



BROOKDALE COMMUNITY COLLEGE
THE COUNTY COLLEGE OF MONMOUTH

2010 ANNUAL
INSTITUTIONAL
PROFILE

October 2010

PLANNING, ASSESSMENT AND RESEARCH

**BROOKDALE COMMUNITY COLLEGE
ANNUAL INSTITUTIONAL PROFILE
2010**

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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 2010 Profiles, as approved at the July 23rd, 2010 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 2010.

As such, Brookdale's Annual Institutional Profile provides a summary of many of our fiscal year 2010 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

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 Commission 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 2009?

| <i>Student Status</i> | <i>Headcount</i> | <i>Percent of Total</i> |
|-----------------------|------------------|-------------------------|
| Full-time | 9,201 | 58.8% |
| Part-time | 6,438 | 41.2% |
| Total | 15,639 | 100.0% |

2. How many non-credit students were served in FY 2009?

There were more than 17,000 registrations (**17,248**) in Brookdale non-credit open-enrollment courses in FY 2009, representing **10,558 different individuals**. Roughly 4 out of every 10 enrollments (6,397 or 37.1%) were in career-oriented or vocational courses. Six out of 10 (10,851 or 62.9%) registrations were in leisure or recreational courses. The 17,248 registrants in non-credit open-enrollment courses enrolled for more than 350,000 clock hours or 789 FTEs.

| Course Type | Registrations | Course Category | Total Clock Hours |
|------------------------------|----------------------|------------------------|--------------------------|
| ABE / GED | 668 | Career | 29,503 |
| Sports Camps | 677 | Recreational | 13,772 |
| Fitness Center | 1,139 | Recreational | 53,314 |
| SCOPE* | 159 | Career | 48,887 |
| Open Enrollment - Career | 5,570 | Career | 121,337 |
| Open Enrollment - Recreation | 9,035 | Recreational | 88,209 |
| Total | 17,248 | | 355,022 |

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

There were also **2,312** registrations in courses offered through Contracted Services in FY 2009. One hundred and seventy-three courses were delivered to **46 different companies**, resulting in 67 training FTEs. In addition, there were **5,087** registrations in courses offered through Contracted Services to local schools. One hundred and fourteen course sections were delivered to **88 different schools**, resulting in 44 FTEs.

3. How many credit students enrolled in Fiscal Year 2009?

The unduplicated credit enrollment for FY 2009 was 21,573. These students enrolled for a total of 333,877 credits or 11,129 FTEs between the Summer III 2008 term and the Summer II 2009 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 2009 students were enrolled in one or more Basic Skills courses?

Of the 15,639 students enrolled in Fall 2009, 4,490 (28.7%) 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 2009?

Of the 3,146 first-time, full-time, degree-seeking students enrolled in Fall 2009, 2,203 (70.0%) were enrolled in at least one Basic Skills course.

4. How many and what percent of Fall 2009 FTFT students were enrolled in Basic Skills courses by subject area?

**Number and Percent out of All FTFT
Degree-Seeking Students (3,146)**

| Subject Area: | N | % |
|----------------------|----------|----------|
| Computation | 1,440 | 45.8 |
| Algebra | 555 | 17.6 |
| Reading | 1,138 | 36.2 |
| Writing | 998 | 31.7 |

STUDENT DEMOGRAPHICS

1. What was the head count and percent by ethnicity and student status in Fall of 2009?

ETHNICITY

| STUDENT STATUS | NRA* | | Black | | AI/AN | | Asian/PI | | Hispanic | | White | | Unknown | | TOTAL |
|----------------|------------|------------|--------------|-------------|-----------|------------|------------|------------|--------------|------------|---------------|-------------|------------|------------|---------------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| Full Time | 107 | 1.2 | 916 | 10.0 | 23 | 0.2 | 315 | 3.4 | 837 | 9.1 | 6,741 | 73.3 | 262 | 2.8 | 9,201 |
| Part Time | 18 | 0.3 | 686 | 10.7 | 18 | 0.3 | 329 | 5.1 | 584 | 9.1 | 4,522 | 70.2 | 281 | 4.4 | 6,438 |
| TOTAL | 125 | 0.8 | 1,602 | 10.2 | 41 | 0.3 | 644 | 4.1 | 1,421 | 9.1 | 11,263 | 72.0 | 543 | 3.5 | 15,639 |

*Non-Resident Aliens

2. What was the headcount and percent by gender and student status in Fall 2009?

GENDER

| STUDENT STATUS | Male | | Female | | Total N |
|----------------|--------------|-------------|--------------|-------------|---------------|
| | N | % | N | % | |
| Full Time | 4,806 | 52.2 | 4,395 | 47.8 | 9,201 |
| Part Time | 2,379 | 37.0 | 4,059 | 63.0 | 6,438 |
| TOTAL | 7,185 | 45.9 | 8,454 | 54.1 | 15,639 |

3. What is the age breakdown of the Fall 2009 student body?

| <u>Age Category</u> | <u>Headcount</u> | <u>Percent of Total</u> |
|---------------------|------------------|-------------------------|
| 19 and under | 5,538 | 35.4% |
| 20 – 24 | 5,826 | 37.3% |
| 25 – 34 | 2,123 | 13.6% |
| 35 – 49 | 1,360 | 8.7% |
| 50 and over | 628 | 4.0% |
| Unknown | 164 | 1.0% |
| Total | 15,639 | 100.0% |

