Program
IV.1c.11	Mental Health and Wellness Resources Webpage
IV.1c.12	Student Mental Wellness Resources Flyer
IV.1c.13	Counseling Webpage
IV.1c.14	Uwill Free Telehealth Therapy
IV.1c.15	Wellness Center Webpage
IV.1c.16	Thrive Services
IV.1c.17	Social Worker Appointments
IV.1c.18	Faculty Resource Guide
IV.1c.19	Expenses by Function FY21-FY25
IV.1c.20	New Student Orientation Data 2022-2025
IV.1c.21	Advising Appt Stats 2025.01-2026.01
IV.1c.22	Wellness Center FY26 Report
IV.1d.01	Eligibility for Graduation Regulation Appvd. 2018.09
IV.1d.02	Contact Advising Webpage
IV.1d.03	Sample Time to Apply for Graduation Email
IV.1d.04	STEAM Grades by Demographics 25FA
IV.1d.05	4-Term Retention by Program
IV.1d.06	Brookdale Graduates Average Time to Complete Data Brief

APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
IV.1d.07	IPEDS Completions Report
IV.1d.08	Graduates by Program Report
IV.1d.09	Transfer Pathways Webpage
IV.1d.10	Transfer Agreements by Institution
IV.1d.11	Transfer Agreements by Program
IV.1d.12	Career Center Webpage
IV.1d.13	Build Career Readiness Webpage
IV.1d.14	Program Review Instructions CY2026
IV.1d.15	Career Center Resources Webpages
IV.1d.16	Auto Tech GM-ASEP Program Requirements
IV.1d.17	Continuing Ed Medical Asst. Certification Requirements
IV.1e.01	Enrollment Data Brief
IV.1e.02	Retention Rates Data Brief
IV.1e.03	Graduation Rates Data Brief
IV.1e.04	150% Success Rates Data Brief
IV.1e.05	Tenth Day Enrollment Report 25FA
IV.1e.06	Retention by Race Ethnicity and Gender
IV.1e.07	2-Term Retention by Program
IV.1e.08	Graduates by Program 2021-2025
IV.1e.09	3Yr Graduation Rates by Program 22FA
IV.1e.10	Graduation and Transfer Rates by Race Ethnicity 12FA-21FA
IV.1e.11	4Yr Grad and Transfer Rates 20FA
IV.1e.12	2025 Program Profiles
IV.1e.13	Graduate Follow Up Survey Report Fall 2025
IV.1e.14	New Jersey Higher Education Outcomes Dashboard
IV.1e.15	PIE Data Request Form
IV.1e.16	AUR Instructions and Template FY26
IV.1e.17	International Education Center Admin. Unit Review FY25
IV.1e.18	Department Plan Template AY24-25
IV.2.01	IPEDS 12-Month Enrollment Report
IV.2.02	Transfer Credit Regulation Appvd. 2017.09
IV.2.03	Credit by Assessment Regulation Appvd. 2013.07
IV.2.04	Internship Program Regulation Appvd. 2023.04
IV.2.05	Transcript Credit Review Form
IV.2.06	Transfer-In Checklist
IV.2.07	CLEP AP and DSST Credit Tables
IV.2.08	International Baccalaureate Examinations List
IV.2.09	Veterans Resources Webpage
IV.2.10	New Advisor Onboarding
IV.2.11	New Advisor Training
IV.2.12	Resources for Incoming Students
IV.3.01	Public Access to Government Records Policy Appvd. 2024.11
IV.3.02	Release of Student Acad. and Demo. Data Reg. Appvd. 1976.03
IV.3.03	Records Storage, Retention, and Disposal Reg. Appvd. 2009.02
IV.3.04	Confidentiality of Data Records Regulation Appvd. 2009.02
IV.3.05	Computer Resources Network and Facilities Use Appvd. 2018.01

Code	Document Title
IV.3.06	Confidentiality of Library Circulation Records Reg. Appvd. 2007
IV.3.07	Data Classification and Permitted Use Reg. Appvd. 2021.01
IV.3.08	Information Security Program Regulation Appvd. 2019.08
IV.3.09	Rights and Responsibilities Regulation Appvd. 2005.07
IV.3.10	Student Personal Information Changes Webpage
IV.3.11	FERPA Webpages
IV.3.12	Notification of Rights Under FERPA
IV.3.13	Security Awareness Webpage
IV.4.01	Student Life and Activities Webpage
IV.4.02	Active Clubs and Organizations List
IV.4.03	Student Life Board Webpage
IV.4.04	Student Life and Activities Admin. Unit Review FY23
IV.4.05	Athletics and Recreation Admin. Unit Review FY26
IV.4.06	Athletics Instagram Posts
IV.4.07	Esports Webpage
IV.4.08	Student-Athlete Code of Conduct
IV.4.09	NJCAA Bylaws
IV.4.10	Brookdale Student Athletes Data Report
IV.4.11	The Academic Impact of Participating in Athletics Report
IV.5.01	Contract Management and Third-Party Providers Appvd. 2026.06
IV.5.02	Third-Party Providers Regulation Appvd. 2026.08
IV.5.03	List of Third-Party Providers
IV.5.04	Instructure Post Award Contract 2025.07
IV.5.05	Scenario Learning - Vector Solutions Services Agreement 2025.09
IV.5.06	Sign Language Interpreter Services Post Award Agreement 2025.05
IV.5.07	Tutor.com Addendum to Services Agreement 2026.06
IV.6.01	Evaluation of College Services Regulation Appvd. 2008.05
IV.6.02	AUR Schedule Student Affairs Units
IV.6.03	Accessibility Services Admin. Unit Review FY25
IV.6.04	Admin. Unit Review Recommendations 2022-2025
V.1.01	General Education Foundation for NJCCs
V.1.02	2026-27 Academic Catalog
V.1.03	General Education Policy Appvd. 2021.12
V.1.04	General Education Regulation Appvd. 2007.09
V.1.05	HESC-105 Syllabus
V.1.06	New Jersey Administrative Code Title 9A Higher Education
V.1.07	Syllabus Template 2026
V.1.08	PHYS-223 Syllabus
V.1.09	PHYS-223 Assessment Project 25SP
V.1.10	Assessment Guidebook 2026
V.1.11	Department Plan Template AY25-26
V.1.12	Sample Curriculum Maps CLO to PLO
V.1.13	Program Review Instructions CY2026
V.2.01	ILO Alignment Matrix
V.2.02	Program Advisory Committees Regulation Appvd. 2009.03
V.2.03	Curriculum Handbook 2026

APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
V.2.04	Assessment Report FY22
V.2.05	Assessment Report FY23
V.2.06	Assessment Report FY24
V.2.07	Assessment Report FY25
V.2.08	Academic Council Composition
V.2.09	25-26 Governance Charges
V.2.10	Standards for New Academic Programs Form
V.2.11	Brookdale Dental Hygiene AAS State Application Request
V.2.12	Occupation Report for Dental Hygienists
V.2.13	Infusing Career Readiness Grant Proposal FY25
V.2.14	Graduates by Program 2021-2025
V.2.15	3Yr Graduation Rates by Program 22FA
V.2.16	4Yr Grad and Transfer Rates 20FA
V.2.17	AS Human Services Prog. Review CY24
V.2.18	CCSSE 2022 Frequency and Means Report
V.2.19	SSI Presentation 2024
V.2.20	Graduate Follow Up Survey Report Fall 2025
V.2.21	CPS 2025-2026 Completion Data
V.2.22	Spring 2026 Assessment Day Invite
V.2.23	General Education Assessment History Since 2018
V.2.24	2024-2025 ILO Assessment Rubrics
V.2.25	GEAC Assessment Day Presentations 2025.12
V.2.26	AAS and AS Business Admin. Prog. Review CY24
V.2.27	Computer Science Recommendations Response Memo
V.2.28	Creative Writing Recommendations Response Memo
V.2.29	Anthro. and Soc. Department Plan AY25-26
V.2.30	Nursing Department Plan AY25-26
V.2.31	Psych. and Educ. Department Plan AY25-26
V.2.32	Prog. Review Recommendations 2022-2025
V.2.33	Report of Assessment Activity Template 2025.10
V.2.34	MATH-156 Assessment Project 24SP
V.2.35	Assessment of Student Learning SharePoint Webpage
V.3.01	2025 Program Profiles
V.3.02	Enrollment by Program 21FA-25FA
V.3.03	Program Enrollment by Class 25FA
V.3.04	4-Term Retention by Program
V.3.05	Math Interventions Data 23FA-25SP
V.3.06	AA Creative Writing Prog. Review CY24
V.3.07	ENGL-099 Grades and Rates by Demographics FA24
V.3.08	Department Plan Template AY24-25
V.3.09	New Jersey Higher Education Outcomes Dashboard
V.4.01	Contract Management and Third-Party Providers Appvd. 2026.06
V.4.02	Third-Party Providers Regulation Appvd. 2026.08
V.4.03	List of Third-Party Providers
V.4.04	Instructure Post Award Contract 2025.07
V.4.05	Watermark Contract 2025.06

Code	Document Title
V.5.01	Board of Trustees Bylaws
V.5.02	Assessment of Institutional Effectiveness Policy Appvd. 2023.12
V.5.03	Educational Programs Policy Appvd. 2021.12
V.5.04	Inst. or Spec. Prog. Acc., App., or Cert. Policy Appvd. 2025.09
V.5.05	Effectiveness of Educational Programs Policy Appvd. 2021.12
V.5.06	Establishment and Discontinuance Policy Appvd. 2018.12
V.5.07	Assessment Guidebook 2025
V.5.08	Department Plan Template AY23-24
V.5.09	Department Plan Template AY22-23
V.5.10	Assessment Office Admin. Unit Review FY23
V.5.11	Planning & Institutional Effectiveness Admin. Unit Review FY26
V.5.12	Academic Affairs Admin. Unit Review FY26
V.5.13	Acad. and Admin. Assessment Team Admin. Unit Review FY22
V.5.14	Admin. Unit Review Recommendations 2022-2025
V.5.15	Gen Ed Assessment While in Governance Report 2022
V.5.16	GEAC SP25 Assessment Day Presentation
V.5.17	CPS Instructor Evaluation Form
V.5.18	SP26 End of Program CTE Analysis
VI.1.01	2017 Mission Vision Values
VI.1.02	Strategic Plan 2022
VI.1.03	Strategic Plan 2025
VI.1.04	2025 Mission Vision Values
VI.1.05	Strategic Plan 2030
VI.1.06	Academic MP
VI.1.07	Advancement MP
VI.1.08	Organizational Optimization MP
VI.1.09	Student Success MP
VI.1.10	Organizational Chart 2026.07.08
VI.1.11	Collegial Governance Org. Chart
VI.1.12	Program Review Instructions CY2026
VI.1.13	AUR Instructions and Template FY26
VI.1.14	Prog. Review Recommendations 2022-2025
VI.1.15	Admin. Unit Review Recommendations 2022-2025
VI.1.16	AAS Auto Tech Prog. Review CY19
VI.1.17	HR Benefits Admin. Unit Review FY21
VI.1.18	AAS Interior Design Prog. Review CY23
VI.1.19	AAS and AS Business Admin. Prog. Review CY24
VI.1.20	TLC Admin. Unit Review FY26
VI.10.01	Freehold Facility Assessment
VI.10.02	NJOSHE Annual Institutional Profile 2025
VI.10.03	Deeds and Lease Agreements
VI.10.04	Commercial Umbrella Liability Insurance Policy
VI.10.05	Cyber and Multimedia Liability Insurance Policy
VI.10.06	Flood Insurance Policy
VI.10.07	PKG Policy
VI.10.08	POLL Policy

APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
VI.10.09	PROP Policy
VI.10.10	SL EO Policy
VI.10.11	OIT Budget and Lifecycle Schedules
VI.10.12	Contract Management and Third-Party Providers Appvd. 2026.06
VI.10.13	Third-Party Providers Regulation Appvd. 2026.08
VI.10.14	List of Third-Party Providers
VI.11.01	Accreditations Webpage
VI.11.02	USDOE Program Participation Agreement (PPA) 2024.03
VI.11.03	Statement of Accreditation Status (SAS)
VI.11.04	USDOE ECAR 2024.04
VI.11.05	Three-Year Cohort Default Rate 19-22
VI.11.06	Brookdale College Scorecard Financial Aid Section
VI.11.07	Brookdale College Navigator
VI.11.08	Program Review Initial Letter 2019.03.29
VI.11.09	Program Review Findings Letter 2019.07.31
VI.11.10	Program Review Report 2019.07
VI.11.11	Final Program Review Determination Letter 2019.12.18
VI.12.01	Perkins Allocation FY24
VI.12.02	Perkins Allocation FY25
VI.12.03	Perkins Expenditure Report FY24-FY25
VI.12.04	Perkins Allocation Check In Email 2025.12.01
VI.12.05	Perkins Allocation FY26
VI.12.06	FY26 Perkins Budget Tracking
VI.13.01	Academic Affairs Reorganization Broadcasts
VI.13.02	Hana Lahr Brookdale Presentation 2026.01.20
VI.13.03	BYOD Survey Items
VI.13.04	BYOD Governance Presentation
VI.13.05	Scholars' Day 2026 Program
VI.13.06	CohnReznick Risk Assessment Summary
VI.2.01	Brookdale Budget Town Hall 2025
VI.2.02	Program Advisory Committees Regulation Appvd. 2009.03
VI.2.03	President Broadcast Email 2026.06.09
VI.2.04	President's Monday Morning Message 2025.03.18
VI.2.05	Governance Gazette 2026.04.14
VI.2.06	President's Mission Task Force Email and Memo 2025.06.01
VI.2.07	25-26 Governance Charges
VI.2.08	Facilities Recommendations Response Memo
VI.2.09	Addiction Studies AS Recommendations Response Memo
VI.2.10	AS Architecture Prog. Review CY23
VI.2.11	Gov. Affairs & Comm. Relations Admin. Unit Review FY22
VI.3.01	SP22 October 2019 Updates
VI.3.02	SP22 Final Report and Dashboard 2022.09
VI.3.03	SP25 Master Plan Updates 2025.06
VI.3.04	President's Monday Morning Message 2025.01.06
VI.3.05	SP25 Final Report 2025.07
VI.5.01	PIE Enrollment Projections FY23-FY26

