



**BROOKDALE COMMUNITY COLLEGE**  
THE COUNTY COLLEGE OF MONMOUTH

2009 ANNUAL  
INSTITUTIONAL  
PROFILE

*September 2009*

**PLANNING, ASSESSMENT AND RESEARCH**

## Preface

Each of New Jersey's 31 public institutions of higher education is required to submit an annual report to the New Jersey Commission on Higher Education that addresses several performance indicators. Submission of this report, entitled the Annual Institutional Profile (AIP), fulfills the 1994 Higher Education Restructuring Act mandate to "prepare and make available to the public an annual report on the condition of the institution." The form and content of the AIP is established by the Commission on Higher Education. The Appendix contains the specific form and content required for the 2009 Profiles, as approved at the June 26, 2009 meeting of the Commission on Higher Education.

The Annual Institutional Profiles include a wide variety of Indicators such as accreditation status, number of credit and noncredit students served, academic preparedness of entering students, number of degrees conferred, graduation, transfer and retention rates, percentage of course sections taught by full-time faculty, characteristics of the Board of Trustees (e.g., race/ethnicity and affiliation), research and public service activities, degree and certificate programs offered, and major capital projects in fiscal year 2009.

As such, Brookdale's Annual Institutional Profile provides a summary of many of our fiscal year 2009 accomplishments and contributions to our community. We present this report to the Commission on Higher Education and to our public constituencies with the hope that this material will be informative and useful.



Dr. Peter F. Burnham  
President

**BROOKDALE COMMUNITY COLLEGE  
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2009**

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## SECTION A ACCREDITATION STATUS

### INSTITUTIONAL ACCREDITATION

Brookdale Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, the accrediting agency for all colleges in the mid-Atlantic region. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. Accreditation status is reviewed every five years and re-accreditation occurs at ten-year intervals.

Brookdale was awarded an unqualified accreditation from the Middle States Visiting Team in Spring 2008. In addition to achieving complete fulfillment of all 14 standards of *The Characteristics of Excellence*, the visiting team commended Brookdale's leadership for encouraging and supporting a culture of engagement and assessment. The College was also issued commendations for clearly integrating the planning and assessment processes so that the results of assessment are used to develop plans to improve teaching, learning and institutional effectiveness.

Brookdale is certified by the State of New Jersey and the United States Department of Education to grant associate degrees to students who complete formal programs of study. All of Brookdale's A.A., A.F.A., A.S., A.A.S., and Certificate programs are approved by the New Jersey Commission on Higher Education.

### PROFESSIONAL ACCREDITATION

The Nursing Program (A.A.S.) is accredited by the National League for Nursing Accrediting Commission and by the State of New Jersey, Department of Law & Public Safety, Division of Consumer Affairs, Board of Nursing.

The Radiologic Technology (A.A.S.) program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

The Respiratory Therapy Program (A.A.S.) is accredited by the Committee on Accreditation for Respiratory Care (CoArc).

### PROGRAM APPROVAL OR CERTIFICATION

The GM-ASEP and Toyota T-Ten options of the Automotive Technology program are certified by the National Automotive Technicians Foundation (NATEF).

The Paralegal Studies Program (A.A.S.) is approved by the American Bar Association, Standing Committee on Legal Assistants.

## SECTION B NUMBER OF STUDENTS SERVED

### 1. How many full and part time credit students were enrolled in Fall 2008?

<i>Student Status</i>	<i>Headcount</i>	<i>Percent of Total</i>
Full-time	8,386	57.3%
Part-time	6,256	42.7%
<b>Total</b>	<b>14,642</b>	<b>100.0%</b>

### 2. How many non-credit students were served in FY 2008?

There were almost 19,000 registrations (**18,712**) in Brookdale non-credit open-enrollment courses in FY 2008, representing **11,294 different individuals**. Roughly 4 out of every 10 enrollments (6,717 or 35.9%) were in career-oriented or vocational courses. Six out of 10 (11,995 or 64.1%) registrations were in leisure or recreational courses.

<b>Course Type</b>	<b>Registrations</b>	<b>Course Category</b>	<b>Total Clock Hours</b>
ABE / GED	557	Career	38,850
Sports Camps	986	Recreational	20,706
Fitness Center	786	Recreational	37,728
SCOPE*	160	Career	62,467
Open Enrollment - Career	6,000	Career	138,093
Open Enrollment - Recreation	10,223	Recreational	104,211
<b>Total</b>	<b>18,712</b>		<b>402,055</b>

\*SCOPE: Strategies for Continuing Professional Education: IT Certification Training

There were also **3,850** registrations in courses offered through Contracted Services in FY 2008. More than 200 courses (**212**) were delivered to **46 different companies**, resulting in 52 training FTEs. In addition, there were **6,399** registrations in courses offered through Contracted Services to local schools. One hundred and fifty-five course sections were delivered to **105 different schools**, resulting in 49 FTEs.

### 3. How many credit students enrolled in Fiscal Year 2008?

The unduplicated credit enrollment for FY 2008 was 20,676. These students enrolled for a total of 315,424 credits or 10,514 FTEs between the Summer III 2007 term and the Summer II 2008 term.

## SECTION C CHARACTERISTICS OF UNDERGRADUATE STUDENTS

### BASIC SKILLS TESTING AND REMEDIATION

**1. What Basic Skills Placement Test does Brookdale use? What criteria are used for selecting test takers?**

Brookdale Community College uses the ACCUPLACER computerized adaptive placement test (CPT) to assess the preparedness of new students. The minimum and maximum possible scores on each subject test range from 20 through 120. All new degree students must take the Basic Skills Placement Test. Waivers of testing are available to the following students: (1) Those who have completed at least 24 college level credits with a grade of "C" or better. The 24 credits must include English composition and a mathematics course higher than elementary algebra. (2) Those who have taken the ACCUPLACER or New Jersey Basic Skills Test at another New Jersey college. (3) Those with a four-year degree from an accredited college. (4) Those who have scored above 540 on the SAT Verbal test and above 530 on the SAT Quantitative test. (5) Non-native speakers of English. (6) Individuals 65 and older.

**2. How many Fall 2008 students were enrolled in one or more Basic Skills courses?**

Of the 14,642 students enrolled in Fall 2008, 4,182 (28.6%) were enrolled in at least one Basic Skills course.

**3. How many first-time, full-time (FTFT) degree-seeking students were enrolled in Basic Skills courses in Fall 2008?**

Of the 3,094 first-time, full-time, degree-seeking students enrolled in Fall 2008, 2,174 (70.3%) were enrolled in at least one Basic Skills course.