FINANCIAL AID

1. To what degree is your institution accessible to students of all economic backgrounds? Use FY09 Data.

| <i>Type of Financial Aid</i> | <i>Number of Recipients</i> | <i>Total Amount Awarded</i> | <i>Average Amount Awarded Per Recipient</i> |
|--------------------------------------|-----------------------------|-----------------------------|---|
| State Programs | | | |
| Tuition Aid Grant (TAG) | 1,828 | \$3,158,000 | \$1,727.57 |
| Educational Opp. Fund (EOF) | 418 | 348,000 | 832.54 |
| Distinguished Scholars | 19 | 16,000 | 842.11 |
| Urban Scholars | 16 | 13,000 | 812.50 |
| NJCLASS Loans | 27 | 155,000 | 5,740.74 |
| NJ STARS | 365 | 1,197,000 | 3,279.45 |
| State Programs Total: | | \$4,887,000 | |
| Federal Programs | | | |
| Pell Grants | 2,757 | \$8,100,000 | \$2,937.98 |
| College Work Study | 88 | 167,000 | 1,897.73 |
| SEOG | 761 | 265,000 | 348.23 |
| SMART & ACG or other | 299 | 247,000 | 826.09 |
| Stafford Loans (Subsidized) | 1,710 | 5,035,000 | 2,944.44 |
| Stafford Loans (Unsubsidized) | 1,405 | 3,780,000 | 2,690.39 |
| PLUS Loans | 20 | 76,000 | 3,800.00 |
| Federal Programs Total: | | \$17,670,000 | |
| Institutional Programs | | | |
| Grants / Scholarships | 358 | \$239,000 | 667.60 |
| Institutional Programs Total: | | \$239,000 | |
| Total All Programs FY09: | | \$22,796,000 | |

*Source: NJ IPEDS Form #41 Student Financial Aid Report

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> |
|--------------------|--|
| FY00 | \$7,540,132 |
| FY01 | \$8,212,155 |
| FY02 | \$9,788,105 |
| FY03 | \$11,900,981 |
| FY04 | \$13,795,591 |
| FY05 | \$14,967,591 |
| FY06 | \$15,761,895 |
| FY07 | \$17,594,940 |
| FY08 | \$20,577,939 |
| FY09 | \$22,796,000 |

RESIDENCY

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

- Among Brookdale's 15,639 Fall 2009 students, 15,445 (or **98.8%**) were New Jersey residents. Of these, 13,955 (or **90.4%**) were Monmouth county residents.
- Among Fall 2009 first-time, degree-seeking freshman (3,596), **98.8%** (or 3,552) were New Jersey residents, of whom **89.0%** were living in Monmouth County.

SECTION D 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 3rd year to either graduate or transfer to another institution (i.e., members of the Fall 2006 cohort had until the end of Summer 2009 to graduate or transfer).

1997 – 2006 Entering Cohorts:

| Entering Cohort | Total in Cohort | Graduates within 3 years | Graduation Rate | Transfers (non graduates) | Transfer Rate* | Combined Graduates + Transfers | Combined Graduation + Transfer Rate |
|------------------------|------------------------|---------------------------------|------------------------|----------------------------------|-----------------------|---------------------------------------|--|
| 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% |
| 2006 | 2,782 | 600 | 21.6% | 525 | 18.9% | 1,125 | 40.4% |

2. What are Brookdale's three-year graduation and transfer rates by ethnic group for the Fall 2006 entering cohort of first-time, full-time freshman?

| Student Ethnicity | Total in Cohort | Graduates within 3 years | Graduation Rate | Transfers (non graduates) | Transfer Rate* | Combined Graduates + Transfers | Combined Graduation + Transfer Rate |
|--------------------------|------------------------|---------------------------------|------------------------|----------------------------------|-----------------------|---------------------------------------|--|
| White | 2,060 | 482 | 23.4% | 395 | 19.2% | 877 | 42.6% |
| Black | 262 | 19 | 7.3% | 37 | 14.1% | 56 | 21.4% |
| Hispanic | 262 | 44 | 16.8% | 44 | 16.8% | 88 | 33.6% |
| Asian | 111 | 30 | 27.0% | 29 | 26.1% | 59 | 53.2% |
| NRA | 15 | 8 | 53.3% | 2 | 13.3% | 10 | 66.7% |
| Other | 72 | 17 | 23.6% | 18 | 25.0 | 35 | 48.6% |
| Total | 2,782 | 600 | 21.6% | 525 | 18.9% | 1,125 | 40.4% |

3. What are Brookdale's two- and three- year graduation rates by ethnic group for the Fall 2006 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 | 2,060 | 186 | 9.0 | 482 | 23.4 |
| Black | 262 | 5 | 1.9 | 19 | 7.3 |
| Hispanic | 262 | 16 | 6.1 | 44 | 16.8 |
| Asian | 111 | 16 | 14.4 | 30 | 27.0 |
| Alien | 15 | 3 | 20.0 | 8 | 53.3 |
| Other* | 72 | 5 | 6.9 | 17 | 23.6 |
| Total | 2,782 | 231 | 8.3 | 600 | 21.6 |