Code	Document Title
VI.5.02	FY27 Budget Development Memo
VI.5.03	Completed Budget Template Marketing FY27
VI.5.04	Budget Models FY27
VI.5.05	BOT Budget Presentation 2025.02
VI.5.06	BOT Budget Presentation 2026.02
VI.5.07	BOT Meeting Minutes 2025.02.25
VI.5.08	BOT Meeting Minutes 2026.02.25
VI.5.09	Board of School Estimate Meeting Minutes 2025.03.27
VI.5.10	Board of School Estimate Meeting Minutes 2026.04.15
VI.5.11	BOT Approved FY26 Budget
VI.5.12	BOT Approved FY27 Budget
VI.5.13	Fall Semester Financial Forecast FY26
VI.5.14	Spring Semester Financial Forecasts FY25-FY26
VI.5.15	Health Insurance Update 2026.07.01
VI.5.16	Health Insurance Update 2026.07.20
VI.5.17	Important Announcement and Invitation to Town Hall 2026.06.24
VI.5.18	BOT Meeting Packet 2025.03.25
VI.5.19	Budget Transfers Policy Appvd. 2019.05
VI.5.20	Auth. and Payment of College Expenses Pol. Appvd. 2024.11
VI.6.01	Revenues, Expenses, and Changes in Net Position FY21-FY25
VI.6.02	Expenses by Function FY21-FY25
VI.6.03	Regional Location Budgets
VI.6.04	Brookdale at Wall Webpage
VI.6.05	IPEDS HR Report
VI.6.06	Staffing and Hiring Policy Appvd. 2025.04
VI.6.07	Staffing of Faculty Positions Regulation Appvd. 2025.02
VI.6.08	Staffing of Administrative and Support Staff Appvd. 2025.02
VI.6.09	HR Services Admin. Unit Review FY24
VI.6.10	Facilities Master Plan
VI.6.11	Technology Strategic Plan 2025-2028
VI.6.12	Ellucian Contract 2026.07
VI.6.13	SaaS Migration Complete Broadcast 2026.07.01
VI.6.14	Computer Deployment and Replacement Reg. Appvd. 2022.09
VI.7.01	Operating and Capital Budgets FY23-FY26
VI.7.02	FY25 Grants Tracking
VI.7.03	FY26 Grants Tracking
VI.7.04	Grants Admin. Unit Review FY26
VI.7.05	Brookdale Foundation Audit 2024 and 2025
VI.7.06	Brookdale Foundation Form 990
VI.7.07	Financial Health Metrics
VI.7.08	Debt Service 2022-2025
VI.7.09	Tuition Discount Rate
VI.7.10	NJOSHE FARM Assessment FY25
VI.7.11	NJOSHE FARM Letter FY25
VI.8.01	Standards for Auditing and Accounting Policy Appvd. 2025.02
VI.8.02	Audit FY22 Brookdale Community College

APPENDIX B: EVIDENCE INVENTORY

Code	Document Title
VI.8.03	Audit FY23 Brookdale Community College
VI.8.04	Audit FY24 Brookdale Community College
VI.8.05	Audit FY25 Brookdale Community College
VI.8.06	BOT Meeting Minutes 2026.01.27
VI.8.07	Audit FY22 Foundation
VI.8.08	Audit FY23 Foundation
VI.8.09	Audit FY24 Foundation
VI.8.10	Audit FY25 Foundation
VI.8.11	Student Accounts Internal Audit 2023
VI.8.12	BOT Audit Committee Minutes 2023.06.19
VI.8.13	NJOSC Performance Audit 2022
VI.8.14	NJOSC Performance Audit Follow-Up 2025
VI.9.01	Sample Job Descriptions
VI.9.02	BOT Meeting Minutes 2024.01.23
VI.9.03	President's Monday Morning Message 2024.10.07
VI.9.04	2025-2026 Governance Final Report
VI.9.05	BOT Meeting Minutes 2025.10.28
VI.9.06	BOT Meeting Minutes 2025.11.25
VI.9.07	ITSC Meeting Minutes 2026.02.26
VI.9.08	DMI Meeting Minutes 2024.12.17
VI.9.09	DMI Meeting Minutes 2025.03.31
VII.1.01	Board of Trustees Bylaws
VII.1.02	Organizational Chart 2026.07.08
VII.1.03	Brookdale Governance Constitution
VII.1.04	Collegial Governance Policy Appvd. 2022.10
VII.1.05	25-26 Governance Charges
VII.1.06	President's Community Advisory Council Webpage
VII.1.07	Program Advisory Committees Regulation Appvd. 2009.03
VII.2.01	Articles of Incorporation
VII.2.02	NJ Statute 18A-64A-57 Authority of Board of Trustees
VII.2.03	Mission Adoption Policy Appvd. 2025.11
VII.2.04	BOT Meeting Minutes 2024.01.23
VII.2.05	Standards for Auditing and Accounting Policy Appvd. 2025.02
VII.2.06	Effectiveness of Educational Programs Policy Appvd. 2021.12
VII.2.07	Trustee Authority, Appts and Powers of the BOT Appvd. 2022.02
VII.2.08	Code of Ethics for Trustees Policy Appvd. 2022.04
VII.2.09	Trustee Conduct Policy Appvd. 2018.12
VII.2.10	Trustee Acknowledgement Form
VII.2.11	BOT Meeting Minutes 2022.04.26
VII.2.12	Board of Trustees Biographies
VII.2.13	Policy Items Requiring Action by the President Appvd. 2014.02
VII.2.14	Standards for Granting Degrees and Certs Policy Appvd. 2023.02
VII.2.15	Establishment and Discontinuance Policy Appvd. 2018.12
VII.2.16	Staffing and Hiring Policy Appvd. 2025.04
VII.2.17	BOT Meeting Packet 2025.03.25
VII.2.18	BOT Meeting Packet 2026.03.24

Code	Document Title
VII.2.19	Resolution Appointing Dr. Stout 2018.05.15
VII.2.20	Presidential Search Process Policy Appvd. 2026.01
VII.2.21	President Goals Modification 2025.02
VII.2.22	Dr. Stout's Employment Agreement
VII.2.23	BOT President Evaluation Template
VII.2.24	BOT Ratifying Dr. Stout's Contract 2021.03.23
VII.2.25	BOT Ratifying Dr. Stout's Contract 2024.04.24
VII.2.26	Board of Trustees Orientation Packet
VII.2.27	NJ Statute 18A 3B-6.3 Required Training for Board Members
VII.2.28	BOT Retreat Meeting Minutes 2025.04.11_25
VII.2.29	BOT Retreat Meeting Minutes 2024.03.23
VII.2.30	BOT Meeting Minutes 2025.10.28
VII.2.31	BOT Self-Evaluation Template
VII.2.32	BOT Governance Committee Meeting Minutes 2025.01.22
VII.2.33	Brookdale Policy Log 2025.07.10
VII.2.34	Brief Lodging Bylaws 2024.10.29
VII.2.35	BOT Meeting Minutes 2024.11.26
VII.2.36	N.J.S.A. 40A 9-22.1 Local Government Ethics Law
VII.2.37	Local Government Ethics Law Financial Disclosure Statement
VII.2.38	Student Consumer Information Webpage
VII.2.39	NJOSHE Annual Institutional Profile 2025
VII.2.40	2026-27 Academic Catalog
VII.2.41	FY26 Operating & Capital Budgets
VII.2.42	Brookdale Financial Audit FY25
VII.3.01	Dr. Stout's CV
VII.3.02	President's Monday Morning Message 2025.03.03
VII.3.03	Cabinet Resumes
VII.3.04	FY26 ELC Membership
VII.3.05	Officer of the Day Memo 2025.02.28
VII.3.06	BOT Interim AVP HR Addendum 2025.06
VII.3.07	Strategic Plan 2022
VII.3.08	Strategic Plan 2025
VII.3.09	Strategic Plan 2030
VII.3.10	Program Review Instructions CY2026
VII.3.11	AUR Instructions and Template FY26
VII.4.01	IPEDS HR Report
VII.4.02	Sample Job Descriptions
VII.4.03	Staffing of Administrative and Support Staff Appvd. 2025.02
VII.4.04	Cabinet Credentials & Expertise Analysis
VII.4.05	Admin. Staff Evaluation Tutorial
VII.4.06	Support Staff Evaluation Tutorial
VII.4.07	FY27 Annual Compliance and Training
VII.4.08	July 2026 Employee Professional Development
VII.4.09	Employee Guidebook
VII.4.10	FY26 Professional Development Analysis
VII.4.11	Employee Information Technology Guide

Code	Document Title
VII.4.12	President's Monday Morning Message 2025.02.24
VII.4.13	Spring 2025 Student Speak Out Notes
VII.4.14	Administrative Unit Review Schedule
VII.4.15	Bankier Library Admin. Unit Review FY24
VII.4.16	Recruiting & Hiring Admin. Unit Review FY25
VII.4.17	Spring 2026 Assessment Day Invite
VII.4.18	Admin. Unit Review Recommendations 2022-2025
VII.4.19	SSI 2024 Main Report
VII.4.20	SSI Summary Scales Report
VII.4.21	Fall 2024 PACE Summary
VII.4.22	Fall 2024 PACE Report
VII.4.23	Promotion Within Band Pilot Program
VII.5.01	PACE Supplemental BOT Items & Analysis
VII.5.02	Assessment of Institutional Effectiveness Policy Appvd. 2023.12
VII.5.03	President and BOT Admin. Unit Review FY25
VII.5.04	Finance & Operations Admin. Unit Review FY26
VII.5.05	Academic Affairs Admin. Unit Review FY26
VII.5.06	Advancement Admin. Unit Review FY26
VII.5.07	Planning & Institutional Effectiveness Admin. Unit Review FY26
VII.5.08	Student Affairs Admin. Unit Review FY26
VII.5.09	NACUBO Final Report July 2022
VII.5.10	NACUBO Recommendations & Plan Alignment
VII.5.11	Payroll Process Internal Audit 2020
VII.5.12	Employee Travel & Expense Reimbursement Internal Audit 2021
VII.5.13	Student Accounts Internal Audit 2023
VII.5.14	Ellucian Data Governance Service 2023
VII.5.15	2024-2025 Governance Final Report
VII.5.16	Governance Gazette 2022.09.20
VII.5.17	Governance Gazette 2024.04.16
VII.5.18	Governance Gazette 2024.11.12

APPENDIX C

Evidence Expectations Documents



BROOKDALE
COMMUNITY COLLEGE



Standard I: Mission and Goals

The institution's mission defines its 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.

Criterion 1

clearly defined mission and goals that:

- a. are developed through appropriate collaborative and inclusive participation by all who facilitate or are otherwise responsible for institutional development and improvement;
- b. address external as well as internal contexts and constituencies;
- c. are approved and supported by the governing body;
- d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
- e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
- f. are publicized and widely known by the institution's internal stakeholders;
- g. are periodically evaluated;

Mission statement - o date of last revision - o list of mission review committee members and evidence of their involvement in mission review and revision - o evidence of participation and approval by governing body	I.1.01 2017 Mission Vision Values I.1.02 2025 Mission Vision Values I.1.04 BOT Meeting Minutes 2017.10.17 I.1.07 BOT Meeting Minutes 2019.02.26 I.1.12 President's Mission Task Force Email and Memo 2025.06.01 I.1.14 BOT Meeting Minutes 2025.10.28 I.1.15 BOT Meeting Minutes 2025.11.25 I.1.24 Mission Adoption Policy Appvd. 2023.01 I.1.25 Mission Adoption Policy Appvd. 2025.11
Sample communications or publications of the mission statement and/or notification of changes to the mission to the institution's internal and external constituencies (select a sample from across a four-year period)	I.1.08 BOT Meeting Minutes 2024.01.23 I.1.09 President's Monday Morning Message 2024.10.07 I.1.11 President's Monday Morning Message 2025.02.24 I.1.13 2025-2026 Governance Final Report I.1.22 President's Monday Morning Message 2026.06.01 I.1.26 BOT Meeting Minutes 2022.01.25 I.1.27 BOT Meeting Minutes 2023.01.24 I.1.28 BOT Meeting Minutes 2025.01.28 I.1.29 BOT Meeting Minutes 2026.01.27 I.1.52 Mission Vision Values Webpage
Evidence of alignment between elements of mission and institutional goals and unit-and institution-level planning, resource allocation, program and curriculum development and the definition of institutional and educational outcomes	I.1.16 Strategic Plan 2022 I.1.17 Strategic Plan 2025 I.1.18 Strategic Plan 2030 I.1.23 Evergreen Priorities Descriptions I.1.30 Academic MP I.1.31 Advancement MP I.1.32 Organizational Optimization MP I.1.33 Student Success MP I.1.34 Department Plan Template AY24-25 I.1.35 Department Plan Template AY25-26 I.1.45 Prof. Dev. Approval Criteria, Application, and Funding Options
Sample budget requests or other documentation demonstrating alignment between budget allocations and mission and institutional goals (select a sample from across a four-year period)	I.1.34 Department Plan Template AY24-25 I.1.35 Department Plan Template AY25-26 I.1.36 Curriculum Handbook 2026 I.1.37 Program Review Instructions CY2026 I.1.38 Prog. Review Recommendations 2022-2025 I.1.39 FY27 Budget Development Memo I.1.40 AUR Instructions and Template FY26 I.1.41 Admin. Unit Review Recommendations 2022-2025

Criterion 2

Institutional goals that are realistic, appropriate to higher education, and consistent with mission

Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or goal-setting

o Date of last update

o Goals with evidence of their relationship to mission (e.g., crosswalk, etc.)