**4. How many and what percent of Fall 2008 FTFT students were enrolled in Basic Skills courses by subject area?**

<b>Subject Area:</b>	<b>Number and Percent out of All FTFT Degree-Seeking Students (3,094)</b>	
	<b>N</b>	<b>%</b>
Computation	1,358	43.9
Algebra	619	20.0
Reading	1,248	40.3
Writing	1,006	32.5

## STUDENT DEMOGRAPHICS

### 1. What was the head count and percent by ethnicity and student status in Fall of 2008?

#### ETHNICITY

STUDENT STATUS	NRA*		Black		AI/AN		Asian/PI		Hispanic		White		Unknown		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Full Time	126	1.5	685	8.2	17	0.2	302	3.6	737	8.8	6,321	75.4	198	2.4	<b>8,386</b>
Part Time	11	0.2	705	11.3	12	0.2	321	5.1	575	9.2	4,398	70.3	234	3.7	<b>6,256</b>
<b>TOTAL</b>	<b>137</b>	<b>0.9</b>	<b>1,390</b>	<b>9.5</b>	<b>29</b>	<b>0.2</b>	<b>623</b>	<b>4.3</b>	<b>1,312</b>	<b>9.0</b>	<b>10,719</b>	<b>73.2</b>	<b>432</b>	<b>3.0</b>	<b>14,642</b>

\*Non-Resident Aliens

### 2. What was the headcount and percent by gender and student status in Fall 2008?

#### GENDER

STUDENT STATUS	Male		Female		Total N
	N	%	N	%	
Full Time	4,285	51.1	4,101	48.9	<b>8,386</b>
Part Time	2,318	37.1	3,938	62.9	<b>6,256</b>
<b>TOTAL</b>	<b>6,603</b>	<b>45.1</b>	<b>8,039</b>	<b>54.9</b>	<b>14,642</b>

### 3. What is the age breakdown of the Fall 2008 student body?

Age Category	Headcount	Percent of Total
19 and under	5,352	36.6%
20 – 24	5,353	36.6%
25 – 34	1,901	13.0%
35 – 49	1,278	8.7%
50 and over	617	4.2%
Unknown	141	1.0%
<b>Total</b>	<b>14,642</b>	<b>100.0%</b>

**FINANCIAL AID**

**1. To what degree is your institution accessible to students of all economic backgrounds? Use FY08 Data if available.**

<i>Type of Financial Aid</i>	<i>Number of Recipients</i>	<i>Total Amount Awarded</i>	<i>Average Amount Awarded Per Recipient</i>
<b>State Programs</b>			
TAG	1,895	\$2,940,698	\$1,552
EOF	475	393,257	828
Bloustein Scholars	15	12,555	837
Urban Scholars	16	13,950	872
NJCLASS Loans	36*	165,785	4,605
NJ STARS	330	1,000,694	3,032
<b>State Programs Total:</b>		<b>\$4,526,939</b>	
<b>Federal Programs</b>			
Pell Grants	3,061	\$7,555,000	\$2,468
College Work Study	85	170,000	2,000
SEOG	731	260,000	356
Stafford Loans (Subsidized)	1,825	5,253,000	2,878
Stafford Loans (Unsubsidized)	872	2,351,000	2,696
PLUS Loans	46	186,000	4,043
<b>Federal Programs Total:</b>		<b>\$15,775,000</b>	
<b>Institutional Programs</b>			
Grants / Scholarships	468	\$276,000	\$590
<b>Institutional Programs Total:</b>		<b>\$276,000</b>	
<b>Total All Programs FY08:</b>		<b>\$20,577,939</b>	

\*Source: HESAA System Files for State Programs, NJ IPEDS Form #41 for Federal & Institutional Programs

**2. What has been the trend over the past decade in terms of overall amount of financial aid provided to Brookdale students?**

<i>Fiscal Year</i>	<i>Total Amount of Financial Aid Awarded</i>	<i>Percent of full-time students who received financial aid</i>
FY99	\$7,254,949	30.0%
FY00	\$7,540,132	31.6%
FY01	\$8,212,155	30.4%
FY02	\$9,788,105	32.7%
FY03	\$11,900,981	34.5%
FY04	\$13,795,591	36.5%
FY05	\$14,967,591	37.5%
FY06	\$15,761,895	37.4%
FY07	\$17,594,940	38.4%
FY08	\$20,577,939	33.8%

## RESIDENCY

### 1. What percentage of the student body are New Jersey Residents?

- Among all Fall 2008 students (14,642), **98.5%** (or 14,427) were New Jersey residents, of whom **90.0%** were Monmouth county residents.
- Among Fall 2008 first-time, full-time, degree-seeking freshman (3,094), **98.7%** (or 3,063) were New Jersey residents, of whom **87.9%** were living in Monmouth County.

## SECTION D DEGREES CONFERRED AND CHARACTERISTICS OF GRADUATES

**1. How many degrees were awarded to the graduating Class of 2008 (by ethnicity and degree type)?**

AWARDS	NRA*		Black		AI/AN		Asian/PI		Hispanic		White		Unknown		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Certificates	2	5.1	1	2.6	0	0.0	1	2.6	5	12.8	30	76.9	0	0.0	39
Associates	30	1.7	137	7.7	3	0.2	77	4.4	133	7.5	1329	75.2	59	3.3	1,768
<b>TOTAL</b>	<b>32</b>	<b>1.8</b>	<b>138</b>	<b>7.6</b>	<b>3</b>	<b>0.2</b>	<b>78</b>	<b>4.3</b>	<b>138</b>	<b>7.6</b>	<b>1359</b>	<b>75.2</b>	<b>59</b>	<b>3.3</b>	<b>1,807</b>

\*Non-Resident Alien

**2. What percentage of the Class of 2008 were female? Male?**

AWARDS	Men		Women		TOTAL
	N	%	N	%	
Certificates	18	46.2	21	53.8	39
Associates	727	41.1	1,041	58.9	1,768
<b>TOTAL</b>	<b>745</b>	<b>41.2</b>	<b>1,062</b>	<b>58.8</b>	<b>1,807</b>

**3. How many degrees / certificates were awarded to the Class of 2008 by General Field?**

<b>IPEDS CIP Code Major Category</b>	<b>Certificates Awarded</b>	<b>Associates Awarded</b>	<b>Total</b>
01 Agriculture	3	0	3
04 Architecture	0	5	5
10 Communication Tech	3	14	17
11 Computer Sciences	1	13	14
12 Personal Services	16	20	36
13 Education	0	232	232
14 Engineering	0	8	8
15 Engineering Tech	8	53	61
22 Legal Professions	0	34	34
24 Liberal Arts / Sciences	0	280	280
30 Multidisciplinary	0	55	55
43 Security / Protective	0	148	148
44 Public Administration	0	7	7
45 Social Sciences	0	262	262
47 Mechanic / Repair Tech	2	0	2
50 Visual / Perform Arts	0	21	21
51 Health Professions	2	218	220
52 Business / Management	4	398	402
<b>Total:</b>	<b>39</b>	<b>1,768</b>	<b>1,807</b>

**4. What percentage of degrees are conferred annually by academic discipline? What is the percentage for the past five years?**

- The table on page 9 contains the number and percent of degrees conferred in each discipline for the Classes of 2005 through 2009.

**4. How does Brookdale rank, nationally, in terms of degree production?**

- Brookdale is consistently among the top 100 associate degree producing institutions in the nation. The June 15, 2009 edition of *Community College Week* recently ranked Brookdale 44th (awarding 1,768 associate degrees to the Class of 2008). Brookdale was the top associate-degree producing college in New Jersey.
- In terms of specific associate-degree programs, Brookdale ranked **1st nationally in production of Education degrees (232)**; 11<sup>th</sup> in production of Criminal Justice degrees (148); and 17<sup>th</sup> in production of business, management, and marketing degrees (398).