*Other includes American Indian and Unknowns

4. What are Brookdale's two- and three- year combined success rates by ethnic group for the Fall 2006 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 | 2,060 | 387 | 18.8 | 877 | 42.6 |
| Black | 262 | 28 | 10.7 | 56 | 21.4 |
| Hispanic | 262 | 43 | 16.4 | 88 | 33.6 |
| Asian | 111 | 36 | 32.4 | 59 | 53.2 |
| Alien | 15 | 4 | 26.7 | 10 | 66.7 |
| Other* | 72 | 13 | 18.1 | 35 | 48.6 |
| Total | 2,782 | 511 | 18.4 | 1,125 | 40.4 |

*Other includes American Indian and Unknowns

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

| <i>Ethnic Group</i> | <i>Fall 2008 Cohort Total</i> | <i>Number and Percent Retained in Third Semester (Fall 2009)</i> | |
|---------------------|-------------------------------|--|-------------|
| | | <i>N</i> | <i>%</i> |
| White | 2,348 | 1,722 | 73.3 |
| Black | 262 | 161 | 61.5 |
| Hispanic | 261 | 154 | 59.0 |
| Asian | 98 | 78 | 79.6 |
| American Indian | 8 | 4 | 50.0 |
| Alien | 17 | 10 | 58.8 |
| Unknown | 100 | 74 | 74.0 |
| Total | 3,094 | 2,203 | 71.1 |

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

| <i>Ethnic Group</i> | <i>Fall 2008 Cohort</i> | | <i>Number and Percent Retained in Third Semester (Fall 2009)</i> | |
|---------------------|-------------------------|--|--|-------------|
| | <i>Total</i> | | <i>N</i> | <i>%</i> |
| White | 320 | | 161 | 50.3 |
| Black | 83 | | 38 | 45.8 |
| Hispanic | 52 | | 22 | 42.3 |
| Asian | 22 | | 12 | 54.5 |
| Alien | 1 | | 1 | 100.0 |
| Unknown | 20 | | 8 | 40.0 |
| Total | 498 | | 242 | 48.6 |

7. How many degrees were awarded to the graduating Class of 2009 (by ethnicity and degree type)?

| AWARDS | NRA* | | Black | | AI/AN | | Asian/PI | | Hispanic | | White | | Unknown | | TOTAL |
|---------------|-----------|------------|------------|------------|----------|------------|-----------|------------|------------|------------|-------------|-------------|-----------|------------|--------------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| Certificates | 0 | 0.0 | 5 | 13.5 | 0 | 0.0 | 2 | 5.4 | 2 | 5.4 | 28 | 75.7 | 0 | 0.0 | 37 |
| Associates | 24 | 1.5 | 103 | 6.5 | 3 | 0.2 | 62 | 3.9 | 106 | 6.7 | 1252 | 78.8 | 38 | 2.4 | 1,588 |
| TOTAL | 24 | 1.5 | 108 | 6.6 | 3 | 0.1 | 64 | 3.9 | 108 | 6.7 | 1280 | 78.8 | 38 | 2.3 | 1,625 |

*Non-Resident Alien

8. What percentage of the Class of 2009 were female? Male?

| AWARDS | Men | | Women | | TOTAL |
|---------------|------------|-------------|------------|-------------|--------------|
| | N | % | N | % | |
| Certificates | 14 | 37.8 | 23 | 62.2 | 37 |
| Associates | 644 | 40.6 | 944 | 59.4 | 1,588 |
| TOTAL | 658 | 40.5 | 967 | 59.5 | 1,625 |

9. 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 14, 2010 edition of *Community College Week* recently ranked Brookdale 70th (awarding 1,588 associate degrees to the Class of 2009). Brookdale was the top associate-degree producing college in New Jersey, and has maintained that rank for the past 10 graduating classes.
- In terms of specific associate-degree programs, Brookdale ranked **4th nationally in production of Education degrees (230)**; 19th in production of business, management, and marketing and related support services degrees (385); 19th in production of Criminal Justice and Corrections degrees (114) and 24th in the related category of Security & Protective Services Degrees (114).

10. How many degrees / certificates were awarded to the Class of 2009 by General Field?

| <i>IPEDS CIP Code Major Category</i> | <i>Certificates Awarded</i> | <i>Associates Awarded</i> | <i>Total</i> |
|---|------------------------------------|----------------------------------|---------------------|
| 01 Agriculture | 1 | 0 | 1 |
| 04 Architecture | 0 | 4 | 4 |
| 10 Communication Tech | 4 | 8 | 12 |
| 11 Computer and Information Sciences | 1 | 14 | 15 |
| 12 Personal and Culinary Services | 19 | 21 | 40 |
| 13 Education | 0 | 230 | 230 |
| 14 Engineering | 0 | 6 | 6 |
| 15 Engineering Technologies | 4 | 35 | 39 |
| 22 Legal Professions | 0 | 24 | 24 |
| 24 Liberal Arts / Sciences | 0 | 267 | 267 |
| 30 Multi / Interdisciplinary Studies | 0 | 46 | 46 |
| 43 Homeland Security / Law Enforcement | 0 | 114 | 114 |
| 44 Public Administration | 0 | 4 | 4 |
| 45 Social Sciences | 0 | 221 | 221 |
| 46 Construction Trades | 0 | 18 | 18 |
| 47 Mechanic / Repair Technologies | 2 | 0 | 2 |
| 48 Precision Production, Other | 1 | 0 | 1 |
| 50 Visual / Perform Arts | 0 | 13 | 13 |
| 51 Health Professions | 0 | 178 | 178 |
| 52 Business / Management | 5 | 385 | 390 |
| Total: | 37 | 1,588 | 1,625 |

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

- The table on page 11 contains the number and percent of degrees conferred in each discipline for the Classes of 2006 through 2010.