I.1.18 Strategic Plan 2030

Criterion 3

Goals that focus on student learning outcomes and student achievement that

a. include retention, graduation, transfer, and placement rates;

c. are supported by administrative, educational, and student support programs and services;

d. prioritize institutional improvement;

Evidence that the institution has set goals that address student learning outcomes, and attainment can be measured using student achievement data including Graduation rates, Retention rates, Transfer rates, Job placement rates

I.1.18 Strategic Plan 2030
I.2.02 SP22 Final Report and Dashboard 2022.09
I.2.03 SP25 Master Plan Updates 2025.06
I.3.23 SP25 Final Report 2025.07
I.3.24 New Jersey Higher Education Outcomes Dashboard

Evidence and trend analysis of the institution's progress at meeting the established student achievement goals using at least four years of student achievement data - as appropriate to institutional mission and disaggregated by relevant populations:

o Retention Rates (Available in IPEDS and collected in the AIU)

o Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU)

o Transfer Rates (Available in IPEDS and collected in the AIU)

o Placement rates,

I.3.04 IPEDS Graduation Rates Report
I.3.07 Assessment IR and Data SharePoint Homepage
I.3.08 Enrollment Data Brief
I.3.09 Retention Rates Data Brief
I.3.10 Graduation Rates Data Brief
I.3.11 150% Success Rates Data Brief
I.3.14 3Yr Graduation Rates by Race Ethnicity Report
I.3.15 4-Term Retention by Program
I.3.16 2025 Program Profiles
I.3.17 Student Consumer Information Webpage
I.3.18 - I.3.22 Outside Accredited Program Outcomes

Alternative completion measures including but not limited to:

o Student Achievement Measure (SAM)

o Outcomes Measures (OM) (Available in IPEDS)

o Degrees Awarded, by credential level annually (Available in IPEDS)

o Pass Rates on standardized examinations

o Data on Earnings (e.g. College Scorecard)

I.3.05 IPEDS Completions Report
I.3.06 IPEDS 6Yr Outcomes Measures Report
I.3.13 Graduates by Program Report
I.3.18 - I.3.22 Outside Accredited Program Outcomes
I.3.24 New Jersey Higher Education Outcomes Dashboard~~Evidence that the institution has set goals that consider diversity, equity and inclusion principles~~~~Evidence of alignment between mission, strategic goals, and diversity, equity, and inclusion principles~~

Student Headcount Data, disaggregated by relevant populations (Available in IPEDS and collected in the AIU)

o Fall Enrollment

o 12 Month Enrollment

I.3.01 IPEDS Fall Enrollment Report
I.3.02 IPEDS 12-Month Enrollment Report
I.3.12 Tenth Day Enrollment Report 25FA

Human Resources Data, disaggregated by relevant populations (Available in IPEDS)

o Faculty headcount

o Administrative and staff headcount

I.3.03 IPEDS HR Report

Evidence of budgetary support, allocation of resources, and implementation of programs to support student learning outcomes and student achievement

I.1.40 AUR Instructions and Template FY26
I.1.41 Admin. Unit Review Recommendations 2022-2025
I.3.25 Expenses by Function FY21-FY25

Expense Analysis of related expenses (four-years), as applicable

I.3.25 Expenses by Function FY21-FY25

Criterion 4

Periodic assessment of mission and goals to ensure they are relevant and achievable

Evidence of strategic plan and mission development processes	I.1.03 2016-2017 Governance Final Report I.1.05 Governance Gazette 2018.10.16 I.1.06 Governance Gazette 2018.12.11 I.1.10 Vision 2030 SWOT Analysis Summarized Results I.1.19 Weekly BOT Update 2024.07.26 I.1.20 President's Monday Morning Message 2025.03.10 I.1.21 Weekly BOT Update 2026.04.19 I.1.53 Fall 2025 Convocation Presentation I.1.54 President's Monday Morning Message 2024.09.09
Evidence of regular evaluation of mission statement and institutional goals	I.4.01 President's Monday Morning Message 2025.09.08

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criterion 1

a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;

Policies and procedures on: - o academic and intellectual freedom - o freedom of expression - o intellectual property rights - o copyright	- II.1.01 Acceptable Use of Computer Network Policy Appvd. 2019.10 - II.1.02 Computer Rsrsc. Network and Facilities Use Appvd. 2018.01 - II.1.03 Collegewide Website Standards and Practices Appvd. 2006.12 - II.1.04 Academic Freedom and Responsibility Appvd. 2023.02 - II.1.05 Community Use Policy Appvd. 2007.04 - II.1.06 Community Use Regulation Appvd. 2016.12 - II.1.07 Demonstrations Policy Appvd. 2023.08 - II.1.08 Demonstrations Regulation Appvd. 2007.03 - II.1.09 Outside Speakers Policy Appvd. 2023.08 - II.1.10 Outside Speakers Regulation Appvd. 2009.03 - II.1.11 Student Speak Out Article - II.1.12 Civility Week Webpage - II.1.13 Brookdale Governance Constitution - II.1.14 Center for Visual Arts Gallery Events - II.1.15 NJ Film Academy Lecture Series - II.1.16 Summer 2026 Theatre Performances - II.1.17 - II.1.20 Labor Agreements - II.1.21 Copyright Guidelines - II.1.22 The Bankier Library
--	--

Criterion 2

a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;

Regular and systematic campus climate assessments or surveys of a variety of stakeholder groups	- II.2.09 Fall 2024 PACE Report - II.2.10 SSI 2024 Main Report - II.2.13 Hunger-Free Campus Grant Survey 2025 Results - II.2.14 Basic Needs Survey Report Fall 2025
Student Headcount Data, disaggregated by relevant populations (Available in IPEDS data and collected in the AIU) - o Fall Enrollment - o 12 Month Enrollment	- II.2.01 IPEDS Fall Enrollment Report - II.2.02 IPEDS 12-Month Enrollment Report
Human Resources Data, disaggregated by relevant populations (Available in IPEDS) - o Faculty or Instructional Staff headcount - o Administrative and staff headcount	II.2.03 IPEDS HR Report
Sample communication or publication of results of campus climate assessments or surveys	- II.2.21 PIE Surveys SharePoint Webpage - II.2.22 President's Monday Morning Message 2025.03.17 - II.2.23 Fall 2025 Convocation Presentation - II.2.24 SSI Data Infographics - II.2.25 PACE Survey ELC Presentation
Examples of assessment of campus climate, consideration of results, follow up, or changes made, including changes to mission or strategic priorities	- II.2.11 Academic Affairs Reorganization Broadcasts - II.2.15 Thrive Services - II.2.16 Childcare Resource List - II.2.17 President's Monday Morning Message 2025.02.24

Criterion 3 a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;	
Policies and procedures for faculty or staff complaints or grievances including the URL and any other location where faculty and staff can access these documents (Complaints Involving Applicant and Member Institutions Policy and Procedures)	II.3.01 Faculty and Staff Complaints Evidence Packet II.3.02 Ethics Hotline Webpage
Policies and procedures for student complaints or grievances, including the URL and any other location where students and the public can access these documents (Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 668.43; Complaints Involving Applicant and Member Institutions Policy and Procedures)	II.3.04 Students Complaints Evidence Packet
Documentation including the URL for the contact information that the institution provides enrolled and prospective students for filing complaints with the institution's accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint (Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 668.43(b), Complaints Involving Applicant and Member Institutions Policy and Procedures)	II.3.05 Accreditations Webpage II.3.06 Accreditation URLs
Institutional record of student complaints and resolution, four-year time period (Complaints Involving Applicant and Member Institutions Policy and Procedures; Verification of Compliance - Record of Student Complaints and federal regulation 34 CFR § 602.16(a)(1)(ix))	II.3.04 Students Complaints Evidence Packet
Institutional record of faculty or staff complaints and resolution (Complaints Involving Applicant and Member Institutions Policy and Procedures)	II.3.01 Faculty and Staff Complaints Evidence Packet

Criterion 4 the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	
Policies and procedures for conflicts of interest	II.4.01 Code of Ethics for Trustees Policy Appvd. 2022.04 II.4.02 BOT Acknowledgement Form for Code of Conduct II.4.03 Local Government Ethics Law Financial Disclosure Statement II.4.04 Code of Ethics for Employees Policy Appvd. 2023.12 II.4.05 Code of Ethics for Employees Regulation Appvd. 2024.08 II.4.06 Faculty Outside Employment Form II.4.07 Admin and Staff Outside Employment Form
Documentation or sample of disclosure or reporting of conflicts of interest or recusals (e.g. forms or meeting minutes), if applicable	II.4.08 BOT Meeting Minutes 2022.04.26 II.4.09 BOT Meeting Minutes 2024.08.27 II.4.10 BOT Meeting Packet 2019.04.30 II.4.11 FY27 Compliance Training Announcement

Criterion 5

fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation

Policies and procedures: - o Hiring - o Evaluation - o Promotion - o Separation	Hiring II.5.01 - II.5.09 Evaluation II.1.17 - II.1.20 II.5.10 - II.5.14 Promotion II.1.17 - II.1.20 II.5.15 - II.5.18 Discipline II.1.17 - II.1.20 II.5.19 Separation II.5.20 - II.5.24
Analysis of data on hiring and promotion, disaggregated by relevant populations	II.2.03 IPEDS HR Report II.5.25 - II.5.28 BOT Meeting Packets

Criterion 6

honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;

Sample marketing, admissions, and recruiting materials	II.6.05 Spring 2025 Open House II.6.06 Fall 2024 Open House II.6.07 FY24 Summer Campaigns II.6.08 FY24 Winter Acquisition II.6.09 Auto Service Program Brochure II.6.10 Transfer Pathways Brochure II.6.11 Honors Program Brochure
Sample internal communications	II.6.12 Brookdale Bulletin II.6.13 Government and Community Update Email 2026.06.03 II.6.14 President's Monday Morning Message 2025.03.18 II.6.15 Weekly Announcements Email 2025.08.15
Expense Analysis of related expenses (four years), as applicable	II.6.01 Institutional Marketing Budget FY25-FY26
- o Percent of budget \$ / % Marketing, advertising - o \$ / % Recruitment services	

Criterion 7

as appropriate to its mission, has policies, services, or programs in place to:

b. promote affordability and accessibility;

c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;

Policies and procedures related to accessibility and affordability, including the URL for where students and the public can find these documents (Verification of Compliance – Required Information for Students and federal regulation 34 CFR § 668.43(a)(1-4)), such as: - o Availability of student financial assistance for those who qualify and the process for disbursements, repayment, and refunds - o Withdrawal policies - o Student refund policies	II.7.06 Types of Aid Webpage II.7.07 Applying for Financial Aid Steps II.7.08 About Your Financial Aid Offer Webpage II.7.09 Repaying a Student Loan Webpage II.7.10 Financial Aid Policy Appvd. 2025.11 II.7.11 Financial Aid Regulation Appvd. 2010.09 II.7.12 Grants & Loans for Student Aid Policy Appvd. 2023.04 II.7.13 Refunds of Tuition & Fees Regulation Appvd. 2018.09
Documentation including URL where students and the public can find information on the cost of attendance and student financial aid data: - o Net price Calculator (URL) - o Cohort default rate (3 year) - o (%) students with loans (Institution) - o Average student loan indebtedness (Institution)	II.7.17 Student Consumer Information Webpage II.7.18 Net Price Calculator II.7.19 NJOSHE Student & Parent Consumer Info. Act Report 2025.11 II.7.20 Brookdale College Navigator II.7.21 Brookdale College Scorecard Financial Aid Section