## Number and Percent of Degrees Conferred by Program

BCC DEGREE PROGRAM	2008-2009		2007-2008		2006-2007		2005-2006		2004-2005	
	No.	%								
<b><u>Transfer Programs:</u></b>										
Architecture	4	0.2	5	0.3	6	0.4	8	0.5	7	0.5
Art	3	0.2	4	0.2	6	0.4	4	0.3	3	0.2
Business Administration	310	19.1	321	17.8	291	17.4	273	17.4	284	18.5
Computer Science	5	0.3	6	0.3	6	0.4	11	0.7	10	0.7
Criminal Justice	114	7.0	148	8.2	135	8.1	117	7.4	110	7.2
Education	225	13.8	221	12.2	173	10.3	176	11.2	172	11.2
Engineering	6	0.4	8	0.4	10	0.6	6	0.4	6	0.4
Humanities	268	16.5	280	15.5	253	15.1	247	15.7	266	17.3
Math / Science	46	2.8	55	3.0	33	2.0	51	3.2	47	3.1
Social Science	220	13.5	264	14.6	257	15.4	242	15.4	220	14.3
<b>Transfer Total</b>	<b>1201</b>	<b>73.9</b>	<b>1312</b>	<b>72.6</b>	<b>1170</b>	<b>69.9</b>	<b>1135</b>	<b>72.2</b>	<b>1125</b>	<b>73.3</b>
<b><u>Career Programs:</u></b>										
Accounting	5	0.3	6	0.3	4	0.2	15	1.0	15	1.0
Automotive Technology	31	1.9	45	2.5	55	3.3	27	1.7	41	2.7
Business Management	16	1.0	13	0.7	18	1.1	25	1.6	20	1.3
Communications Design	4	0.2	1	0.1	1	0.1	3	0.2	5	0.3
Communications Media	4	0.2	14	0.8	5	0.3	6	0.4	7	0.5
Computer Aided Drafting & Design	8	0.5	14	0.8	5	0.3	15	1.0	4	0.3
Computer Science	5	0.3	4	0.2	12	0.7	12	0.8	24	1.6
Culinary Arts	40	2.5	36	2.0	44	2.6	32	2.0	21	1.4
Dental Assisting	0	0.0	2	0.1						
Dental Hygiene	10	0.6	9	0.5	6	0.4	4	0.3	8	0.5
Digital Arts / Desktop Publishing*	5	0.3	3	0.2	4	0.2	2	0.1	16	1.0
Digital Animation & 3-D Design	4	0.2								
Early Childhood Education	5	0.3	11	0.6	4	0.2	17	1.1	11	0.7
Electric Utility Technology	18	1.1								
Electronics Technology	2	0.1	4	0.2	3	0.2	5	0.3	8	0.5
Fashion Merchandising	45	2.8	43	2.4	40	2.4	32	2.0	40	2.6
Horticulture	1	0.1	3	0.2	3	0.2	4	0.3	2	0.1
Human Services	4	0.2	7	0.4	11	0.7	8	0.5	3	0.2
Interior Design	6	0.4	16	0.9	10	0.6	8	0.5	13	0.8
Marketing	6	0.4	3	0.2	7	0.4	10	0.6	7	0.5
Network Information Technology	5	0.3	4	0.2	4	0.2	3	0.2	1	0.1
Nursing	124	7.6	163	9.0	176	10.5	128	8.1	86	5.6
Office Administration Systems	8	0.5	14	0.8	15	0.9	18	1.1	17	1.1
Paralegal Studies	24	1.5	34	1.9	32	1.9	26	1.7	30	2.0
Radiologic Technology	19	1.2	21	1.2	22	1.3	20	1.3	21	1.4
Respiratory Therapy	25	1.5	25	1.4	23	1.4	17	1.1	9	0.6
<b>Career Total</b>	<b>424</b>	<b>26.1</b>	<b>495</b>	<b>27.4</b>	<b>504</b>	<b>30.1</b>	<b>437</b>	<b>27.8</b>	<b>409</b>	<b>26.7</b>
<b>TOTAL</b>	<b>1625</b>	<b>100.0</b>	<b>1807</b>	<b>100.0</b>	<b>1674</b>	<b>100.0</b>	<b>1572</b>	<b>100.0</b>	<b>1534</b>	<b>100.0</b>

\*Program No Longer Active

## SECTION E STUDENT OUTCOMES – GRADUATION, RETENTION AND TRANSFER

### 1. What percentage of full-time freshmen graduate or transfer within 3 years?

The figures below reflect **3-year** graduation and transfer rates for first-time, full-time matriculated students. The transfer rates include National Student Clearinghouse data on transfers to most baccalaureate-granting institutions. The reported transfer rates refer only to those students who *did not* graduate within 150% of time to degree completion. More specifically, if a student graduated within three years and then transferred to another institution, (s)he would be identified only in the graduation rate and not the transfer rate. The data below have been reported on the annual Federal Graduation Rate Survey (GRS). On the Graduation Rate Survey, students have until the end of the Summer of their 3<sup>rd</sup> year to either graduate or transfer to another institution (i.e., members of the Fall 2005 cohort had until the end of Summer 2008 to graduate or transfer).

#### 1997 – 2005 Entering Cohorts:

<i>Entering Cohort</i>	<i>Total in Cohort</i>	<i>Graduates within 3 years</i>	<i>Graduation Rate</i>	<i>Transfers (non graduates)</i>	<i>Transfer Rate*</i>	<i>Combined Graduates + Transfers</i>	<i>Combined Graduation + Transfer Rate</i>
1997	1,525	229	15.0%	333	21.8%	562	36.9%
1998	1,712	276	16.1%	324	18.9%	600	35.0%
1999	1,920	343	17.9%	376	19.6%	719	37.4%
2000	1,913	342	17.9%	351	18.3%	693	36.2%
2001	2,031	380	18.7%	395	19.4%	775	38.2%
2002	2,128	400	18.8%	363	17.1%	763	35.9%
2003	2,327	402	17.3%	460	19.8%	862	37.0%
2004	2,522	424	16.8%	501	19.9%	925	36.7%
2005	2,667	536	20.1%	542	20.3%	1,078	40.4%

### 2. What are Brookdale's two- and three- year combined success rates by ethnic group for the Fall 2005 entering cohort of first-time, full-time freshman?

<i>Ethnic Group</i>	<i>Total</i>	<i>Success After Two Years</i>		<i>Success After Three Years</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
White	2006	305	15.2	884	44.1
Black	255	15	5.9	57	22.4
Hispanic	223	19	8.5	66	29.6
Asian	92	20	21.7	41	44.6
Alien	13	1	7.7	3	23.1
Other*	78	3	3.8	27	34.6
<b>Total</b>	<b>2667</b>	<b>363</b>	<b>13.6</b>	<b>1078</b>	<b>40.4</b>

\*Other includes American Indian and Unknowns

**3. What are the two- and three- year combined success rates by income category for the Fall 2005 entering cohort of first-time, full-time freshman?**

<i>Income Category</i>	<i>Total</i>	<i>Success After Two Years</i>		<i>Success After Three Years</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Low Income*	379	34	9.0	99	26.1
Not Low Income	1073	185	17.2	511	47.6
Unknown	1215	144	11.9	468	38.5
<b>Total</b>	<b>2667</b>	<b>363</b>	<b>13.6</b>	<b>1078</b>	<b>40.4</b>

\*Low Income is defined as a student with a NJ Eligibility Index between 1 and 2,499.