Number and Percent of Degrees Conferred by Program

| BCC DEGREE PROGRAM | 2009-2010 | | 2008-2009 | | 2007-2008 | | 2006-2007 | | 2005-2006 | |
|------------------------------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| <u>Transfer Programs:</u> | | | | | | | | | | |
| Architecture | 5 | 0.3 | 4 | 0.2 | 5 | 0.3 | 6 | 0.4 | 8 | 0.5 |
| Art | 8 | 0.5 | 3 | 0.2 | 4 | 0.2 | 6 | 0.4 | 4 | 0.3 |
| Business Administration | 328 | 18.5 | 310 | 19.1 | 321 | 17.8 | 291 | 17.4 | 273 | 17.4 |
| Computer Science | 6 | 0.3 | 5 | 0.3 | 6 | 0.3 | 6 | 0.4 | 11 | 0.7 |
| Criminal Justice | 167 | 9.4 | 114 | 7.0 | 148 | 8.2 | 135 | 8.1 | 117 | 7.4 |
| Education | 224 | 12.6 | 225 | 13.8 | 221 | 12.2 | 173 | 10.3 | 176 | 11.2 |
| Engineering | 17 | 1.0 | 6 | 0.4 | 8 | 0.4 | 10 | 0.6 | 6 | 0.4 |
| Humanities | 268 | 15.1 | 268 | 16.5 | 280 | 15.5 | 253 | 15.1 | 247 | 15.7 |
| Liberal Studies Certificate | 2 | 0.1 | | | | | | | | |
| Math / Science | 65 | 3.7 | 46 | 2.8 | 55 | 3.0 | 33 | 2.0 | 51 | 3.2 |
| Social Science | 220 | 12.4 | 220 | 13.5 | 264 | 14.6 | 257 | 15.4 | 242 | 15.4 |
| Transfer Total | 1310 | 73.9 | 1201 | 73.9 | 1312 | 72.6 | 1170 | 69.9 | 1135 | 72.2 |
| <u>Career Programs:</u> | | | | | | | | | | |
| Accounting | 10 | 0.6 | 5 | 0.3 | 6 | 0.3 | 4 | 0.2 | 15 | 1.0 |
| Automotive Technology | 35 | 2.0 | 31 | 1.9 | 45 | 2.5 | 55 | 3.3 | 27 | 1.7 |
| Business Management | 16 | 0.9 | 16 | 1.0 | 13 | 0.7 | 18 | 1.1 | 25 | 1.6 |
| Communications Design | 2 | 0.1 | 4 | 0.2 | 1 | 0.1 | 1 | 0.1 | 3 | 0.2 |
| Communications Media | 9 | 0.5 | 4 | 0.2 | 14 | 0.8 | 5 | 0.3 | 6 | 0.4 |
| Computer Aided Drafting & Design | 6 | 0.3 | 8 | 0.5 | 14 | 0.8 | 5 | 0.3 | 15 | 1.0 |
| Computer Science | 6 | 0.3 | 5 | 0.3 | 4 | 0.2 | 12 | 0.7 | 12 | 0.8 |
| Culinary Arts | 50 | 2.8 | 40 | 2.5 | 36 | 2.0 | 44 | 2.6 | 32 | 2.0 |
| Dental Assisting | 0 | 0.0 | 0 | 0.0 | 2 | 0.1 | | | | |
| Dental Hygiene | 12 | 0.7 | 10 | 0.6 | 9 | 0.5 | 6 | 0.4 | 4 | 0.3 |
| Digital Arts / Desktop Publishing* | 1 | 0.1 | 5 | 0.3 | 3 | 0.2 | 4 | 0.2 | 2 | 0.1 |
| Digital Animation & 3-D Design | 10 | 0.6 | 4 | 0.2 | | | | | | |
| Early Childhood Education | 0 | 0.0 | 5 | 0.3 | 11 | 0.6 | 4 | 0.2 | 17 | 1.1 |
| Electric Utility Technology | 22 | 1.2 | 18 | 1.1 | | | | | | |
| Electronics Technology | 7 | 0.4 | 2 | 0.1 | 4 | 0.2 | 3 | 0.2 | 5 | 0.3 |
| Fashion Merchandising | 37 | 2.1 | 45 | 2.8 | 43 | 2.4 | 40 | 2.4 | 32 | 2.0 |
| Horticulture | 2 | 0.1 | 1 | 0.1 | 3 | 0.2 | 3 | 0.2 | 4 | 0.3 |
| Human Services | 10 | 0.6 | 4 | 0.2 | 7 | 0.4 | 11 | 0.7 | 8 | 0.5 |
| Interior Design | 9 | 0.5 | 6 | 0.4 | 16 | 0.9 | 10 | 0.6 | 8 | 0.5 |
| Marketing | 7 | 0.4 | 6 | 0.4 | 3 | 0.2 | 7 | 0.4 | 10 | 0.6 |
| Network Information Technology | 3 | 0.2 | 5 | 0.3 | 4 | 0.2 | 4 | 0.2 | 3 | 0.2 |
| Nursing | 128 | 7.2 | 124 | 7.6 | 163 | 9.0 | 176 | 10.5 | 128 | 8.1 |
| Office Administration Systems | 9 | 0.5 | 8 | 0.5 | 14 | 0.8 | 15 | 0.9 | 18 | 1.1 |
| Paralegal Studies | 32 | 1.8 | 24 | 1.5 | 34 | 1.9 | 32 | 1.9 | 26 | 1.7 |
| Radiologic Technology | 23 | 1.3 | 19 | 1.2 | 21 | 1.2 | 22 | 1.3 | 20 | 1.3 |
| Respiratory Therapy | 17 | 1.0 | 25 | 1.5 | 25 | 1.4 | 23 | 1.4 | 17 | 1.1 |
| Career Total | 463 | 26.1 | 424 | 26.1 | 495 | 27.4 | 504 | 30.1 | 437 | 27.8 |
| TOTAL | 1773 | 100.0 | 1625 | 100.0 | 1807 | 100.0 | 1674 | 100.0 | 1572 | 100.0 |