Criterion 8 compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to: a. required information for students and the public; b. representation of accreditation status; c. full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; d. institution's compliance with the Commission's Requirements of Affiliation; e. verification of student identity in distance and correspondence education; f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;	
Documentation, including URL of the public disclosure of required policies and procedures (Verification of Compliance – Required Information for the Public and federal regulation 34 CFR § 668.43, Public Disclosures Policy and Procedures)	II.8.01 College Policies Webpages II.8.02 College Regulations Webpages II.8.03 Board of Trustees Bylaws
Documentation including the URL of the public disclosure of required information for students and the public (Verification of Compliance - Required Information for Students and federal regulation 34 CFR § 668.43 and § 668.45, Public Disclosures Policy and Procedures)	II.2.18 2025 Mission Vision Values II.3.04 Students Complaints Evidence Packet II.3.05 Accreditations Webpage II.7.14 Tuition & Fees Webpage II.7.17 Student Consumer Information Webpage II.8.04 Board of Trustees Meeting Materials Webpage II.8.05 Brookdale Fast Facts Webpage
Documentation including the URL of accurate representation of MSCHE accreditation status (Communication in the Accreditation Process Policy and Procedures; Public Disclosures Policy and Procedures; Verification of Compliance - Standing with State or Other Accrediting Agencies and federal regulations 34 CFR § 668.43 and § 602.23(d))	II.3.05 Accreditations Webpage II.3.06 Accreditation URLs II.8.06 Statement of Accreditation Status (SAS)
Documentation of valid degree granting authority (DGA) and licensing (Verification of Compliance Standing with State or Other Accrediting Agencies and federal regulation 34 CFR § 668.43) o Valid legal charter, statute, constitutional provision, or other action from an appropriate organization or agency, or documentation of any exemption, and o a proper license to operate from each jurisdiction in which the institution operates	II.2.01 IPEDS Fall Enrollment Report (RoA #2) II.2.02 IPEDS 12-Month Enrollment Report (RoA #2) II.8.06 Statement of Accreditation Status (SAS) (RoA #1) II.8.07 USDOE ECAR 2024.04 (RoA #1) II.8.08 USDOE PPA 2024.03 (RoA #1) II.8.28 NJOSHE State Certification of License 2019.09 (RoA #1) II.8.29 Brookdale Articles of Incorporation (RoA #1) II.8.30 NJ Statute 18A-64A-57 Authority of BOT (RoA #1) II.8.31 Brookdale Self-Study Design (RoA #4)
Documentation of standing with other accrediting agencies including a list of USDE recognized accreditors with name of the accreditor, accreditation status, programs it accredited, year of next review, reports and documentation of the accreditor's most recent accreditation action including relevant correspondence (Verification of Compliance Standing with State or Other Accrediting Agencies and federal regulation 34 CFR § 668.43)	II.3.05 Accreditations Webpage II.3.06 Accreditation URLs II.8.09 - II.8.18 Outside Accredited Program Letters II.8.19 - II.8.23 Outside Accredited Program Outcomes
Policies and/or procedures used to ensure student identity verification in distance or correspondence education courses (Verification of Compliance - Verification of Student Identity and federal regulation 34 CFR § 602.17(g))	II.1.02 Computer Rsres. Network and Facilities Use Appvd. 2018.01 II.8.33 Red Flag Identity Theft Prevention Program II.8.34 Academic Integrity Policy Appvd. 2023.12 II.8.35 Academic Integrity Code Regulation Appvd. 2025.02 II.8.36 NetID and Password Management Webpage II.8.37 Virtual Testing Using Respondus
Policies and/or procedure(s) regarding the protection of privacy (i.e., FERPA) for students enrolled in distance education and correspondence courses (Verification of Compliance - Verification of Student Identity and federal regulation 34 CFR § 602.17(h))	II.1.02 Computer Rsres. Network and Facilities Use Appvd. 2018.01 II.8.32 FERPA For Students Webpage

Procedure(s) for notifying students at the time of registration or enrollment about any projected additional charges associated with student identity verification including any required travel to campus (Verification of Compliance -Verification of Student Identity and federal regulation 34 CFR § 602.17(h))	II.7.15 Tuition & Fees 2026-2027
Policies for ensuring student access to faculty and regular and substantive interaction between instructional staff and students	II.8.40 Online Program Options Catalog Pages II.8.41 Academic Credit Hour Requirements Webpage II.8.42 Online Contact Hours Verification Form II.8.43 Guidelines for Online Etiquette II.8.44 NJVCCC Best Practices for DE Faculty II.8.45 TLC Tips for Using Canvas II.8.46 Quality Matters Review Standards Rubric
Documentation including the URL where the institution publicly discloses its scope of accreditation (credential levels, locations) and substantive changes (Public Disclosures Policy and Procedures) o Statement of Accreditation Status (SAS) (PDF format) o Eligibility and Certification Approval Report (ECAR) (to verify scope of accreditation with Title IV certification) if applicable	II.3.05 Accreditations Webpage II.3.06 Accrediation URLs II.8.06 Statement of Accreditation Status (SAS) II.8.07 USDOE ECAR 2024.04 II.8.08 USDOE PPA 2024.03
Student headcount data at each branch campus, additional location, and other instructional site	II.2.06 Tenth Day Enrollment Report 25FA II.8.47 Brookdale Budget Town Hall 2025
For all additional locations and branch campuses, evidence that student learning, student support and academic services are comparable to those at other sites	II.8.51 Regional Locations Webpage

Criterion 9

periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Documentation of the policy development and revision process (e.g., internal control office, “policy on policies,” etc.), with evidence of periodic evaluation of institutional policies and their implementation, and revision, where warranted	II.8.03 Board of Trustees Bylaws II.9.01 Authority, Appts, and Powers of the Board Appvd. 2022.02 II.9.02 Brief Lodging Bylaws 2024.10 II.9.03 Board of Trustees Orientation Packet II.9.04 Board of Trustees Self Evaluation Template II.9.05 Brookdale Policy Log as of 2025.07
--	--

Standard III: Design and Delivery of the Student Learning Experience

An institution 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.

Criterion 1

Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential:

- a. designed to foster a coherent student learning experience and to promote synthesis of learning;
- b. assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student;
- c. and include sufficient course content and program length appropriate to the objectives of the degree or other credential

Policy, procedures, and/or methodologies employed for assignment of credit hour for all types of courses, disciplines, programs, credential levels, formats, and modalities (Credit Hour Policy and Procedures)	III.1.14 Academic Credit Hour Requirements Webpage
Course or program review procedures and sample approval documentation (including but not limited to syllabi or course content), as they relate to the credit hour	III.1.15 Program Review Instructions CY2026 III.1.19 Online Contact Hours Verification Form III.1.20 Hybrid Contact Hours Verification Form
Documentation of the evaluation process the institution utilizes to verify length of academic period and compliance with credit hour requirements	III.1.15 Program Review Instructions CY2026 III.1.16 AAS and AS Business Admin. Prog. Review CY24 III.1.17 AA Philosophy Prog. Review CY24 III.1.18 AS Science Prog. Review CY22 III.1.19 Online Contact Hours Verification Form III.1.20 Hybrid Contact Hours Verification Form
Evidence and analyses demonstrating that these policies and procedures are consistently applied across programs, course locations, regardless of delivery mode or teaching/learning format	
Documentation including the URL and any other source of information where students and the public can access the policy and procedures with evidence that such information is regularly evaluated to ensure accuracy	III.1.04 2026-27 Academic Catalog III.1.14 Academic Credit Hour Requirements Webpage

Criterion 2

student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

- a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
- b. qualified for the positions they hold and the work they do;
- c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs;
- d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
- e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures

Faculty/Staff Handbook(s)	III.2.02 Faculty Labor Agreement 2023-2027 III.2.23 Faculty Handbook III.2.42 Adjunct Faculty Labor Agreement 2019-2025
Policies and procedures related to faculty qualifications	III.2.02 Faculty Labor Agreement 2023-2027 III.2.12 Staffing and Hiring Policy Appvd. 2025.04 III.2.13 Adjunct Faculty Employment Policy Appvd. 2023.02 III.2.14 Staffing of Faculty Positions Regulation Appvd. 2025.02 III.2.42 Adjunct Faculty Labor Agreement 2019-2025
Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty or Instructional Staff headcount o Administrative and staff headcount	III.2.19 IPEDS HR Report

Faculty/Instructional Staff Qualifications, as aligned with institutional policy and procedures, such as: o Titles, most advanced degree, field of experience, and current teaching load (in credits per semester or quarter, and in hours per week) of full-time instructional staff o Percentage of faculty with terminal degrees o Other	III.2.15 Full-Time Faculty by Highest Degree Attained III.2.16 Full-Time Faculty Terminal Degree Analysis III.2.22 Faculty Load Report FY21-FY24
Data related to faculty/instructor workload such as: o Enrollment data by class /class size o Average academic credit hours taught per faculty member o Other	III.2.21 Faculty, Student, Staff Ratio III.2.22 Faculty Load Report FY21-FY24
Student to staff ratio Student to faculty ratio	III.2.21 Faculty, Student, Staff Ratio
Policies and procedures for evaluating the teaching of students	III.2.02 Faculty Labor Agreement 2023-2027 III.2.03 SOR Process Overview III.2.09 2026 Assessment Guidebook III.2.42 Adjunct Faculty Labor Agreement 2019-2025
Evidence of the regular assessment and evaluation of the effectiveness of these policies and procedures, consideration of results and follow-up on any findings	III.2.04 SOR Analysis Report 21FA-24FA III.2.05 - III.2.08 Annual Assessment Reports 2022 - 2025
Sample instrument(s) for course evaluations, teaching observations, etc. and four-year trend analysis of collected data	III.2.01 SOR Sample Survey III.2.04 SOR Analysis Report 21FA-24FA III.2.40 Faculty Evaluation PE-47 III.2.41 Faculty Observation Form III.2.43 Adjunct Evaluation Templates
Evidence of the regular review of academic programs (representative sample of program and unit reviews conducted during the four-year timeframe) o Specialized accreditation reports o Annual reports and other approaches o Analysis of results and follow-up on any findings	III.1.16 AAS and AS Business Admin. Prog. Review CY24 III.1.17 AA Philosophy Prog. Review CY24 III.1.18 AS Science Prog. Review CY22 III.2.05 - III.2.08 Annual Assessment Reports 2022 - 2025 See Standard II.8b (outside accreditation reports)
Expense Analysis of related expenses (four-years), as applicable o \$ / % core expenditure for instruction o \$ / % core expenditure for research o \$ / % core expenditure for public service	III.2.17 Expenses by Function FY21-FY25
Instructional expense per student FTE	III.2.18 Instructional Expense per Credit Hour FTE
Promotion and tenure guidelines	III.2.02 Faculty Labor Agreement 2023-2027
Evidence of faculty training in curriculum development, instruction, and course design; course and programmatic assessment	III.2.09 2026 Assessment Guidebook III.2.24 TLC Workshop Flyers 2020-2025 III.2.25 Online Certification Course Outline III.2.26 AI Faculty Working Group Events III.2.27 Assessment of Student Learning SharePoint Page II.2.28 WCTL 24FA In-Review III.2.29 WCTL 25SP In-Review III.2.30 WCTL Preview AY24-25

Criterion 3

academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion

Academic catalog including URL with description of degree requirements and expected time to completion	III.1.04 2026-27 Academic Catalog III.3.01 Program Catalog Entry Example III.3.02 Online Brookdale Catalog URLs
List of all educational programs with enrollments (enrollment is greater than twenty students), undergraduate or graduate	III.3.05 Tenth Day Enrollment Report 25FA III.3.06 Tenth Day Enrollment Report 26SP

Trend analysis of data on the academic progress of all student populations, by credential level at both institution and program levels, such as: - o Average time to degree (time elapsed from enrollment to completion and/or time actively enrolled by semester) - Average number of credits per program - o Average credits upon graduation (all credits completed or credits toward degree) - o Other	III.3.09 Required Credits per Program III.3.10 Average Degree Credits Earned by Graduation Data Brief III.3.11 Brookdale Graduates Average Time to Complete Data Brief
Description of other educational offerings and trend analysis of data on participation, disaggregated by relevant populations as applicable - o Dual Enrollment - o Prison Education Programs (PEP) - o Career and Technical Education - o Non-credit programs - o English as a Second Language (ESL) programs - o Other	III.3.12 High School Based Programs Webpage III.3.13 Dual Enrollment Data Brief Fall 2020 to Fall 2024 III.3.14 ESL Program Webpage III.3.15 ESL Enrollment Data Brief III.3.16 CPS 2025-2026 Completion Data III.3.17 Lifelong Learning Brochure Summer 2025 III.3.18 CPS Registration Data FY21-FY24 III.3.19 Alt Route to Teaching Certificate of Eligibility III.3.22 Adult Basic Skills and Youth GED AUR 20-21 III.3.23 Youth GED Program Overview

Criterion 4 sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations	
Advising or degree program sheet for all programs	III.1.04 2026-27 Academic Catalog
Sample syllabi	III.4.02-III.4.07 Sample Syllabi
Master syllabus	III.4.01 Syllabus Template 2026
Description of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats	III.4.12 The Bankier Library III.4.13 Bankier Library Admin. Unit Review FY24 III.4.14 IPEDS Academic Libraries Report III.4.18 Library Instruction Services
Total library FTE staff (Available in IPEDS)	III.4.14 IPEDS Academic Libraries Report
Data on Library Holdings - o Total physical library collections (Available in IPEDS-Academic Libraries Survey) - o Total electronic library collections	
Policies and procedures for how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty	III.4.20 Library Policies
Evidence of regular assessment of the implementation of policies and procedures, with consideration of results and appropriate follow-up	III.4.13 Bankier Library Admin. Unit Review FY24 III.4.21 AUR FY2024 Recommendations Summary
Description of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources	III.4.16 LibGuides Directory III.4.17 Information Literacy Description III.4.18 Library Instruction Services III.4.19 Library Liaison Program
Copies of formal agreements with other institutions for the use of their information resources and/or reference services	III.4.15 VALE Memorandum of Understanding