**4. What are Brookdale's two- and three- year graduation rates by ethnic group for the Fall 2005 entering cohort of first-time, full-time freshman?**

<i>Ethnic Group</i>	<i>Total</i>	<i>Graduate After Two Years</i>		<i>Graduate After Three Years</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
White	2006	191	9.5	450	22.4
Black	255	10	3.9	19	7.5
Hispanic	223	12	5.4	34	15.2
Asian	92	7	7.6	16	17.4
Alien	13	0	0.0	0	0.0
Other*	78	2	2.6	17	21.8
<b>Total</b>	<b>2667</b>	<b>222</b>	<b>8.3</b>	<b>536</b>	<b>20.1</b>

\*Other includes American Indian and Unknowns

**5. What are the two- and three- year graduation rates by income category for the Fall 2005 entering cohort of first-time, full-time freshman?**

<i>Income Category</i>	<i>Total</i>	<i>Graduate After Two Years</i>		<i>Graduate After Three Years</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Low Income*	379	15	4.0	42	11.1
Not Low Income	1073	113	10.5	270	25.2
Unknown	1215	94	7.7	224	18.4
<b>Total</b>	<b>2667</b>	<b>222</b>	<b>8.3</b>	<b>536</b>	<b>20.1</b>

\*Low Income is defined as a student with a NJ Eligibility Index between 1 and 2,499.

**6. What is the three-year transfer rate of Fall 2005 first-time, full-time students to New Jersey Senior Public Institutions? What is the overall three-year transfer rate?**

- Of the 2,667 entering students in the Fall 2005 cohort, 542 (501 or **20.3%**) transferred to another institution. Three-hundred and ninety-one members of the cohort (**14.7%**) transferred to one of New Jersey's senior public institutions. These transfer rates do not include students who graduated from Brookdale prior to transferring.

**7. What is the third-semester (Fall to Fall) retention rate for first-time, full-time students, by ethnicity?**

<i>Fall 2007 Cohort</i>		<i>Number and Percent Retained in Third Semester (Fall 2008)</i>	
<i>Ethnic Group</i>	<i>Total</i>	<i>N</i>	<i>%</i>
White	2,220	1,604	72.3
Black	241	131	54.4
Hispanic	292	195	66.8
Asian	113	93	82.3
American Indian	8	2	25.0
Alien	16	8	50.0
Unknown	66	44	66.7
<b>Total</b>	<b>2,956</b>	<b>2,077</b>	<b>70.3</b>

**8. Do third-semester retention rates vary as a function of income level?**

<i>Fall 2007 Cohort</i>		<i>Number and Percent Retained in Third Semester (Fall 2008)</i>	
<i>Income Level</i>	<i>Total</i>	<i>N</i>	<i>%</i>
Low Income	422	285	67.5
Not Low Income	1,192	873	73.2
Unknown	1,342	919	68.5
<b>Total</b>	<b>2,956</b>	<b>2,077</b>	<b>70.3</b>

## SECTION F FACULTY CHARACTERISTICS

**1. Provide a profile of Fall 2008 full-time faculty at your institution.**

- The table on page 14 contains a breakdown of Fall 2008 faculty by gender, ethnicity, academic rank, and tenure status.

**2. What percentage of course sections are taught by full-time faculty?**

- More than half of all course sections (55.9%) are taught by full-time Brookdale faculty.

**Number and Percent of Fall 2008  
Sections Taught by Each Group**

<i>Faculty Group</i>	<b>N</b>	<b>%</b>
Full-Time	1,226	55.9
Part-Time	904	41.2
Other	65	3.0
<b>Total</b>	<b>2,195</b>	<b>99.9</b>

**3. What is the ratio of full-time to part-time faculty?**

- There is one full time faculty member to every 2.74 part time faculty members. More specifically, in the Fall 2008 term, there were 228 full-time and 624 part-time faculty members.

**Brookdale Community College**  
**Full-Time Faculty by Ethnicity, Gender, Academic Rank and Tenure Status**  
**Fall 2008**

Tenure Status	White		Black		Hispanic		Asian		Total	
	M	F	M	F	M	F	M	F	M	F
<b>Tenured</b>										
Professors	41	43	0	3	0	0	0	3	41	49
Associate Professors	19	18	0	2	0	0	0	0	19	20
Assistant Professors	16	18	1	1	1	2	0	1	18	22
All Others	0	0	0	0	0	0	0	0	0	0
<b>Total:</b>	<b>76</b>	<b>79</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>78</b>	<b>91</b>
<b>Without Tenure</b>										
Professors	0	0	0	0	0	0	0	0	0	0
Associate Professors	0	0	0	0	0	0	0	0	0	0
Assistant Professors	1	1	0	0	0	0	0	0	1	1
All Others	19	31	1	1	1	0	0	4	21	36
<b>Total:</b>	<b>20</b>	<b>32</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>37</b>
<b>Total:</b>										
Professors	41	43	0	3	0	0	0	3	41	49
Associate Professors	19	18	0	2	0	0	0	0	19	20
Assistant Professors	17	19	1	1	1	2	0	1	19	23
All Others	19	31	1	1	1	0	0	4	21	36
<b>Total:</b>	<b>96</b>	<b>111</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>8</b>	<b>100</b>	<b>128</b>

## SECTION G CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS 2009

The trustees of Brookdale Community College are esteemed members of the Monmouth County community. Their dedication to Brookdale accounts in no small part for the institution's history of excellence and vision for the future. **Mr. Howard C. Birdsall**, an engineer and CEO of an engineering and consulting services company, is Board of Trustees Chair and Chair of the Executive Committee. Mr. Birdsall is also an ex-officio member of all Board committees. He has served on the Board since 1988. **Mr. Jacob S. Elkes**, appointed to the Board in 1996, owns and operates a title search company. He serves as Board Vice Chair, is Vice Chair of the Executive Committee and is an ex-officio member of all other Board Committees. Mr. Elkes also serves as Liaison to the Brookdale Community College Foundation.

**Dr. Lewis G. Anderson** joined the Brookdale Board of Trustees in 1999. He serves as Chair of the Information Technologies Committee and is a member of the Executive, Buildings and Grounds, Educational Services and Finance Committees. Dr. Anderson is also a Liaison to the New Jersey Council of County Colleges. **Dr. Simon M. Bosco**, Old Bridge Township Superintendent of Schools, was appointed to the Board in 2008. Dr. Bosco is Chair of the Human Resources Committee and serves on the Educational Services, Policy, and Nominating Committees.

**Father Brian Butch** was appointed to the Board in 2005. He is a member of the Buildings and Grounds, Human Resources, and Policy Committees and is a Liaison to the Holocaust Center. **Mrs. S. Lucille Jones** is Principal of the Mercer County Technical Schools. Mrs. Jones was appointed to Brookdale's Board in 2005. She chairs the Educational Services Committee and serves on the Finance Committee. Mrs. Jones is also a member of the Diversity Council and is Trustee Ambassador to the New Jersey Council of County Colleges. Brookdale's newest Board Member, **Dr. Peter Kapsales**, was sworn in at the August 2009 Board meeting. Dr. Kapsales is President of a management and technology consulting company.

**Mr. Richard M. Maser**, President and CEO of an engineering consulting firm, was appointed to Brookdale's Board of Trustees in 2002. Mr. Maser chairs the Buildings and Grounds and Nominating Committees and serves on the Human Resources and Information Technologies Committees. As Superintendent of Monmouth County Schools, **Mrs. Carole Knopp Morris** was appointed to the Board in 2008. Mrs. Morris is a member of the Human Resources Committee. **Mr. Gene J. Mulroy**, a partner in a public affairs firm, was appointed to the Board in 2005. Mr. Mulroy chairs the Policy committee and serves on the Information Technologies Committee.