*Program No Longer Active

SECTION E FACULTY CHARACTERISTICS

1. Provide a profile of Fall 2009 full-time faculty at your institution.

The table below provides a breakdown of Fall 2009 faculty by gender, ethnicity, academic rank, and tenure status.

Fall 2009 Faculty Status by Gender and Ethnicity

| TENURED | White | | Black | | Hispanic | | Asian / PI | | Total | |
|----------------------|--------------|-----------|--------------|----------|-----------------|----------|-------------------|----------|--------------|-----------|
| | M | F | M | F | M | F | M | F | M | F |
| Professors | 43 | 44 | 0 | 3 | 0 | 0 | 0 | 3 | 43 | 50 |
| Associate Professors | 21 | 17 | 0 | 2 | 0 | 0 | 0 | 0 | 21 | 19 |
| Assistant Professors | 15 | 20 | 1 | 1 | 1 | 2 | 0 | 3 | 17 | 26 |
| TOTAL | 79 | 81 | 1 | 6 | 1 | 2 | 0 | 6 | 81 | 95 |

| WITHOUT TENURE | M | F | M | F | M | F | M | F | M | F |
|-----------------------|-----------|-----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| Assistant Professors | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| All Others | 16 | 30 | 1 | 3 | 1 | 0 | 0 | 4 | 18 | 37 |
| TOTAL | 17 | 31 | 1 | 3 | 1 | 0 | 0 | 5 | 19 | 39 |

| COMBINED | M | F | M | F | M | F | M | F | M | F |
|-----------------|-----------|------------|----------|----------|----------|----------|----------|-----------|------------|------------|
| Professors | 43 | 44 | 0 | 3 | 0 | 0 | 0 | 3 | 43 | 50 |
| Associate Prof | 21 | 17 | 0 | 2 | 0 | 0 | 0 | 0 | 21 | 19 |
| Assistant Prof | 16 | 21 | 1 | 1 | 1 | 2 | 0 | 4 | 18 | 28 |
| All Others | 16 | 30 | 1 | 3 | 1 | 0 | 0 | 4 | 18 | 37 |
| TOTAL | 96 | 112 | 2 | 9 | 2 | 2 | 0 | 11 | 100 | 134 |

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

- More than half of all course sections (51.2%) are taught by full-time Brookdale faculty.

**Number and Percent of Fall 2010
Sections Taught by Each Group**

| Faculty Group | N | % |
|----------------------|--------------|--------------|
| Full-Time | 1,240 | 51.2 |
| Part-Time | 1,041 | 43.0 |
| Other | 140 | 5.8 |
| Total | 2,421 | 100.0 |

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

- There is one full time faculty member to every 2.94 part time faculty members. More specifically, in the Fall 2009 term, there were 234 full-time and 688 part-time faculty members.

SECTION F CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS 2010

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 a Trustee Ambassador to the New Jersey Council of County Colleges. **Dr. Peter Kapsales** joined Brookdale's Board in August 2009. He is a member of the Finance, Information Technologies, and Policy Committees.