Distance Education-Policies and Procedures related to: o Faculty qualification requirements for teaching distance education courses or programs o Ensuring student identify verification in distance or correspondence education courses o Ensuring quality in online programs o Ensuring comparability of distance education programs to programs in other modalities o Ensuring student access to faculty and regular and substantive interaction between instructional staff and students o Ensuring student access to academic and technology support services	III.1.14 Academic Credit Hour Requirements Webpage III.1.19 Online Contact Hours Verification Form III.4.29 Online Certification Course Outcomes III.4.31 FERPA For Students Webpage III.4.32 Computer Rsres. Network and Facilities Use Appvd. 2018.01 III.4.33 - III.4.37 Resources to Verify Students III.4.39 - III.4.43 Resources to Support Faculty
Distance Education-Faculty Qualifications o Number and percentage of faculty qualified to teach online o Number of instructional design staff	III.4.28 TLC Org. Chart III.4.30 Instructors Certified to Teach Fully Online Data Brief
Distance Education – Student Headcount (Available in IPEDS) o Number of distance education courses and programs o Number and % students enrolled in distance education courses	III.4.25 Student Resources for Fully Online Coursework III.4.26 Distance Education Course Sections III.4.27 IPEDS 12-Month Enrollment Report
Distance Education – Description of Support Services o Description of courses and programs offered online o Description of delivery of programs or courses (Learning Management System, etc.) o Description of support services that are being provided for students, including academic and technology support o Description about how students will access educational resources	III.4.26 Distance Education Course Sections III.4.38 Online Program Options Catalog Pages III.4.45 Canvas LMS Webpage III.4.46 Canvas Basics Guide III.4.47 Canvas FAQs for Students III.4.48 Orientation to Fully Online Courses and Canvas Presentation III.4.49 Course Modules Online Student Resources III.4.50 IT Help Desk Webpage
Distance Education – Data on Support Services Provided to Students	III.4.13 Bankier Library Admin. Unit Review FY24 III.4.52 Reading Center Exploratory Data Brief III.4.53 TLC Admin. Unit Review FY21 III.4.55 Call Center Monthly Report for Brookdale
Distance Education-Evidence of the assessment of effectiveness of instructional design and information technology support	III.4.13 Bankier Library Admin. Unit Review FY24 III.4.52 Reading Center Exploratory Data Brief III.4.53 TLC Admin. Unit Review FY21 III.4.55 Call Center Monthly Report for Brookdale III.4.56 Projects Monthly Report Dashboard III.4.57 2024 Student Technology Usage Survey Results III.4.58 2025 Faculty Technology Usage Survey Results
Expense Analysis of related expenses (four-years), as applicable: o \$ / % core expenditure, instruction o \$ / % core expenditure, research o \$ / % core expenditure, public service	III.2.17 Expenses by Function FY21-FY25

Criterion 5

at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:

- a.** offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
- b.** offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

Documentation of curriculum maps, catalog descriptions of coherence of courses with general education learning outcomes	III.1.09 Sample Curriculum Maps CLO to PLO III.5.03 ILO Alignment Matrix
Documentation of the evaluation of institution or general education student learning outcomes with evidence of appropriate levels of rigor and coherence and the regular consideration of results and follow-up on any findings	III.2.11 GEAC SP25 Assessment Day Presentation See Standard V

Description of the process for assigning educational experiences to the general education curriculum	III.5.02 General Education Regulation Appvd. 2007.09
Description and date of last revision of general education program	III.2.11 GEAC SP25 Assessment Day Presentation III.5.06 Governance Gazette 2024.04.30 III.5.07 2024-2025 Governance Final Report III.5.08 2025-2026 Governance Final Report See Standard V
List of new courses taught within the general education program during the most recent four-year period	III.5.05 New Gen Ed Courses Since 2022

Criterion 7

adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers

Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs.	III.7.01 Contract Management and Third-Party Providers Appvd. 2026.06 III.7.02 Third-Party Providers Regulation Appvd. 2026.08
Complete list of current third-party providers delivering education-related services and/or a portion of an educational program, including name of program, percent of program, and list of services offered by the third-party, as applicable	III.7.03 List of Third-Party Providers
Sample of current written agreements and/or contracts with third-party providers for the delivery of education-related services and/or portions of an educational program, as applicable	III.7.10 Black Rocket Post Award Agreement 2025.11 III.7.11 Ed2Go Post Award Agreement 2026.04 III.7.12 QuickStart Post Award Agreement 2025.04
Documentation including the URL of required disclosure of educational programs when a portion is delivered by a third-party provider, as applicable	III.7.04 Student Consumer Information Webpage III.7.05 Ed2Go and UgotClass Webpage III.7.06 QuickStart Coding Bootcamps Webpage III.7.07 Cyanna CompTIA Programs Webpage III.7.08 160 Driving Academy CDL Webpage III.7.09 Black Rocket Camps for Kids Webpage
Evidence of evaluation of third-party providers, the consideration of results, and follow-up when warranted	<i>Prior to Middle States' increased emphasis on third-party provider oversight, Brookdale routinely considered the performance, effectiveness, and value of external vendors as part of contract renewal and continuation decisions. While these reviews reflected an established practice of monitoring vendor performance and alignment with institutional needs, they were conducted at the departmental level and were not part of a formal, institution-wide evaluation process. As a result, the College does not have evidence of periodic assessment of third-party providers, consideration of results, and follow-up under a centralized process, as now expected by Middle States. Under the new Third-Party Provider Policy and Regulation, Brookdale has established a centralized and standardized approach for assessing Third-Party Providers and has made a recommendation to organize and track the periodic assessment of third-party providers going forward.</i>

Criterion 8

periodic assessment of the effectiveness of student learning experiences for all student populations

Evidence of the regular evaluation and assessment of student learning experiences (assessment instrument and collected data), the consideration of results, and follow-up when warranted	III.1.15 Program Review Instructions CY2026 III.1.16 AAS and AS Business Admin. Prog. Review CY24 III.1.17 AA Philosophy Prog. Review CY24 III.1.18 AS Science Prog. Review CY22 II.2.05 - III.2.08 Annual Assessment Reports 2022 - 2025 III.2.09 2026 Assessment Guidebook III.2.11 GEAC SP25 Assessment Day Presentation III.8.01 Admin. Unit Review Instructions FY2026 III.8.02 Academic Affairs Admin. Unit Review FY26
--	---

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its 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.

Criterion 1

clearly stated, ethical policies, practices, and processes to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission,

Admissions Philosophy and Practices: Documents and policy statements (in addition to the catalog) on the institution's admissions philosophy and practice	IV.1.15 Admissions Policy Appvd. 2025.02 IV.1.16 Admissions Regulation Appvd. 2016.02 IV.1.17 2026-27 Academic Catalog IV.1.18 Registration and Records Webpage IV.1.19 Concurrent Enrollment Regulation Appvd. 2022.09 IV.1.20 Early and Middle College HS Progs Reg. Appvd. 2022.09 IV.1.21 Admission of International Students Reg. Appvd. 1997.12 IV.1.22 Admissions Getting Started Webpage IV.1.23 Registration Regulation Appvd. 2016.02 IV.1.24 Matriculation Regulation Appvd. 2016.02
Admissions Profile using multiple data points such as: Number of inquiries, applications, admits, yield rates, deposit-payers, and newly enrolled degree-seeking students, disaggregated by relevant populations, as appropriate to mission o Admissions and Test Scores survey (Available in IPEDS)	IV.1.01 Admissions Admin. Unit Review FY23 IV.1.34 Funnel Conversion 2020-2025 IV.1.35 Funnel Conversion By Admit Type 24FA IV.1.36 Funnel Counts By Admit Type Comparison 24SP - 25SP
Policies and procedures which ensure ethical recruiting practices	IV.1.01 Admissions Admin. Unit Review FY23 IV.1.02 April 2026 Open House Information
Policies and procedures which ensure ethical marketing practices	IV.1.03 Collegewide Website Standards and Practices Appvd. 2006.12 IV.1.04 Social Media Policy Appvd. 2021.03 IV.1.05 College Relations Webpage IV.1.06 Marketing and Creative Services Request Form
Evidence of regular evaluation of admissions practices, and the effectiveness of policies, and procedures, consideration of results by key stakeholders, and corrective action when warranted	IV.1.01 Admissions Admin. Unit Review FY23
Sample enrollment agreements, as applicable	IV.1.29 Student Conduct Policy Appvd. 2025.02 IV.1.30 Student Conduct Code Regulation Appvd. 2025.07 IV.1.31 Transfer-In Student Information IV.1.32 Health Science Program Admission IV.1.33 High School Based Programs
Sample marketing materials	IV.1.07 Spring 2025 Open House IV.1.08 Fall 2024 Open House IV.1.09 FY24 Summer Campaigns IV.1.10 FY24 Winter Acquisition IV.1.11 Culinary Open House Flyer IV.1.12 NJSTARS Postcard IV.1.13 Testing Postcard
Student Handbook	IV.1.28 Student Handbook
Enrollment projections including clear parameters and assumptions on which they are based	IV.1.37 PIE Enrollment Projections FY23-FY26
Retention Rates (Available in IPEDS and collected in the AIU)	IV.1.38 IPEDS Fall Enrollment Report IV.1.39 NJOSHE Annual Institutional Profile 2025
Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU)	IV.1.43 IPEDS Graduation Rates Report IV.1.44 2025 AIU Dashboard

Criterion 1a accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds	
Financial Aid Profile o Undergraduate (Available in IPEDS Student Financial Aid survey)	IV.1a.27 IPEDS Student Financial Aid Survey
Brochures and other publications on financial aid (Public Disclosures Policy and Procedures)	IV.1a.22 Sample Fin. Aid Publications
Documentation including the URL where students and the public can find information on the cost of attendance and student financial aid data, such as: o Cost of attendance, including tuition, fees, and expenses o Net price o Net price Calculator (URL) o (%) students with loans (undergraduate) o Discount rate o Other	IV.1a.01 Admissions Tuition & Fees URLs IV.1a.02 Tuition & Fees 2026-2027 IV.1a.03 Course Fees 2026-2027 IV.1a.05 Tuition & Fees Webpage IV.1a.06 Other Financial URLs IV.1a.17 Net Price Calculator
Data on debt and repayment such as: o Student loan cohort default rates, 3 year (e.g. College Scorecard) o Tuition and fees per student FTE (Available in IPEDS Student Financial Aid survey (undergraduate)) o Average student loan indebtedness (undergraduate) o Students with Pell grants (Available in IPEDS- Student Financial Aid survey) o Average Pell grant (Available in IPEDS – Student Financial Aid survey)	IV.1a.26 NJIPEDS Financial Aid Report IV.1a.27 IPEDS Student Financial Aid Survey IV.1a.28 Brookdale College Navigator IV.1a.29 Brookdale College Scorecard Financial Aid Section IV.1a.30 Three-Year Cohort Default Rate 19-22
Trend analysis of attendance and completion of financial aid counseling sessions or other services designed to educate students	IV.1a.24 Office of Financial Aid Admin. Unit Review FY25 IV.1a.31 Overview of Financial Aid Outreach Activities

Criterion 1b a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes	
Policies and procedures for placement for incoming or current students into: o Preparation programs or courses o Basic Skills o Developmental Education o Other	IV.1b.01 Foundational Studies Brochure IV.1b.02 ESL Program Webpage IV.1b.03 Testing & Placement for Foundational Studies Appvd. 2018.02 IV.1b.04 Testing Services Foundational Skills Testing Webpage IV.1b.05 ESL First Steps Webpage
Basic Skills/ Developmental Education Data, as applicable, including the following: o (%) of first-time students enrolled in DevEd during the Fall o (%) Basic skills placement o (%) Basic skills mathematics and writing course pass rates; o (%) first-year retention for students placed in one or more basic skills courses	IV.1b.06 Foundational Studies Data Report IV.1b.07 English Placement Assessment Presentation

Criterion 1c orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;	
Policies and procedures for orientation, advisement, and counseling programs and services	Orientation IV.1c.27 Admitted Students Day Booklet IV.1c.01 - IV.1c.04 Advisement IV.1c.05 - IV.1c.09 Counseling IV.1c.11 - IV.1c.17
Trend analysis of data on attendance, participation, and completion of orientation and/or other services	IV.1c.20 New Student Orientation Data 2022 - 2025 IV.1c.21 Advising Appt Stats 2025.01-2026.01 IV.1c.22 Wellness Center FY26 Report
Expense analysis of related expenses (four years), as applicable o \$ / % Core expenditures, student support o \$ / % Core expenditures, academic support o \$ / % Core expenditures, institutional support	IV.1c.19 Expenses by Function FY21-FY25

Criterion 1d processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement;	
Evidence of processes, programs, and services designed to enhance student achievement	Graduation IV.1d.01 - IV.1d.03 Transfer-Out IV.1d.09 - IV.1d.11 Post-Completion Placement IV.1d.12 - IV.1d.17
Completions by program when enrollment is over ten students (to protect student identity) o (Available in IPEDS-Completions survey)	IV.1d.07 IPEDS Completions Report IV.1d.08 Graduates by Program Report