**Ms. Joan Raymond** was appointed by the county in 2001 to serve on Brookdale's Board. She chairs the Finance Committee and is a member of the Executive, Buildings and Grounds, and Nominating Committees. **Mr. Jesse Beutell**, Graduate Trustee, is a member of the Educational Services and Information Technologies Committees.

**1. What is the Racial / Ethnic and Gender Breakdown of the Board of Trustees?**

**Race/Ethnicity and Gender of Board of Trustees**

	White	Black	Hispanic	Asian	American Indian	NRA*	Unknown	Total
Male	9	0	0	0	0	0	0	<b>9</b>
Female	2	1	0	0	0	0	0	<b>3</b>
<b>Total</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

\*Non-Resident Alien

**2. Provide a List of Board of Trustees Members with Titles and Affiliations.**

**Title and Affiliation of Board of Trustees Members**

Name	Title	Affiliation
Mr. Howard C. Birdsall	CEO	Birdsall Services Group, Inc.
Mr. Jacob S. Elkes	CEO	Direct Title
Dr. Lewis G. Anderson		Retired
Dr. Simon M. Bosco	Superintendent	Old Bridge Public Schools
Father Brian Butch	Catholic Priest	Currently on NJ Parole Board
Mrs. S. Lucille Jones	Principal	Mercer County Technical Schools
Dr. Peter Kapsales	President	KCG LLC (Management & Technology Consulting)
Mr. Richard M. Maser	President & CEO	Maser Consulting P.A. (Consulting Engineering Company)
Mrs. Carole Morris	Monmouth County Superintendent	State of New Jersey
Mr. Gene J. Mulroy	Partner	Mulroy, LiCausi & Gibbs, LLC (Public Affairs Company)
Ms. Joan Raymond	Part Owner	The Prism Group (Commercial Investment & Management Co.)
Mr. Joseph Rosamilia	Graduate Trustee	Student

**3. Provide the URLs of webpages with information on the Board of Trustees.**

- Brookdale's Board of Trustees information is available on the Brookdale Community College webpage at: <http://www.brookdalecc.edu/pages/376.asp>

## SECTION H A PROFILE OF THE INSTITUTION

### **1. Provide a profile of Brookdale's degree and certificate programs.**

Brookdale Community College has a main campus in Lincroft, a Branch Campus in Western Monmouth, and several Higher Education Centers distributed throughout Monmouth County – Eastern Monmouth (Neptune), Northern Monmouth (Hazlet), Long Branch, and Wall Township. In addition, Brookdale Community College is unique among New Jersey community colleges in having a marine and environmental science field station located in Gateway National Recreation Area Sandy Hook. Sandy Hook is a barrier beach peninsula with 1,665 acres of coastal habitat located at the northern tip of the Jersey Shore. The field station occupies Building 53 of the hook's historic Fort Hancock section.

Brookdale offers the AA, AFA, AS, and AAS degrees in 36 programs as well as more than 20 credit certificate programs and a wide variety of non-credit classes in many areas of personal and career interest. The table on the next two pages contains the degree and certificate programs currently offered at Brookdale Community College. In the table, degree programs are presented first and are listed alphabetically. Certificate programs follow.

Brookdale also provides local access to post-associate degree education through Brookdale's New Jersey Coastal Communiversity, a post-associate degree partnership with Georgian Court University, Montclair State University, New Jersey City University, New Jersey Institute of Technology, and Rutgers, the State University of New Jersey.

# **BROOKDALE COMMUNITY COLLEGE DEGREE AND CERTIFICATE PROGRAMS**

## **Academic Degree Programs**

**Accounting (AAS)**

**Architecture (AS)**

**Automotive Technology (AAS)**

Automotive Tech Option

Automotive Engineering Option

General Motors Program

Toyota T-Ten Program

**Business (AAS)**

Business Management Option

**Business Administration (AA)**

Business Administration Option

Accounting Option

**Communication Design (AAS)**

**Communication Media (AAS)**

Audio Production Option

Video Production Option

**Computer-Aided Drafting and Design**

Technology (AAS)

**Computer Science (AAS)**

Programming Option

Web Site Development Option

**Computer Science (AS)**

**Criminal Justice (AS)**

Criminal Justice Option

Corrections Option

**Culinary Arts (AAS)**

**Diagnostic Medical Sonography (AAS)**

**Dental Hygiene (AAS)**

**Digital Animation and 3D Design (AAS)**

Digital Animation Option

Game Programming Option

**Early Childhood Education (AAS)**

**Education (AA)**

Early Childhood Ed Option

Secondary Ed Option

**Electric Utility Technology (AAS)**

Overhead Lines

Substation Option

**Electronics Technology (AAS)**

Computer Technician Option

Engineering Technology Option

**Engineering (AS)**

**Fashion Merchandising (AAS)**

**Fine Arts (AFA)**

**Health Information Technology (AAS)**

**Humanities (AA)**

Art Option

Communication Design Option

Creative Writing Option

English Option

Journalism Option

Languages Option

Liberal Education Option

Media Studies Option

Music Option

Photography Option

Public Relations Option

Speech Communication Option

Theater Option

Women's Studies Option

## **Academic Degree Programs** **Continued**

### **Human Services (AAS)**

- Generalist Option**
- Addiction Studies Option**
- Corrections Option**

### **Interior Design (AAS)**

### **Marketing (AAS)**

### **Math / Science (AS)**

- Biology Option**
- Chemistry Option**
- Environmental/Earth Studies Option**
- Math Option**
- Physics Option**
- Science Option**

### **Medical Laboratory Technology (AAS)**

### **Network Information Tech. (AAS)**

### **Nursing (AAS)**

### **Paralegal Studies (AAS)**

### **Radiologic Technology (AAS)**

### **Respiratory Therapy (AAS)**

### **Social Science (AA)**

- Anthropology Option**
- Ethnic Studies Option**
- History Option**
- International Studies Option**
- Philosophy Option**
- Political Science Option**
- Psychology Option**
- Public Administration Option**
- Social Science Option**
- Sociology Option**

### **Technical Studies (AAS)**

- Business Management Option**

## **Certificate Programs**

### **Accounting**

### **Automotive Technology**

- Advanced Auto Mechanic**
- Brakes and Steering**
- Electric and Power Systems**
- Engine Performance Specialist**
- Remanufacturing Specialist**
- Transmission Specialist**

### **Computer-Aided Drafting and Design Technology**

### **Computer Science - Webmaster**

### **Culinary Arts**

- Culinary Arts**
- Pastry Arts**

### **Dental Assisting**

### **Early Childhood Education**

### **Electronics Technology**

- A+ Computer Repair Technician**
- CCNA & MCSE Network Admin.**
- LAN/WAN Technician**

### **Horticulture Certificates**

- Horticulture**
- Floral Design**
- Landscape Design**

### **Liberal Studies**

### **Medical Billing & Coding**

### **Paralegal Studies**

### **Social Services**

## SECTION I RESEARCH AND PUBLIC SERVICE ACTIVITIES

### 1. Provide a profile of the faculty research and public service activities at your institution.

Brookdale regularly collects information on faculty research and public service activities via a Faculty Professional Development Survey. In Spring 2009, 187 full-time faculty members (82%) completed the survey and the results indicate that Brookdale full-time faculty are very involved in research and public service activities.