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 Buildings and Grounds, 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

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

*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 |
| Mr. Jacob S. Elkes | Owner | Direct Title |
| Dr. Lewis G. Anderson | Retired Engineer | Retired |
| Dr. Simon M. Bosco | Superintendent | Old Bridge Public Schools |
| Father Brian Butch | Member | New Jersey Parole Board |
| Mrs. S. Lucille Jones | Principal | Mercer County Technical Schools |
| Dr. Peter Kapsales | Consultant | |
| Mr. Richard M. Maser | CEO | Maser Consulting P.A. |
| Mrs. Carole Knopp Morris | Superintendent of Schools | Monmouth County Office |
| Mr. Gene J. Mulroy | Partner | Mulroy, LiCausi & Gibbs, LLC |
| Ms. Joan Raymond | Part Owner | The Prism Group |
| Mr. Jesse Beutell | 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 G

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 39 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 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)

Dental Hygiene (AAS)

Diagnostic Medical Sonography (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)

Graphic Design (AAS)

Health Information Technology (AAS)

Humanities (AA)

Art Option

Creative Writing Option

English Option

Graphic Design 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

DEGREE AND CERTIFICATE PROGRAMS - Continued

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

Mathematics Option

Physics Option

Science Option

Medical Laboratory Technology (AAS)

Music 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

Sustainable Energy (AAS)

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 Coding

Paralegal Studies

Social Services

SECTION H 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 2010, 171 full-time faculty members (71%) 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 relationship between self-esteem, unrealistic optimism, and risk-taking behaviors; Assessing the experiences of parents, children and teachers during the transition to kindergarten; Investigating the association between self control and media use in community college students; Designing a sustainable “green” medical office building within the confines of a regulated traditional architectural style; Identifying best practices for helping faculty transition into the roles of Department Chairs; Researching the history of horse-racing and horse-breeding in New Jersey.

Many current research projects focus on the teaching-learning process. For example, two members of the Mathematics Department are investigating the use of adaptive learning courseware in the Basic Skills Mathematics curriculum. More specifically, they are focusing on the web-based software program ALEKS (Assessment and Learning in Knowledge Spaces). Two English Department faculty members are producing online multimedia presentations intended to educate adjunct and newly hired tenure-track faculty members regarding the best practices for responding to student writing in the English 095 Basic Skills course. Several departments are working together to examine the impact of learning communities on current and future student success. Projects include pairing students in College Success Seminars and Basic Skills Writing courses, and pairing English 122 (English Composition: Writing and Research) and Chemistry 116 (Chemistry in Life) students. As part of a dissertation research project, one faculty member examined the use of guided imagery as an intervention to decrease anxiety in nursing students in high stakes testing environments.

Quite a few research projects focus on the use of interactive technology in the classroom. For example, a Mathematics professor is using *Captivate* and *Camtasia* to guide students through an interactive process for learning how to use TI Graphing Calculators. Two instructors in Speech Communication are exploring options for live workshops and interactive tutoring sessions using internet services, and a member of the English Department is collaborating with an Instructional Designer to design an online learning environment that is truly interactive and user-friendly using *Illuminate Live!*

The 2010 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 171 survey respondents reported attending more than 275 conferences, workshops, and exhibits. Brookdale faculty presented at 53 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 FY10 included: American Association of Colleges and Universities (Seattle, WA); Association of Computing Machinery Summit (Philadelphia, PA);

Eastern Sociological Society; GMASEP Regional and National Conferences; International Conference on Technology in College Mathematics; League for Innovation – Conference on Information Technology (Detroit, MI); Mid-Atlantic World History Association (Brooklyn, NY); National Communication Association (Chicago, IL); Society for Applied Anthropology Annual Meeting (Merida, Mexico); Two Year College English Association (Boston, MA).

- **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:

| | |
|--|---|
| American Cancer Society | Meals on Wheels |
| ARC of Monmouth County | Meridian Nursing Home |
| Area sports coaches (e.g., Little League) | Middletown Township Medical Emergency Response Team |
| Area sports officials (referees / umpires) | Monmouth County Medical Reserve Corps |
| A Time for Me (Cancer Assistance) | Monmouth County Park System |
| Boy Scouts of America | Multiple Sclerosis Fund Raiser |
| Children’s Therapy Center for Children with Disabilities | National Cancer Research Drive Chair |
| Church and Temple officers / volunteers / educators | Poricy Park Nature Conservancy |
| Classroom Volunteers & Guest Speakers | Pro Bono Legal Work |
| Clean Ocean Action / Beach Clean-ups | Parent-Teacher Associations (PTA/PTO) |
| Eden Autism Services | Rebecca’s Rheel Quilters |
| Elizabeth Coalition to House the Homeless | Red Bank Education Foundation |
| Fire Department Volunteer | Riverview Medical Center Emergency Room |
| Foreign Language Resources Bank | Riverview Medical Center Volunteer Trainer |
| Girl Scouts of the Jersey Shore / America | Senior Citizens Action Network |
| Habitat for Humanity | Soup Kitchens |
| Jenna’s Rainbow Foundation | Special Olympics Volunteer Coach |
| League of Women Voters | Suicide Survivors Support Group |
| Literacy Volunteers of Monmouth County | Sustainable NJ Green Team |
| Manna House | Sierra Club |
| Master Gardeners of Monmouth County | United Way of Monmouth County |

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 Jersey State Prison Lifers Group; Eden Autism Services; Fort Monmouth Military Retirees Council; Hightstown Environmental Commission; Middletown Community Outreach; Monmouth Academy; Monmouth Commission on Human Relations; Monmouth County Health Department; Monmouth County Mental Health Board; Monmouth County United Way Allocations Committee; National League for Nursing Center of Excellence Committee; New Jersey School Boards Association; Search Day Program; Tinton Falls Little League.

- **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 local agencies or important causes, and emphasizes their needs through Brookdale’s newsletter (the *Brookdalian*) and campus flyers.