Criterion 1e processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations;	
Current Student Enrollment Profile, disaggregated by relevant populations	IV.1e.01 Enrollment Data Brief IV.1e.05 Tenth Day Enrollment Report 25FA
International Student Enrollment Data, disaggregated by relevant populations, as applicable o Number of foreign/international students enrolled in degree programs o Number of foreign/international students enrolled in non-degree programs	IV.1e.17 International Education Center Admin. Unit Review FY25
Trend analysis of student achievement data - as appropriate to institutional mission and disaggregated by relevant populations, such as the following: o Retention Rates (Available in IPEDS and collected in the AIU) o Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU) o Transfer Rates (Available in IPEDS and collected in the AIU) o Post-Completion Placement rates, as applicable and/or	IV.1e.02 Retention Rates Data Brief IV.1e.03 Graduation Rates Data Brief IV.1e.04 150% Success Rates Data Brief IV.1e.06 Retention by Race Ethnicity and Gender IV.1e.07 2-Term Retention by Program IV.1e.09 3Yr Graduation Rates by Program 22FA IV.1e.10 Graduation and Tran. Rates by Race Ethnicity 12FA-21FA IV.1e.11 4Yr Grad and Transfer Rates 20FA IV.1e.12 2025 Program Profiles IV.1e.13 Graduate Follow Up Survey Report Fall 2025 IV.1e.14 New Jersey Higher Education Outcomes Dashboard

Alternative completion measures including but not limited to: o Outcomes Measures (OM) (Available in IPEDS) o Degrees Awarded, by credential level annually (Available in IPEDS) o Pass Rates on standardized examinations o Data on Earnings (e.g. College Scorecard for some institutions) o Other	IV.1e.08 Graduates by Program 2021-2025
---	---

Criterion 2

fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality)	IV.1d.01 Eligibility for Graduation Regulation Appvd. 2018.09 IV.2.02 Transfer Credit Regulation Appvd. 2017.09 IV.2.05 Transcript Credit Review Form
Policies and procedures for awarding credits for experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches	IV.2.03 Credit by Assessment Regulation Appvd. 2013.07
Documentation, including URL, catalog, or other public location of public disclosure of transfer of credit policies and procedures	IV.1.31 Transfer-In Student Information IV.2.06 Transfer-In Checklist
Transfer data (Available in IPEDS)	IV.2.01 IPEDS 12-Month Enrollment Report
Documentation of public disclosure including URL and other public locations of the list of institutions with which the institution has established an articulation agreement (e.g. high schools, other colleges), with evidence of regular updates	IV.1.31 Transfer-In Student Information
Documentation of training for faculty or other appropriate professionals to properly advise both incoming and outgoing transfer students	IV.2.10 New Advisor Onboarding IV.2.11 New Advisor Training

Criterion 3

Policy and procedures for the safe and secure maintenance and appropriate release of student information and records

Policies and procedures for the maintenance and retention of student records	IV.1.03 Collegewide Website Standards and Practices Appvd. 2006.12 IV.1.04 Social Media Policy Appvd. 2021.03 IV.3.01 - IV.3.09
Policies and procedures regarding the protection of privacy for students (i.e. FERPA; data privacy; data security)	IV.3.11 FERPA Webpages IV.3.12 Notification of Rights Under FERPA

Criterion 4

if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

Policies and Procedures for athletics, such as: o Mission Statement o Guiding Principles o Statement of Purpose o Branding and Marketing o Academic Standards o Sportsmanship and Ethical Content o Other	IV.4.05 Athletics and Recreation Admin. Unit Review FY26 IV.4.06 Athletics Instagram Posts IV.4.08 Student-Athlete Code of Conduct IV.4.09 NJCAA Bylaws
Student-Athlete Handbook	IV.4.08 Student-Athlete Code of Conduct
Student Headcount by sport or activity, disaggregated by relevant populations	IV.4.05 Athletics and Recreation Admin. Unit Review FY26
Data on student-athlete scholarships	IV.4.10 Brookdale Student Athletes Data Report
Average GPA of students by sport or activity	IV.4.11 The Academic Impact of Participating in Athletics Report

Criterion 5 If applicable, adequate and appropriate institutional review and approval student support services designed, delivered, or assessed by third-party providers	
Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs	IV.5.01 Contract Management and Third-Party Providers Appvd. 2026.06 IV.5.02 Third-Party Providers Regulation Appvd. 2026.08
Complete list of current third-party providers delivering student support services	IV.5.03 List of Third-Party Providers
Sample of current agreements and/or contracts with third party providers of student support services, where appropriate	IV.5.04 - IV.5.07 Third-Party Contract Samples
Analysis of Services offered by Online Program Managers (OPMs) o List of educational programs delivered by OPM(s) o (%) of educational program offered by OPM(s) o Agreements and/or contracts with OPM(s), noting any new contracts or changes to terms and conditions of existing contracts o Description of services offered by OPM (e.g. delivery of instruction, recruiting and marketing services, support services, faculty training/qualifications/ compensation, instructional design)	
Evidence of periodic assessment of third-party providers, consideration of results, and follow-up when warranted	<i>Prior to Middle States' increased emphasis on third-party provider oversight, Brookdale routinely considered the performance, effectiveness, and value of external vendors as part of contract renewal and continuation decisions. While these reviews reflected an established practice of monitoring vendor performance and alignment with institutional needs, they were conducted at the departmental level and were not part of a formal, institution-wide evaluation process. As a result, the College does not have evidence of periodic assessment of third-party providers, consideration of results, and follow-up under a centralized process, as now expected by Middle States. Under the new Third-Party Provider Policy and Regulation, Brookdale has established a centralized and standardized approach for assessing Third-Party Providers and has made a recommendation to organize and track the periodic assessment of third-party providers going forward.</i>
Criterion 6 periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation	
Documentation (assessment instrument and analysis of collected data) of the regular evaluation and assessment of student support services, the consideration of results, and follow-up when warranted	IV.1e.16 AUR Instructions and Template FY26 IV.6.01 Evaluation of College Services Regulation Appvd. 2008.05 IV.6.02 AUR Schedule Student Affairs Units IV.6.03 Accessibility Services Admin. Unit Review FY25 IV.6.04 Admin. Unit Review Recommendations 2022-2025

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement 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.

Criterion 1

clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission

Student learning outcomes both institution-wide (e.g., general education) and for individual programs and matrix showing their relationship to each other	V.1.01 General Education Foundation for NJCCs V.1.02 2026-27 Academic Catalog V.1.03 General Education Policy Appvd. 2021.12 V.1.04 General Education Regulation Appvd. 2007.09 V.1.10 Assessment Guidebook 2026 V.2.01 ILO Alignment Matrix
Documentation of curriculum maps by degree/program levels	V.1.10 Assessment Guidebook 2026 V.1.11 Department Plan Template AY25-26 V.1.12 Sample Curriculum Maps CLO to PLO

Criterion 2

organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

- a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes;
- b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals;
- c. support and sustain assessment of student learning outcomes and communicate the results of this assessment to stakeholders;

Documentation of an implemented, systematic, and sustained process to assess student learning outcomes at all levels	V.1.11 Department Plan Template AY25-26 V.1.13 Program Review Instructions CY2026
Documentation of institutional and programmatic student learning goals and objectives	V.1.02 2026-27 Academic Catalog V.1.12 Sample Curriculum Maps CLO to PLO V.2.01 ILO Alignment Matrix
Data on student completion of educational goals	V.2.14 Graduates by Program 2021-2025 V.2.15 3Yr Graduation Rates by Program 22FA V.2.16 4Yr Grad and Transfer Rates 20FA V.2.17 AS Human Services Prog. Review CY24 V.2.18 CCSSE 2022 Frequency and Means Report V.2.20 Graduate Follow Up Survey Report Fall 2025 V.2.21 CPS 2025-2026 Completion Data
Documentation of communication of results of assessment to stakeholders.	V.2.22 Spring 2026 Assessment Day Invite V.2.26 AAS and AS Business Admin. Prog. Review CY24 V.2.27 - V.2.28 Recommendations Response Memo Samples V.2.29 - V.2.31 Department Plan Samples

Criterion 3

consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;

Analysis of student learning assessment results appropriate for all programs at institutional and unit levels for programs with more than twenty students enrolled (to protect student identity)	V.2.04 - V.2.07 Assessment Reports, FY22 - FY25 V.2.29 - V.2.31 Department Plan Samples V.2.32 Prog. Review Recommendations 2022-2025
List of assessment approaches used in educational effectiveness assessment by program and student learning outcome (or appropriate samples)	V.1.10 Assessment Guidebook 2026 V.1.11 Department Plan Template AY25-26 V.2.04 - V.2.07 Assessment Reports, FY22 - FY25

Analysis of four years of student achievement data, disaggregated by relevant populations, to help interpret educational effectiveness assessment results/summaries	V.2.14 Graduates by Program 2021-2025 V.2.15 3Yr Graduation Rates by Program 22FA V.2.16 4Yr Grad and Transfer Rates 20FA V.2.17 AS Human Services Prog. Review CY24 V.2.18 CCSSE 2022 Frequency and Means Report V.2.20 Graduate Follow Up Survey Report Fall 2025 V.3.01 2025 Program Profiles V.3.02 Enrollment by Program 21FA-25FA V.3.03 Program Enrollment by Class 25FA V.3.04 4-Term Retention by Program
Where applicable, post-completion job placement rates, disaggregated by program	V.2.20 Graduate Follow Up Survey Report Fall 2025 V.3.09 New Jersey Higher Education Outcomes Dashboard

Criterion 4

if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers;

Policies, procedures, or guidance for the process of development and approval of third-party providers that will assess student learning	V.4.01 Contract Management and Third-Party Providers Appvd. 2026.06 V.4.02 Third-Party Providers Regulation Appvd. 2026.08
List of agreements and/or contracts with third-party providers offering assessment services, as applicable	V.4.03 List of Third-Party Providers
Sample agreements and/or contracts with third party providers offering assessment services, as applicable. (Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)	V.4.04 Instructure Post Award Contract 2025.07 V.4.05 Watermark Contract 2025.06
Evidence (assessment instrument and analysis of collected data) of periodic assessment of third-party providers	<i>Prior to Middle States' increased emphasis on third-party provider oversight, Brookdale routinely considered the performance, effectiveness, and value of external vendors as part of contract renewal and continuation decisions. While these reviews reflected an established practice of monitoring vendor performance and alignment with institutional needs, they were conducted at the departmental level and were not part of a formal, institution-wide evaluation process. As a result, the College does not have evidence of periodic assessment of third-party providers, consideration of results, and follow-up under a centralized process, as now expected by Middle States. Under the new Third-Party Provider Policy and Regulation, Brookdale has established a centralized and standardized approach for assessing Third-Party Providers and has made a recommendation to organize and track the periodic assessment of third-party providers going forward.</i>

Criterion 5

periodic assessment of the effectiveness of assessment policies and processes utilized by the institution for the improvement of educational effectiveness.

Evidence of the periodic assessment of assessment policies and procedures, the consideration of results, and follow-up when warranted	V.1.10; V.5.07 Assessment Guidebook Iterations V.1.11; V.3.08; V.5.08; V.5.09 Dept. Plan Iterations V.5.01 Board of Trustees Bylaws V.5.13 Acad. and Admin. Assessment Team Admin. Unit Review FY22 V.5.14 Admin. Unit Review Recommendations 2022-2025 V.5.15 Gen Ed Assessment While in Governance Report 2022 V.5.16 GEAC SP25 Assessment Day Presentation V.5.18 SP26 End of Program CTE Analysis
---	--

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criterion 1

institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

Organizational charts for institution and all divisions and units	VI.1.10 Organizational Chart 2026.07.08
Organization charts for senate, councils, and committees	VI.1.11 Collegial Governance Org. Chart
Division/ unit goals and objectives	VI.1.12 Program Review Instructions CY2026 VI.1.13 AUR Instructions and Template FY26 VI.1.14 Prog. Review Recommendations 2022-2025 VI.1.15 Admin. Unit Review Recommendations 2022-2025 VI.1.16 AAS Auto Tech Prog. Review CY19 VI.1.17 HR Benefits Admin. Unit Review FY21 VI.1.18 AAS Interior Design Prog. Review CY23 VI.1.19 AAS and AS Business Admin. Prog. Review CY24 VI.1.20 TLC Admin. Unit Review FY26
Summaries or cross-walks of division/unit goals and objectives with key assessment results	
Documentation of an implemented, systematic, and sustained institutional assessment process linking the assessment and evaluation process to budgeting, planning and resource allocation	

Criterion 2

clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation;

Documentation of planning and assessment processes used to make improvements	VI.1.12 Program Review Instructions CY2026 VI.1.13 AUR Instructions and Template FY26 VI.1.14 Prog. Review Recommendations 2022-2025 VI.1.15 Admin. Unit Review Recommendations 2022-2025 VI.2.07 25-26 Governance Charges VI.2.08 Facilities Recommendations Response Memo VI.2.09 Addiction Studies AS Recommendations Response Memo
Evidence of consideration and use of appropriate assessment by key institutional and unit stakeholders for identifying opportunities for innovation and/or the improvement of educational effectiveness at division/unit levels	VI.1.16 AAS Auto Tech Prog. Review CY19 VI.1.17 HR Benefits Admin. Unit Review FY21 VI.1.18 AAS Interior Design Prog. Review CY23 VI.1.19 AAS and AS Business Admin. Prog. Review CY24 VI.1.20 TLC Admin. Unit Review FY26 VI.2.10 AS Architecture Prog. Review CY23 VI.2.11 Gov. Affairs & Comm. Relations Admin. Unit Review FY22