- **CURRENT FACULTY RESEARCH PROJECTS:** The Professional Development Survey indicated that the personal and professional research activities of Brookdale faculty are diverse and wide ranging. A few examples illustrate the varied nature of current research projects: Exploring the civil and moral roots of golf; Investigating the role played by race and social class in the settlement patterns of Punjabi immigrants in the New York metropolitan area; Examining the value of college education by having students interview parents, grandparents, and peers who are not attending college; Researching the developmental context of resilience and positive psychology; Using a cult conversion theory to explore the parallels between religion and vegetarianism; Researching the history of the 1917 Kentucky Derby Winner, Regret, who was foaled and trained at Brookdale Farm.

Several faculty members are involved in environmental research. Specifically, a member of the Math department is investigating the predicted impact of global warming on New Jersey maritime forests; an architecture professor is working on the design for a sustainable office building in Colts Neck, NJ; and a member of the Social Sciences & Education division is conducting a study on what it actually means to be “green” and the social perceptions of ecotourism.

Most faculty projects, however, focus on the teaching-learning process and/or using technology to enhance courses. Several departments are working together to examine the impact of learning communities on student success. Projects include pairing students in College Success Seminars and Basic Skills Writing courses, pairing English 122 and Cinema 105 students in a hybrid course, and tracking a pre-Health Science learning community from Basic Skills through college level content courses, such as Psychology. Increasing student engagement is the goal of a number of faculty research projects. For example, a member of the Computer Science department is exploring how technology use outside the classroom can promote engagement inside the classroom, and a faculty member in the English department is examining how performance opportunities in the classroom can enhance the learning of Shakespeare.

Quite a few faculty members are currently working on incorporating technology into their classes. For example, an English Department member received a Brookdale Innovation Grant (BIG) to increase online learning using Jing screen capture software. Three other BIG grants were awarded to faculty who want to integrate podcasts into their courses. Members of the Science & Health Sciences Division and the Arts & Communications Division are using Camtasia Software and YouTube videos to engage students, and faculty in all divisions are developing web-enhanced courses.

The 2009 Faculty Professional Development Surveys also indicate that Brookdale faculty are very motivated when it comes to keeping up-to-date and connected with others in their fields. The 187 survey respondents reported attending more than 700 conferences, workshops, and exhibits. Brookdale faculty presented at 159 of these events, indicating that our faculty are more than willing to share their expertise with others. Some of the regional, national, and international conferences that Brookdale faculty members presented at in FY09 included: American Mathematical Association of Two-Year Colleges (Washington, DC); American Psychological Association (Boston, MA); Association of College and Research Libraries National Conference (Seattle, WA); International Society of Radiographers (Durban, South Africa); Middle States Commission on Higher Education Self-Study Institute (Philadelphia, PA); National Communication Association (San Diego, CA); National Science Foundation - Annual Principal Investigator's Conference (Washington, DC); Society for Applied Anthropology Annual Meeting (Santa Fe, NM).

- **FACULTY PUBLIC SERVICE ACTIVITIES:** Brookdale faculty are involved in a wide range of volunteer and public service activities. The listing of activities and organizations below provides an indication of the *types and range* of public service activities that Brookdale faculty are involved in:

180 Turning Lives Around	Master Gardners of Monmouth County
American Cancer Society	Meals on Wheels
American Heart Association	Middletown Township Medical Emergency Response Team
ARC of Monmouth County	Monmouth Commission on Human Relations
Area sports coaches (e.g., Little League)	Monmouth County Arts Council
Area sports officials (judges / umpires)	Monmouth County Park System
A Time for Me (Cancer Assistance)	National Cancer Research Drive Chair
Boy Scout Scoutmaster	Nature Conservancy
Central Jersey Blood Bank platelet donor	NJ Water Watch
Church and Temple officers / volunteers	Poricy Park Nature Conservancy
Classroom Volunteers & Guest Speakers	Pro Bono Legal Work
Clean Ocean Action / Beach Clean-ups	Parent-Teacher Associations (PTA/PTO)
Conserve Wildlife Foundation of NJ	Rebecca's Rheel Quilters
Crop Walk	Riverview Medical Center Emergency Room
Eden Autism Services	Riverview Medical Center Volunteer Trainer
Elizabeth Coalition to House the Homeless	Save Darfur
Fire Department Volunteer	Suicide Survivors Support Group
Foreign Language Resource Bank	Susan Komen Race for the Cure
Girl Scouts of the Jersey Shore / America	Traumatic Loss Coalition
HABcore, Red Bank	United Way of Monmouth County
Jenna's Rainbow Foundation	Visiting Nurse Association

In addition to the types of individual volunteer and public service activities listed above, Brookdale faculty and staff contribute to the Community in many other ways including:

- **Advisory Boards.** Brookdale faculty are currently serving on the boards and advisory committees of several non-profit organizations including: American Foundation Suicide Prevention – NJ Chapter; Central New Jersey Regional Library Co-op; Domestic Violence Advisory Board (Township of Little Falls); Dunellen Board of Education; East Orange Chartered School Advisory

Committee; Eden Family of Services; Fort Monmouth Retiree Council; Hightstown Environmental Commission; Literacy Volunteers of Monmouth County; Michael D. Thomas Educational Foundation; Monmouth Academy; Monmouth County Human Relations Committee; Monmouth County United Way Allocations Committee; Rumson Country Day School; Search Day Program; Strengthen Our Sisters (Domestic Violence Shelter); World Healthcare Educational Resources.

- **Brookdale Volunteer Connection.** The “Employee Volunteer Connection at Brookdale” was established in October 1995 to make it easy for staff to participate in public service activities. The “Volunteer Connection” is a group of Brookdale employees dedicated to serving the needs of the community. They help connect and mobilize colleagues and students to participate in community service projects. Each year, the “Volunteer Connection” identifies several relevant local agencies or important causes, and emphasizes their needs through Brookdale’s newsletter (the *Brookdalian*) and campus flyers.

Highlights from the 2008-2009 year include: collecting children’s books for local libraries as part of a nationwide literacy program (Project READ); collecting slightly used student binders from faculty and donating to after-school programs in the area; preparing and serving monthly dinners for developmentally disabled residents of Habcore House in Red Bank; and an “Empty Bowls Event” that raised \$980 for local food pantries in Monmouth County.

The Brookdale Volunteer Connection sponsored “Project Eat,” which consists of unscheduled campus food collections that resulted in the donation of over 1,000 pounds of food and sundries to Monmouth County food banks. The Volunteer Connection also participated in “Project Backpack” for the Reading Buddies program. Employees donated 73 backpacks (filled with school supplies) which were distributed to local schools. Each winter, Brookdale faculty and staff also participate in the annual “Giving Tree.” This year Brookdale collected and distributed hundreds of gifts and gift cards to more than 60 families in need throughout Monmouth County.

#### **ADDITIONAL BROOKDALE PUBLIC SERVICE ACTIVITIES INCLUDE:**

- **Adult Basic Education Programs.** Adult Basic Education, GED Preparation, and English as a Second Language classes are available through the Long Branch and Northern Monmouth Higher Education Centers and the Western Monmouth Branch Campus. The Office of Adult Basic Education also offers English Literacy Civics and Citizenship courses to help individuals become citizens of the United States of America.
- **Brookdale Public Radio (90.5 The NIGHT).** Brookdale Public Radio serves Monmouth and Ocean counties with it’s unique brand of music programming, National Public Radio’s award-winning news programs, along with local community announcements, 24 hours a day, 7 days a week, 365 days a year. 90.5 The NIGHT is a non-commercial FM public radio station with a staff of professional radio personnel. 90.5 The NIGHT is dedicated to serving the community by working with local non-profit organizations on many programming ventures and by providing free public service announcements. Brookdale Public Radio is also a major contributor and/or sponsor to the largest outdoor festival events throughout the county including the Red Bank Jazz & Blues Festival, Comcast Jazz in the Park in Red Bank, Comcast Songwriter’s in the Park in Red Bank, Asbury Park’s Clearwater Festival, and the New Jersey Seafood Festival in Belmar.