Highlights from the 2009-2010 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 them 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 \$1,000 for local food pantries in Monmouth County.

This year, the Volunteer Connection supported two new causes. Members participated in “*Memory Walk '09*,” which was sponsored by the Alzheimer’s Association. Over \$300 was raised to help support those affected by Alzheimer’s disease. The Volunteer Connection participated in Family & Children Services’ “prom dress” collection, providing dresses for high school juniors and seniors from low income families.

The Brookdale Volunteer Connection also sponsored “Project Eat,” which consists of unscheduled campus food collections that resulted in the donation of over 1,200 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 64 backpacks (filled with school supplies) which were distributed to local schools. Each winter, the Volunteer Connection organizes the annual “Giving Tree” - an event the entire campus community participates in. This year Brookdale collected and distributed hundreds of gifts and gift cards to more than 76 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, Eastern Monmouth (Neptune), or Northern Monmouth (Hazlet) Higher Education Centers and at 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).** WBBJ-FM-90.5 the NIGHT is a full-service local public radio station and National Public Radio (NPR) member station. 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 (BTV) is a non-profit educational access channel that 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 a number of informative series' such as *Brookdale Views*, which is hosted by Dr. Peter Burnham. In *Brookdale Views*, important regional issues are discussed (e.g., Fort Monmouth Revitalization), notable local public figures are interviewed, and Brookdadians and Brookdale Programs are featured (e.g., Culinary Arts and Sandy Hook Institutes). Another informative BTV show is *State Matters*, which is hosted by Assemblywoman Jennifer Beck. This program discusses the socio-economic, educational, and environmental issues debated in Trenton that affect the lifestyles and livelihoods of Monmouth County residents.

- **Holocaust, Genocide and Human Rights Education Center.** The Holocaust, Genocide and Human Rights Education Center (HGHREC) is dedicated to providing resources for education on the Holocaust, genocide and human rights. The Center staff works to eliminate racism, anti-Semitism and all forms of prejudice in our society. HGHREC serves the community through its comprehensive and creative educational programs and resources. More specifically, the HGHREC provides: (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 dedicated to fostering the study of the historical, political, social, economic, cultural and military aspects of the World War II era up through the Korean War. The Center will educate the community about the era and its impact on world history and help future generations avoid armed conflict in the resolution of global problems. The ultimate goal of The Center is to utilize the lessons learned from the World War II era to prevent the recurrence of global armed conflict in a world of sovereign states with divergent interests, wants and needs. The Center is a resource open to all, offering 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. 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. Brookdale's Displaced Homemakers Program provides this free service through funding from the New Jersey Department of Community Affairs Division on Women

- **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 New Jersey Economic Development Authority, and the Rutgers Graduate School of Management to provide counseling on matters relating to small business – from start-up to expansion.

SECTION I MAJOR CAPITAL PROJECTS

Major Capital Projects/ Improvements (Academic Year 2009/2010)

During the Academic Year 2009-2010, 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 2008-2010 has been identified for the following projects:

| | |
|--------------|--|
| \$21,600,000 | Renovation and expansion of Collins Arena |
| \$ 7,400,000 | Renovation and expansion of Automotive Technology Center |
| \$ 6,700,000 | Interior Renovation of Western Monmouth Branch Campus |
| \$ 1,500,000 | 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, 2010 \$10.4 million has been expended, including \$1.4 million from prior years. This project allows for the renovation of 58,000 square feet and the addition of a fitness center which opened in September 2010 and an event center which opened in July 2010 totaling approximately 31,600 square feet. The Collins Arena portion is anticipated to open in January 2011.

| <i>FY09 Expense</i> | <i>FY10 Expense</i> | <i>Total Project to Date</i> |
|----------------------------|----------------------------|-------------------------------------|
| \$1,400,000 | \$9,033,456 | \$10,433,456 |

Renovation and Expansion of the Auto Technology Center. Construction began in May 2009 with substantial completion having occurred by January 2010. This project renovated 17,400 square feet and added approximately 12,000 square feet. The work was awarded as multiple prime contracts totaling \$4,747,300. As of June 30, 2010 \$7,023,841 was expended, including \$1.35 million during prior years.

| <i>FY09 Expense</i> | <i>FY10 Expense</i> | <i>Total Anticipated Project Cost</i> |
|----------------------------|----------------------------|--|
| \$1,350,000 | \$5,673,841 | \$7,023,841 |

Interior Renovation of Western Monmouth Branch Campus. Western Monmouth Branch Campus was transformed through interior renovation on the 1st, 3rd and 4th floors of the building which began in February, 2009. This project included the renovation of 37,900 square feet on three floors and minor finish work on the 2nd floor. This project was awarded as multiple prime contracts totaling \$4,255,931 with total cost of \$6.8 million being expended as of June 30, 2010, including \$2.5 million in prior years. This project was substantially completed in January 2010.

| <i>FY09 Expense</i> | <i>FY10 Expense</i> | <i>Total Anticipated Project Cost</i> |
|----------------------------|----------------------------|--|
| \$2,500,000 | \$4,327,486 | \$6,827,486 |

III. OTHER MAJOR CAPITAL PROJECTS / IMPROVEMENTS

Main Electric Distribution Loop/ High Voltage Switch Relocation. The College spent approximately \$188,000 on the relocation of the high voltage loop to allow for major construction activities at the Automotive Technology Center and Collins Arena projects. The completion of this project provided the flexibility required to complete these projects as designed.