Criterion 3

planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments;

Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or institutional effectiveness planning	VI.1.05 Strategic Plan 2030
Evidence of integrated planning processes that include student achievement and institutional improvement goals in the development and implementation of the institution's strategic plan and resource allocation	VI.1.02 Strategic Plan 2022 VI.1.03 Strategic Plan 2025 VI.1.05 Strategic Plan 2030
Evidence of regular reporting on institutional performance on key performance indicators (KPIs)	VI.1.05 Strategic Plan 2030 VI.3.01 SP22 October 2019 Updates
Evidence of analysis of KPIs tied to strategic or institutional effectiveness planning	VI.3.02 SP22 Final Report and Dashboard 2022.09 VI.3.03 SP25 Master Plan Updates 2025.06
Evidence of review of KPIs by institutional stakeholders, including members of the board, senior staff, and collegial governance organizations	VI.3.04 President's Monday Morning Message 2025.01.06 VI.3.05 SP25 Final Report 2025.07

Criterion 5

a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;

Evidence that the institution's budgeting process is aligned with the institution's strategic or institutional effectiveness plan: - o Current fiscal year institutional budget or other comparable documentation - o Unit mission statements, as applicable - o Unit budgets, as applicable - o Budgeting policies and procedures - o Budget projections, including clear parameters and assumptions on which they are based	VI.5.01 PIE Enrollment Projections FY23-FY26 VI.5.02 FY27 Budget Development Memo VI.5.03 Completed Budget Template Marketing FY27 VI.5.04 Budget Models FY27 VI.5.05 BOT Budget Presentation 2025.02 VI.5.06 BOT Budget Presentation 2026.02 VI.5.11 BOT Approved FY26 Budget VI.5.12 BOT Approved FY27 Budget VI.5.19 Budget Transfers Policy Appvd. 2019.05 VI.5.20 Authorization and Payment of College Expenses Appvd. 2024.11
Evidence that the institution's enrollment management planning process is aligned with the institution's strategic or institutional effectiveness plan: - o Enrollment projections, including clear parameters and assumptions on which they are based - o [Strategic] enrollment management plan, as applicable - o Analysis of enrollment trends	VI.5.01 PIE Enrollment Projections FY23-FY26 VI.5.04 Budget Models FY27 VI.5.13 Fall Semester Financial Forecast FY26 VI.5.14 Spring Semester Financial Forecasts FY25-FY26
Evidence that the institution's long-term financial planning reconciles the financial plan to the institution's financial capacity and assesses risk factors: - o Financial planning policies and procedures - o Long-term financial plans, three-five year, as applicable - o Underlying assumptions of the financial plan and evidence of the viability of those assumptions	VI.5.01 PIE Enrollment Projections FY23-FY26 VI.5.02 FY27 Budget Development Memo VI.5.03 Completed Budget Template Marketing FY27 VI.5.04 Budget Models FY27 VI.5.11 BOT Approved FY26 Budget VI.5.12 BOT Approved FY27 Budget VI.5.13 Fall Semester Financial Forecast FY26 VI.5.14 Spring Semester Financial Forecasts FY25-FY26 VI.5.19 Budget Transfers Policy Appvd. 2019.05 VI.5.20 Authorization and Payment of College Expenses Appvd. 2024.11
If applicable, a clear, well-founded plan to reduce any deficits to yield a balance or surplus in a timely fashion	VI.5.15 Health Insurance Update 2026.07.01 VI.5.16 Health Insurance Update 2026.07.20 VI.5.17 Important Announcement & Invite to Town Hall 2026.06.24

Criterion 6

fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;

Human Resources Data, disaggregated by relevant populations (Available in IPEDS) - o Faculty headcount - o Administrative and staff headcount	VI.6.05 IPEDS HR Report
Evidence of adequate resourcing at all branch campuses and additional locations	VI.6.03 Regional Location Budgets VI.6.04 Brookdale at Wall Webpage
Expense Analysis of related expenses (four-years), as applicable - o \$ / % core expenditures, instruction - o \$ / % core expenditures, public service - o \$ / % core expenditures, research - o \$ / % core expenditures, academic support - o \$ / % core expenditures, student support	VI.6.01 Revenues, Expenses, & Changes in Net Position FY21-FY25 VI.6.02 Expenses by Function FY21-FY25

Criterion 7 documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability;	
Financial ratio analysis appropriate to institutional type: o Primary reserve ratio (expendable net assets / total expenses) o Net Operating Revenue Ratio (net operating income / total operating revenue) o Return on Net Assets Ratio (change in net assets / total net assets) o Viability Ratio (expendable net assets / long-term debt)	VI.7.07 Financial Health Metrics
Composite Financial Index (-4 to 10)	VI.7.07 Financial Health Metrics VI.7.10 NJOSHE FARM Assessment FY25
Capitalization Ratio	VI.7.07 Financial Health Metrics
(\$) Debt service, last four years	VI.7.08 Debt Service 2022-2025
Tuition discount rate	VI.7.09 Tuition Discount Rate
Instructional expense per credit hour	VI.7.07 Financial Health Metrics
Where possible, SEC 10K filings or Form 990	VI.7.06 Brookdale Foundation Form 990
Documentation of funding streams from related entities and analysis of the institution's financial independence from a related entity	VI.7.05 Brookdale Foundation Audit 2024 and 2025
Analysis of state and local appropriations, as applicable	VI.6.01 Revenues, Expenses, & Changes in Net Position FY21-FY25 VI.7.01 Operating and Capital Budgets FY23-FY26
Bond Ratings, as available	VI.7.07 Financial Health Metrics

Criterion 8 a record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter;	
Annual financial audit for four most recent fiscal years, with management letters, where appropriate (Collected in the AIU)	VI.8.02 Audit FY22 Brookdale Community College VI.8.03 Audit FY23 Brookdale Community College VI.8.04 Audit FY24 Brookdale Community College VI.8.05 Audit FY25 Brookdale Community College
Any appropriate supporting documentation to assist with understanding financial statements, such as annual audit for related entities such as system administration	VI.8.07 Audit FY22 Foundation VI.8.08 Audit FY23 Foundation VI.8.09 Audit FY24 Foundation VI.8.10 Audit FY25 Foundation
Evidence of follow-up on any findings or material weaknesses, where warranted	VI.8.13 NJOSC Performance Audit 2022 VI.8.14 NJOSC Performance Audit Follow-Up 2025

Criterion 9 well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness;	
Organizational charts for the institution, including divisions and units	VI.1.10 Organizational Chart 2026.07.08
Sample of agenda and decision-making meeting minutes	VI.9.02 BOT Meeting Minutes 2024.01.23 VI.9.03 President's Monday Morning Message 2024.10.07 VI.9.04 2025-2026 Governance Final Report VI.9.05 BOT Meeting Minutes 2025.10.28 VI.9.06 BOT Meeting Minutes 2025.11.25 VI.9.07 ITSC Meeting Minutes 2026.02.26 VI.9.08 DMI Meeting Minutes 2024.12.17 VI.9.09 DMI Meeting Minutes 2025.03.31
Expense Analysis of related expenses (four-years), as applicable s o \$ / % core expenditures, institutional support	VI.6.02 Expenses by Function FY21-FY25

Criterion 10 comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	
Comprehensive plans for facilities, equipment, and supplies o Description of physical facilities, including space for instruction, library, student support services, and administrative services o Capital facilities master plan o Information technology master plan	VI.6.10 Facilities Master Plan VI.6.11 Technology Strategic Plan 2025-2028
Facilities condition analyses	VI.6.10 Facilities Master Plan
Deferred maintenance costs and plans	
Space utilization studies	
Capital budget and expenditures	VI.5.11 BOT Approved FY26 Budget VI.5.12 BOT Approved FY27 Budget VI.10.02 NJOSHE Annual Institutional Profile 2025
IT expenditure and replacement cycle documentation	VI.10.11 OIT Budget and Lifecycle Schedules
Documentation regarding ownership (titles, mortgages, liens), and rental and lease agreements (contracts)	VI.10.03 Deeds and Lease Agreements
Copies of insurance policies currently in force (fire, casualty, and liability)	VI.10.04 - VI.10.10 Sample Insurance Policies
Sample of agreements and/or contracts with third party providers for key business functions	VI.6.12 Ellucian Contract 2026.03
Analysis of the level of outsourcing key business functions	VI.10.11 OIT Budget and Lifecycle Schedules VI.10.14 List of Third-Party Providers

Criterion 11 compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations;	
Program participation agreement (PPA), most recent	VI.11.01 Accreditations Webpage VI.11.02 USDOE Program Participation Agreement (PPA) 2024.03
Statement of Accreditation Status (SAS) (PDF Format) (dated)	VI.11.01 Accreditations Webpage VI.11.03 Statement of Accreditation Status (SAS)
Eligibility and Certification Approval Report (ECAR), most recent	VI.11.01 Accreditations Webpage VI.11.04 USDOE ECAR 2024.04
Heightened Cash Monitoring (HCM) Status, if applicable	
Title IV Responsibilities (Verification of Compliance - Title IV Responsibilities and federal regulation 34 CFR 602.16(a)(1)(x)) o Three-year official cohort default rate (College Scorecard or Institution) o Financial responsibility composite score / composite score index o Most recent Program Review Determination Letter (Final Program Review Determination Letter of Expedited -Determination Letter; correspondence) o Single Audit (OMB Circular A-128; OMB Circular A-133, 2 CFR 200 Subpart F: Uniform Guidance) o USDE Correspondence and institutional response related to limited, suspended, terminated eligibility to participate in Title IV	VI.8.02 - VI.8.05 College Audits FY22 - FY25 VI.11.05 Three-Year Cohort Default Rate 19-22 VI.11.06 Brookdale College Scorecard Financial Aid Section VI.11.07 Brookdale College Navigator VI.11.08 Program Review Initial Letter 2019.03.29 VI.11.09 Program Review Findings Letter 2019.07.31 VI.11.10 Program Review Report 2019.07 VI.11.11 Final Program Review Determination Letter 2019.12.18

Criterion 12 strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals;	
Evidence of resource planning and analysis of resource utilization	VI.1.05 Strategic Plan 2030 VI.1.12 Program Review Instructions CY2026 VI.1.13 AUR Instructions and Template FY26 VI.1.14 Prog. Review Recommendations 2022-2025 VI.1.15 Admin. Unit Review Recommendations 2022-2025 VI.5.01 - VI.5.12 Budget Development Process Documents VI.12.03 Perkins Expenditure Report FY24-FY25
Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions	VI.12.04 Perkins Allocation Check In Email 2025.12.01 VI.12.06 FY26 Perkins Budget Tracking

Criterion 13 periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	
Evidence of discussion and use of evidence noted above by governing body, chief executive officer, staff, and faculty in budgeting, planning, and resource allocation	VI.13.01 Academic Affairs Reorganization Broadcasts VI.13.04 BYOD Governance Presentation
Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions	VI.1.05 Strategic Plan 2030 VI.1.12 Program Review Instructions CY2026 VI.1.13 AUR Instructions and Template FY26 VI.1.14 Prog. Review Recommendations 2022-2025 VI.1.15 Admin. Unit Review Recommendations 2022-2025 VI.5.01 - VI.5.12 Budget Development Process Documents VI.12.03 Perkins Expenditure Report FY24-FY25 VI.12.04 Perkins Allocation Check In Email 2025.12.01 VI.12.06 FY26 Perkins Budget Tracking
Consultant and taskforce reports, as applicable	VI.13.06 CohnReznick Risk Assessment Summary

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, 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.

Criterion 1

a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities;

Organizational charts for institution and divisions and units, as applicable	VII.1.02 Organizational Chart 2026.07.08
Description of the legally constituted governance structure, including a diagram that clearly conveys the governance structure of the institution and clearly identifies any related entities and all levels of ownership that are legally responsible for the institution	VII.1.01 Board of Trustees Bylaws VII.1.02 Organizational Chart 2026.07.08 VII.1.03 Brookdale Governance Constitution
Information on all related entities, as applicable (Related Entities Policy and Procedures) o A listing of the legal name, jurisdiction, form or organization of every entity that is part of the legal constituted governance structure (including related entities) o The bylaws, founding or governance documents must be provided for all related entit(ies) o Related Entities Required Disclosures Certification Statement	VII.1.01 Board of Trustees Bylaws VII.1.03 Brookdale Governance Constitution VII.2.01 Articles of Incorporation VII.2.02 NJ Statute 18A-64A-57 Authority of Board of Trustees
Governing Documents including bylaws, certificate or articles of incorporation, operating provisions or agreements, filings, and any other founding documents	

Criterion 2:

a legally constituted governing body that:

- a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, integrity, planning, and fiscal well-being of the institution;
- b. has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities;
- c. ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution;
- d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;
- e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
- f. appoints and regularly evaluates the performance of the Chief Executive Officer;
- g. is informed in all its operations by principles of good practice in board governance;
- h. is not chaired by an institutional or system representative to avoid conflict of interests;
- i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution;
- j. supports the Chief Executive Officer in maintaining the autonomy of the institution;
- k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies.