- **Brookdale Television (BTV).** Brookdale Television provides a “visual bridge” between Brookdale Community College and the communities that it serves. BTV produces high quality educational television and public affairs programs that are broadcast via both the Comcast (80,000 households) and Cablevision systems, effectively reaching most cable-wired households in Monmouth County. In addition to Telecourses for college credit, BTV produces *Brookdale Views*, a series hosted by Dr. Peter Burnham, in which important regional issues are discussed (e.g., Transfer Bill, Fort Monmouth Revitalization), notable local public figures are interviewed, and Brookdadians and Brookdale Programs are featured (e.g., Culinary and Sandy Hook Institutes). Brookdale TV also produces *Monmouth in Focus*, a program that highlights county services (e.g., public libraries) and functions of Monmouth County government (e.g., Sheriff’s Office, Office of Emergency Management).
- **Holocaust, Genocide and Human Rights Education Center.** The Holocaust, Genocide and Human Rights Education Center at Brookdale offers educational programs to local schoolchildren, teachers, and community members, and maintains an extensive library of print and media resources. More specifically, the Center for Holocaust Studies serves the community through: (1) A Teacher Resource Center, which contains a collection of curricula, lesson plans, and study guides. (2) Individualized programs and in-service trainings. (3) A Speakers’ Bureau, which has scholars, educators and Holocaust Survivors available for programs. (4) Services to students and teachers, such as the student leadership conference, theatrical performances, teacher training programs, and a writing and art contest for students in grades 5 – 12. (5) An annual Colloquium, which welcomes over 2,400 students and teachers to the Brookdale campus for a half-day program that includes a keynote speaker and 40 break-out workshops. (6) Programs for the general community, including annual scholarly lectures, film series, book discussions, an Armenian Genocide Remembrance program, collaborative programs with the Monmouth County Prosecutor’s Office and the United States Holocaust Memorial Museum in the training of Law Enforcement Officers, and a court-mandated 12-week education program for Monmouth County Juvenile Bias Crime offenders.
- **The Center for World War II Studies and Conflict Resolution.** The Center is available to all who want to learn about the political, economic, social and military aspects of World War II and enlighten new generations to heed the past in order to prepare for the future. A focus of the Center is that resolution of world problems can occur without aggression. The Center offers educational programs, a speaker's bureau, community presentations and teacher education.
- **The Displaced Homemakers Program.** Brookdale Community College’s Displaced Homemakers Program provides assistance to those who have lost their primary source of income due to separation, divorce, disability or death of a spouse. The need to obtain or upgrade skills for transition into the paid labor market is addressed along with the fear and emotional upheaval of facing a very difficult transition. Free services include self-esteem/assertiveness training, personal and career counseling, pre-employment training, workshops, support groups and community referrals. These services are offered at Brookdale’s Higher Education Centers with some activities located on the College’s Lincroft campus. Introductory computer training is also provided to participants to help upgrade skills.
- **Free Tuition for Unemployed Persons, Volunteer Firefighters, Volunteer First Aid Workers, and Family Dependents of 9/11.** The Unemployed Persons Free Tuition program requires colleges to admit people who can demonstrate that they are unemployed. Free tuition is also granted to volunteer firefighters and first aid workers. In each of these programs, students are admitted to classes on a seat-available basis and they are responsible for all fees. In response to

the tragic events of September 11, 2001, Brookdale also provides Monmouth County's surviving spouses and dependent children of victims with free tuition.

- **Small Business Development Center.** The Small Business Development Center provides one-on-one counseling and workshops to the business community of Monmouth and Ocean counties. The Center links resources of the United States Small Business Association, the NJ Commerce and Economic Growth Commission and the Rutgers Graduate School of Management to provide counseling on matters relating to small business – from start-up to expansion. There is no charge for these services.

## SECTION J MAJOR CAPITAL PROJECTS

### **Major Capital Projects / Improvements (Academic Year 2008-2009)**

During the Academic Year 2008-2009, the following Facilities Master Plan related projects and other major capital projects and improvements were undertaken at Brookdale Community College.

#### **I. FACILITIES MASTER PLAN FUNDING EFFORTS**

Capital funding for 2008-2009 has been identified for the following projects:

\$21,600,000	Renovation and expansion of Collins Arena
\$ 7,400,000	Renovation and expansion of Auto Technology Center
\$ 6,700,000	Interior Renovation of Western Monmouth Branch Campus
\$ 1,000,000	Renewal & Replacements for College Infrastructure

#### **II. FACILITIES MASTER PLAN PROJECTS**

##### **Renovation and Expansion of Collins Arena**

Construction began in May 2009 with an expected completion date of January 2011. The work was awarded as multiple prime contracts totaling \$15,832,992. As of June 30, 2009, \$1.4 million has been expended. This project will allow for the renovation of 58,000 square feet and the addition of a fitness center and event center totaling approximately 31,600 square feet.

##### **Renovation and Expansion of the Auto Technology Center**

Construction began in May 2009 with an expected completion date of January 2010. This project will permit renovation of 17,400 square feet as well as an addition of approximately 12,000 square feet. The work was awarded as multiple prime contracts totaling \$4,747,300. As of June 30, 2009, \$1.35 million has been expended.

##### **Interior Renovation of Western Monmouth Branch Campus**

Interior renovation work began on the 3<sup>rd</sup> and 4<sup>th</sup> floors of the Western Monmouth Branch Campus in February 2009; work on the 1<sup>st</sup> floor began in May 2009. This project includes renovation of 37,900 square feet over three floors and some minor finish work on the 2<sup>nd</sup> floor. This project was awarded as multiple prime contracts totaling \$4,255,931 with \$2.5 million expended as of June 30, 2009. This project is scheduled to be completed in January 2010.

#### **III. OTHER MAJOR CAPITAL PROJECTS / IMPROVEMENTS**

**Main Electric Distribution Loop / High Voltage Switch Replacement.** The College spent approximately \$95,000 on the replacement of the final two high voltage switches, the replacement of cables, and termination of the high voltage loop supplying electricity to the Lincroft campus. The completion of this project will ensure the reliability of electric power to all academic buildings at this location for the next two decades.

**Concrete Sidewalk Replacements.** The college expended \$175,000 in the second year of a five year plan, replacing approximately 3,000 linear feet of asphalt walkways with concrete at the southeast sector of the Lincroft Campus. This campaign will enhance the quality of life for the mobility impaired as well as improve the appearance of the sidewalks in general. In this phase of the plan the College provided access to the smoking gazebos, which previously had not been accessible.

**Level One Classroom Upgrades.** The College has invested over \$137,000 to upgrade fifty additional classrooms into classrooms capable of delivery of information through the use of technology. This cost includes the electrical and cabling requirements as well as the projectors and computers necessary to deliver higher level technology to the classrooms.

**Lincroft Interior Signage.** The College recently spent \$10,600 to improve the interior way-finding signage in our newly renovated buildings. This signage will greatly enhance the student's ability to navigate their way from building to building.