Roofing Repairs. The college expended \$168,000 to repair standing seam metal roofs, membrane roofs and asbestos shingled roofs caused by extreme weather conditions this year. The vast majority of these roofs are 30-40 years old frame and are at or near the end of their life expectancy.

Fresh Air Intake Security Measures. The College has invested \$7,500 to install fencing around many below-grade intakes, which are covered with grates that are subject to failure due to ages that date back to the mid 70's. The fencing is designed to prevent the College community from walking on the grates and potentially falling into pits that are 15-20 feet deep.

Installation of Campus Clock. The Class of 2009 provided donations toward a campus clock valued at \$25,000. The project cost approximately \$40,000, covering the installation of the foundation and anchoring of the clock as well as the necessary electrical conduit and connections. This clock is very similar to ones found in town centers throughout New Jersey.

Biocide Cleaning of MAS Office Suite. The College expended \$34,000 to clean an office suite identified as one with potential "sick building syndrome." The project included removal of ceilings, furnishings, and non-rigid ductwork with a thorough biocide cleaning of all exposed surfaces and ductwork.

Parking Lot 3 Paving. The College recently invested \$120,000 in milling and repaving approximately three acres of parking and replacing storm sewer outlets with bicycle safe grates. This project also provided the opportunity to reallocated ADA compliant parking spaces to better serve the campus community.

Concrete Trash Receptacles. The College spent \$21,000 to purchase exterior trash containers. This purchase will provide an opportunity for visitors to properly dispose of their trash while fostering an aesthetically pleasant appearance at the entrance to various buildings.

Restroom Remodels. The College invested \$177,000 in construction costs to update multiple pre -1990 restroom facilities located throughout the campus and make them ADA compliant.

Concrete Repairs. The College expended approximately \$55,000 to rebuild crumbling storm drains. The College increased the height of existing drains by one course, installed new curbing in some parking areas, and made paver walkways adjacent to the parking lots ADA compliant.

Wall Student Success Center. The College invested approximately \$40,000 to modify the Student Success Center located at the Wall Higher Education Center. This renovation included construction of an enclosed office for faculty counseling, an enclosed testing center, enhanced entry and egress, and a floor plan conducive to the educational mission of the space.

Emergency Back Up Generators. The College expended \$316,500 for the design and installation of an emergency back-up generator support system to maintain the critical operations of the College during power outages. This project will protect our server farm, radio station, telephone system and commercial refrigeration systems. Brookdale Community College is a county evacuation site, so it is essential to maintain these critical operations.

Renovation of MAS Office Suite. The College invested \$112,000 to rebuild an office suite due to environmental safety concerns. The remediation required removal of all walls to studs, remediation and reinstallation all necessary materials.

Miscellaneous Items..

- ***Picnic Tables and Benches*** -The College spent about \$11,000 to purchase ADA compliant benches and picnic tables to replace aging ones located throughout several campuses.
- ***Furniture*** - The College spent approximately \$25,000 to purchase new banquet furniture for the Student Life Center.
- ***Lighting Retrofit*** – the College spent approximately \$17,500 to install energy efficient lighting in approximately 25,000 square feet of office and administrative space in the Brookdale Administration Center building. The payback on this investment is anticipated to take less than two years.
- ***Professional Fees***-The College spent about \$65,000 in architectural and engineering fees to complete several of the projects listed above.
- ***Roadway Markings*** - The College invested approximately \$14,000 on relining roadways and parking lots to increase traffic safety at the Lincroft Campus.
- ***Transit Shelter*** – The College expended approximately \$16,500 to provide much needed shelter to members of the campus community who use the Access Link Transportation System.
- ***Hydro Seeding*** – The College expended approximately \$17,000 to stabilize bare areas of campus to prevent infiltration into the storm water system and adjacent reservoir.
- ***Fuel Tank Reconditioning*** - The College spent approximately \$6,000 to recondition the campus fuel tank to prevent leaks and maintain a safe environment.
- ***Deterrent Devices*** - The College committed approximately \$3,000 to install pigeon deterrent devices in select areas to prevent the annual roosting which has caused a considerable amount of fecal matter to accumulate.

APPENDIX:

**Form and Content of the
Annual Institutional Profile Reports for 2010**

Form & Content of the Annual Institutional Profile Reports for 2010*

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 15, 2010

Reports posted on CHE website: November 15, 2010

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 undergraduate students by attendance status**
2. **Number of graduate students 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 2009 data]**
5. **Percentage of students who are New Jersey residents**

D. Student outcomes:

1. **Graduation rates:**
 - a. **Four-, five- and six-year graduation rate by race/ethnicity (senior publics)**
 - b. **Two-year graduation rate (community colleges)**
 - c. **Three-year graduation and transfer rate by race/ethnicity (community colleges)**
2. **Third-semester retention rates:**
 - a. **By attendance status**

E. 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**

F. 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

G. Profile of the institution:

1. Degree and certificate programs
2. Other (if desired)

H. Major research and public service activities

- I. Major capital projects underway in fiscal year 2010

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.