Documentation of the structure, authority, and autonomy of governing body including any related entities	VII.1.01 Board of Trustees Bylaws VII.2.01 Articles of Incorporation VII.2.02 NJ Statute 18A-64A-57 Authority of Board of Trustees VII.2.07 Authority, Appts, and Powers of the Board Appvd. 2022.02
Policies and procedures manuals or compendium	VII.1.01 Board of Trustees Bylaws
Board committee procedures	VII.1.01 Board of Trustees Bylaws
Description of how the governing board regularly reviews policies and bylaws	VII.2.33 Brookdale Policy Log 2025.07.10 VII.2.34 Brief Lodging Bylaws 2024.10.29

Sample of board and committee meeting minutes - o Documenting board review and approval of policy - o Documenting review of annual financial statements - o Documenting board decision-making	VII.2.04 BOT Meeting Minutes 2024.01.23 VII.2.11 BOT Meeting Minutes 2022.04.26 VII.2.17 BOT Meeting Packet 2025.03.25 VII.2.18 BOT Meeting Packet 2026.03.24 VII.2.28 BOT Retreat Meeting Minutes 2025.04.11_25 VII.2.32 BOT Governance Committee Meeting Minutes 2025.01.22
Policy and procedures for board conflicts of interest	VII.2.08 Code of Ethics for Trustees Policy Appvd. 2022.04 VII.2.09 Trustee Conduct Policy Appvd. 2018.12 VII.2.10 Trustee Acknowledgement Form
Documentation of regular or systematic disclosure or reporting of conflicts of interest and/or recusals (e.g. forms or meeting minutes)	VII.2.11 BOT Meeting Minutes 2022.04.26 VII.2.37 Local Gov. Ethics Law Financial Disclosure Statement
List of current governing body or board members - o Disaggregated by relevant populations - o Affiliation and occupation of each member - o Identify those members of the governing board who are remunerated by the institution through salaries, wages or fees - o Identify board members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer - o Board member curriculum vitae (CVs) or biographies	VII.2.12 Board of Trustees Biographies VII.2.39 NJOSHE Annual Institutional Profile 2025
Documentation of regular and systematic board self-evaluation with evidence of follow-up on any concerns (available examples from a four-year period)	VII.2.26 Board of Trustees Orientation Packet VII.2.27 NJ Statute 18A 3B-6.3 Required Training for Board VII.2.28 BOT Retreat Meeting Minutes 2025.04.11_25 VII.2.29 BOT Retreat Meeting Minutes 2024.03.23 VII.2.30 BOT Meeting Minutes 2025.10.28 VII.2.31 BOT Self-Evaluation Template VII.2.32 BOT Governance Committee Meeting Minutes 2025.01.22

Criterion 3: Chief Executive Officer who: a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;	
Policies and procedures or by-law provisions outlining search for and appointment of Chief Executive Officer (CEO)	VII.2.20 Presidential Search Process Policy Appvd. 2026.01
Policies and procedures or by-law provisions outlining evaluation of Chief Executive Officer (CEO)	VII.1.01 Board of Trustees Bylaws VII.2.23 BOT President Evaluation Template
Policies and procedures for continuity of leadership or succession	VII.3.05 Officer of the Day Memo 2025.02.28 VII.3.06 BOT Interim AVP HR Addendum 2025.06
Qualifications of the Chief Executive Officer (CEO) - o Curriculum vitae (CV) or resume for the chief executive officer including the officer's name and title - o Evidence that the CEO was appointed by the governing board - o The appointment date of the CEO - o Evidence that CEO is evaluated regularly	VII.2.19 Resolution Appointing Dr. Stout 2018.05.15 VII.2.21 President Goals Modification 2025.02 VII.2.22 Dr. Stout's Employment Agreement VII.2.23 BOT President Evaluation Template VII.2.24 BOT Ratifying Dr. Stout's Contract 2021.03.23 VII.2.25 BOT Ratifying Dr. Stout's Contract 2024.04.24 VII.3.01 Dr. Stout's CV 2025

Criterion 4 an administration possessing or demonstrating: a. an organizational structure that is clearly documented and that clearly defines reporting relationships; b. an appropriate size and diverse representation with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and students in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations;	
Organization chart	VII.1.02 Organizational Chart 2026.07.08
Administrative Staff Qualifications o Curriculum vitae (CVs) or resumes, as applicable o Analysis of credentials and professional experience consistent with the mission of the organization and their functional roles	VII.3.03 Cabinet Resumes VII.4.04 Cabinet Credentials & Expertise Analysis
Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty headcount o Administrative and staff headcount	VII.4.01 IPEDS HR Report
Institutional and Unit Leadership Data, disaggregated by relevant populations o Analysis of skills, time, assistance, technology, and information systems expertise required to perform their duties o Curriculum Vitae (CVs) or resumes	VII.3.03 Cabinet Resumes VII.4.01 IPEDS HR Report VII.4.04 Cabinet Credentials & Expertise Analysis VII.4.10 FY26 Professional Development Analysis
Policies and procedures for the review of units, with evidence of assessment and evaluation	VII.3.10 Program Review Instructions CY2026 VII.3.11 AUR Instructions and Template FY26 VII.4.14 Administrative Unit Review Schedule VII.4.15 Bankier Library Admin. Unit Review FY24 VII.4.16 Recruiting & Hiring Admin. Unit Review FY25 VII.5.02 Assessment of Inst. Effectiveness Policy Appvd. 2023.12
Evidence of regular evaluation of administration assessing if they have the skills, time, assistance, technology, and information systems expertise required to perform their duties	VII.3.11 AUR Instructions and Template FY26 VII.4.05 Admin. Staff Evaluation Tutorial VII.4.06 Support Staff Evaluation Tutorial VII.4.10 FY26 Professional Development Analysis VII.5.03 President and BOT Admin. Unit Review FY25 VII.5.04 Finance & Operations Admin. Unit Review FY26 VII.5.05 Academic Affairs Admin. Unit Review FY26 VII.5.06 Advancement Admin. Unit Review FY26 VII.5.07 PIE Admin. Unit Review FY26 VII.5.08 Student Affairs Admin. Unit Review FY26
Surveys of Administration by other constituents (survey instrument and analysis of collected data), as applicable o Student Survey of Administration o Faculty Survey of Administration o Staff Survey of Administration	VII.4.19 SSI 2024 Main Report VII.4.20 SSI Summary Scales Report VII.4.21 Fall 2024 PACE Summary VII.4.22 Fall 2024 PACE Report

Criterion 5: periodic assessment of the effectiveness of governance, leadership, and administration.	
Documentation of an implemented, systematic, and sustained process to assess the effectiveness of governance, leadership, and administration	VII.3.11 AUR Instructions and Template FY26 VII.4.14 Administrative Unit Review Schedule VII.5.01 PACE Supplemental BOT Items & Analysis VII.5.02 Assessment of Inst. Effectiveness Policy Appvd. 2023.12
Evidence (assessment instrument and analysis of collected data) of periodic assessment of the effectiveness of governance, leadership, and administration	VII.3.11 AUR Instructions and Template FY26 VII.5.03 President and BOT Admin. Unit Review FY25 VII.5.04 Finance & Operations Admin. Unit Review FY26 VII.5.05 Academic Affairs Admin. Unit Review FY26 VII.5.06 Advancement Admin. Unit Review FY26 VII.5.07 PIE Admin. Unit Review FY26 VII.5.08 Student Affairs Admin. Unit Review FY26
Consultant and taskforce reports, as applicable	VII.5.09 NACUBO Final Report July 2022 VII.5.10 NACUBO Recommendations & Plan Alignment VII.5.11 Payroll Process Internal Audit 2020 VII.5.12 Employee Travel & Expense Reimbursement Audit 2021 VII.5.13 Student Accounts Internal Audit 2023 VII.5.14 Ellucian Data Governance Service 2023

APPENDIX D

Acronyms & Meanings



BROOKDALE
COMMUNITY COLLEGE



APPENDIX D: LIST of ACRONYMS

Acronym / Abbreviation	Meaning		
A.A. / AA	Associate of Arts	ERM	Enterprise Risk Management
AAQEP	Association for Advancing Quality in Educator Preparation	ERP	Enterprise Resource Planning
A.A.S. / AAS	Associate of Applied Science	ESA	Enrollment Services Advisor
ACA	Academic Credit Certificate of Achievement	FA (Semester)	Fall
ACC	Academic Credit Certificate	FARM	Financial Assessment and Risk Monitoring
ACCT	Association of Community College Trustees	FMP	Facilities Master Plan
ACE	American Council on Education	FT	Full-time
ACEN	Accreditation Commission for Education in Nursing	FTE	Full-Time Equivalent
ACFEF	American Culinary Federation Education Foundation	FY	Fiscal Year
A.F.A. / AFA	Associate of Fine Arts	GCP	Global Citizenship Project
AFPDR	Annual Faculty Performance and Development Report	GE	General Education
AIC	Academic Issues Committee	GEAC	General Education Assessment Council
AIP	Annual Institutional Profile	GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
ALP	Accelerated Learning Program	GM-ASEP	General Motors Automotive Service Educational Program
APR	Academic Program Review	GPA	Grade Point Average
A.S. / AS	Associate of Science	GSP	Guided Self-Placement
ASE	Automotive Service Excellence	ILO	Institutional Learning Outcome
ATD	Achieving the Dream	IPEC	Institutional Planning and Effectiveness Committee
AUR	Administrative Unit Review	IPEDS	Integrated Postsecondary Education Data System
AVP	Associate Vice President	IR	Institutional Research
AY	Academic Year	IRB	Institutional Review Board
BOLD	Build, Operate, Leverage, Develop	ITIL	Information Technology Infrastructure Library
BOT	Board of Trustees	ITSC	IT Governance Steering Committee
BYOD	Bring Your Own Device	ITSM	IT Service Management
CART	Communication Access Realtime Translation	JRCERT	Joint Review Committee on Education in Radiologic Technology
CCOG	Community College Opportunity Grant	KPI	Key Performance Indicator
CCSSE	Community College Survey of Student Engagement	LMS	Learning Management System
CDL	Commercial Driving License	MFA	Multi-factor authentication
CFI	Composite Financial Index	MMM	Monday Morning Message (from President Stout)
CFR	Code of Federal Regulations	MOA	Memorandum of Agreement
Chhange	Center for Holocaust, Human Rights and Genocide Education	MP	Master Plan
CLO	Course Learning Outcome	MVV	Mission, Vision, and Values
CMO	Contract Management Office	NACADA	National Academic Advising Association
CoARC	Commission on Accreditation for Respiratory Care	NACE	National Association of Colleges and Employers
CPS	Continuing and Professional Studies	NACEP	National Alliance of Concurrent Enrollment Partnerships
CSHSE	Council for Standards in Human Service Education	NACUBO	National Association of College and University Business Officers
CTE	Career and Technical Education	NC-SARA	National Council for State Authorization Reciprocity Agreements
CTL	Center for Transformative Learning	NCES	National Center for Education Statistics
CY	Calendar Year	NetID	Network ID
DANTES	Defense Activity for Education Support	N.J.A.C.	New Jersey Administrative Code
DE	Dual Enrollment	NJCAA	National Junior College Athletic Association
DMI	Data Management and Integrity Team	NJCAAE	National Junior College Athletic Association Esports
DSST	DANTES Subject Standardized Tests	NJCCC	New Jersey Council of County Colleges
ECAR	Eligibility and Certification Approval Report	NJGEC	New Jersey State General Education Committee
ECHS	Early College High School	NJIPEDS	New Jersey Integrated Postsecondary Education Data System
ELC	Executive Leadership Council	NJLWD	New Jersey Department of Labor and Workforce Development
EOF	Educational Opportunity Fund		

NJOSC	New Jersey Office of the State Comptroller
NJOSHE	New Jersey Office of the Secretary of Higher Education
N.J.S.A.	New Jersey Statutes Annotated
NSF-ATE	National Science Foundation – Advanced Technological Education
NSO	New Student Orientation
OER	Open Educational Resources
OHI	Organizational Health Indicator
OIT	Office of Information Technology
OOMP	Organizational Optimization Master Plan
OPRA	Open Public Records Act
OSC	New Jersey Office of the State Comptroller
PACE	Personal Assessment of the College Environment
PIE	Planning and Institutional Effectiveness
PLA	Prior Learning Assessment
PLO	Program Learning Outcome
PONSI	National Program on Non-Collegiate Sponsored Instruction
PPA	Program Participation Agreement
PPL	Placement, Preparation, and Learning
PR	Program Review
PT	Part-time
PTF	President's Task Force
QA	Quality Assurance
SaaS	Software-as-a-Service
SAP	Satisfactory Academic Progress
SAS	Statement of Accreditation Status
SEFA	Schedule of Expenditures of Federal Awards
SLB	Student Life Board
SOR	Student Opinion Report
SP (semester)	Spring
SP22	Strategic Plan 2022
SP25	Strategic Plan 2025
SP30	Strategic Plan 2030
SSI	Student Satisfaction Inventory
TLC	Teaching and Learning Center
TPP	Third-Party Provider(s)
VALE	Virtual Academic Library Environment of New Jersey
VPFO	Vice President of Finance and Operations
WCTL	Whyman Center for Transformative Learning