**Long Branch Higher Education Center Electrical Upgrades.** The College expended \$18,500 upgrading the electrical system at the Long Branch Higher Education Center. This enhancement was necessary in order to provide top quality delivery of distance learning components from the Lincroft Campus.

**Lighting Retrofit.** The College recently invested \$30,000 to retrofit T-8 lighting fixtures in several buildings on the Lincroft Campus. Approximately 300 fixtures were replaced. The payback on this investment is anticipated to be less than two years.

**Concrete Trash Receptacles.** The College spent \$16,400 for the purchase of exterior trash containers. This purchase will provide an opportunity for visitors to properly dispose of their trash while providing an aesthetically pleasing appearance at the entrance to the various buildings.

**Student Life Center Projects.** Brookdale spent \$9,000 to enhance the existing security system in the Student Life Center. This upgrade included the installation of additional cameras in several locations in the bookstore and in the area of a recently installed ATM machine. The College spent approximately \$10,000 to repair a main drain line from the Student Life Center kitchen. This repair utilized a novel process, resulting in no lost time for the kitchen. In addition, approximately \$65,000 was spent to paint areas of the Student Life Center and the Advanced Technology Center.

**Lincroft Roofing Repairs.** Brookdale invested approximately \$100,000 in roof repairs on the Main Academic complex. These repairs were necessary to prevent interior leaks from progressing and damaging the educational spaces. The College also replaced a large number of cracked downspouts to prevent water infiltration at various window locations.

**Emergency Back Up Generators.** The College expended \$34,000 for the design of an emergency back-up generator support system to maintain the critical operations of the College during power outages. The back-up generator system will supply power to our server farm, radio station, telephone system and commercial refrigeration systems. Because Brookdale is a county evacuation site, it is essential that these critical operations be maintained during power outages.

**Heating, Ventilation and Air Conditioning.** The College expended approximately \$52,000 to replace individual DX units at the Receiving & Mail Center, the Print Shop and Gorman Hall. These units (with the exception of the Receiving & Mail Center unit) were nearing the end of their expected lives. The unit at the Receiving & Mail Center was replaced because an oversized unit was not cycling sufficiently, so mailings were not processing properly due to excessive humidity.

Brookdale spent approximately \$21,000 for improvements to the HVAC systems at our Neptune and Wall Higher Education Centers. These improvements focused primarily on giving the Central Plant greater remote control over the units at the Centers. Approximately \$4,500 was spent replacing pumps needed for heated and chilled water for buildings served by the Central Plant.

**Larrison Hall Sewage Lift Station.** The College expended approximately \$31,000 in enhancements and repairs to the Larrison Hall sewage lift station. Carbon steel rails that had severely corroded over a dozen years were replaced with stainless steel rails, and the electrical controls for the pumps were replaced to allow the lift pumps to operate equal amounts of time to eliminate excess wear on one or the other.

**Permeable Parking.** Brookdale expended just over \$17,000 to increase parking at our Wall and Western Monmouth sites. About 50 spots were added to the Western Monmouth Branch Campus parking lot and 25 spots were added at the Wall Higher Education Center.

**Library Structural Repairs.** The College expended just over \$15,000 to replace rotted beams that were supporting the roof in one section of the library.

**Grounds Equipment.** Approximately \$53,000 was spent on a new backhoe to replace one that was worn out beyond economical repair.

**Miscellaneous Items.**

- ***Bicycle Racks*** - Brookdale spent about \$4,500 on bike racks to provide a green alternative to automobile use.
- ***Whiteboards Installation*** - The College spent just under \$10,000 on whiteboards in conjunction with Technology Level 1 classroom installations.
- ***Storm Water Inlet Covers*** - Approximately \$6,000 was expended for storm water inlet inserts to meet NJ storm water discharge regulations.
- ***Hydro seeding*** - The College spent about \$6,000 hydro seeding areas surrounding walkways to replace turf displaced by concrete contractor.
- ***Trash Disposal Repair*** – Brookdale expended about \$4000 to repair the hydraulic trash compactor and cardboard crusher.
- ***Roadway Directional Stripping*** - The College expended \$9,000 for the completion of restriping the Campus roadways with reflective paint. This project was undertaken to maintain the safety and security of those traveling throughout the College's roadways and parking lots.

**Professional Services.** The College expended approximately \$72,000 dollars in various areas. Just over \$13,000 was spent designing renovations for four bathrooms. Just over \$27,000 dollars were spent on the Big Four project. Just over \$28,000 dollars were spent on the Central Plant upgrade study. About \$3,200 dollars were spent on Architectural fees for improvements to the Northern Monmouth Higher Education Center.

**APPENDIX:**

**Form and Content of the  
Annual Institutional Profile Reports for 2009**

## Form & Content of the Annual Institutional Profile Reports for 2009\*

NOTE: Data for all indicators in **bold** will be provided by the Commission on Higher Education.

Report must be submitted electronically (preferred format is pdf) with each page containing the institution's name at the top and each lettered section starting on a new page.

Report Due Date: October 1, 2009

Reports posted on CHE website: November 1, 2009

Preface (with signature of the president or chief operating officer of the institution)

I. Table of Contents (listing each data category in the following order, with page numbers)

II. Data by Category (including brief institutional narration if desired)

A. Accreditation status:

1. Institutional accreditation
2. Professional accreditation

B. Number of students served:

1. **Number of undergraduates by attendance status**
2. **Number of graduates and first-professionals by attendance status**
3. Number of non-credit students served (**Provided by CHE to community colleges**)
4. **Unduplicated number of students for entire academic year**

C. Characteristics of undergraduate students:

1. **Mean math, reading and writing SAT scores (senior public institutions)**
2. **Enrollment in remediation courses by subject area**
3. **Race/ethnicity, sex, and age (separately)**
4. **Numbers of students receiving financial assistance under each federal-, state-, & institution-funded aid program [FY 2008 data]**
5. **Percentage of students who are New Jersey residents**

D. Degrees conferred/characteristics of graduates:

1. **By race/ethnicity and sex (separately)**
2. **By general field (2 digit CIP code)**

E. Student outcomes:

1. **Graduation rates by race/ethnicity and income category (based on NJEI index):**
  - a. **Four-, five- and six-year graduation rate (senior public institutions)**
  - b. **Two- and three-year graduation rate (community colleges)**
  - c. **Two- and three-year combined graduation and transfer rate (community colleges)**
2. **Third-semester retention rates:**
  - a. **By race/ethnicity**
  - b. **By income category (based on NJEI index)**

3. **Transfer:**

**a. Percentage of entering students who are transfers (senior public institutions)**

**b. Three-year transfer rate to New Jersey senior public institutions (community colleges)**

**c. Overall three-year transfer rate (community colleges)**

F. Faculty characteristics:

1. **Full-time faculty by race/ethnicity, sex, and tenure status (simultaneously)**

2. Percentage of course sections taught by full-time faculty

3. **Ratio of full- to part-time faculty**

G. Characteristics of the trustees or governors:

1. Race/ethnicity and sex (simultaneously)

2. List of trustees / governors with titles and affiliations

3. URLs of webpages with information on trustees / governors

H. Profile of the institution:

1. Degree and certificate programs

2. Other (if desired)

I. Major research and public service activities

J. Major capital projects underway in fiscal year 2009

III. Other Institutional Information (if desired)

\*The form and content of the reports from UMDNJ and Thomas Edison State College will vary somewhat, consistent with their mission and programs.