



BROOKDALE COMMUNITY COLLEGE

Annual Institutional Profile

Prepared by
Planning, Assessment & Research
Brookdale Community College
September 2013



Preface

Each of New Jersey's 31 public institutions of higher education is required to submit an annual report to New Jersey 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 New Jersey Higher Education. The Appendix contains the specific form and content required for the 2013 Profiles.

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 2013.

As such, Brookdale's Annual Institutional Profile provides a summary of many of our fiscal year 2013 accomplishments and contributions to our community. We present this report to New Jersey Higher Education and to our public constituencies with the hope that this material will be informative and useful.



Maureen Murphy, Ph.D.
President

**BROOKDALE COMMUNITY COLLEGE
ANNUAL INSTITUTIONAL PROFILE
2013**

TABLE OF CONTENTS

| | |
|---|----|
| Preface | i |
| Section A: Accreditation Status | 1 |
| Section B: Number of Students Served | 2 |
| Section C: Characteristics of Undergraduate Students | 3 |
| Basic Skills Testing and Remediation | 3 |
| Student Demographics | 4 |
| Financial Aid | 5 |
| Residency | 5 |
| Section D: Student Outcomes - Graduation, Retention and Transfer | 6 |
| Section E: Faculty Characteristics | 11 |
| Section F: Characteristics of Board of Trustees | 12 |
| Section G: Profile of Institution | 14 |
| Section H: Research and Public Service Activities | 17 |
| Section I: Major Capital Projects | 21 |
| Appendix: Form and Content of AIP | 23 |

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*, Brookdale received commendations for encouraging and supporting a culture of engagement and assessment, and for clearly integrating the planning and assessment processes so that the results of assessment are used to improve teaching, learning and institutional effectiveness. In June 2013, Brookdale submitted a Periodic Review Report and received commendations for the quality of the report and for efforts to assist students following Super Storm Sandy.

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 associate-degree programs are approved by New Jersey Higher Education.

PROFESSIONAL ACCREDITATION

The Health Information Technology (A.A.S.) program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The Nursing (A.A.S.) program is accredited by the Accreditation Commission for Education in Nursing (ACEN; formerly 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 Care Program (A.A.S.) is accredited by the Commission on Accreditation for Respiratory Care (CoArc).

PROGRAM RECOGNITION OR CERTIFICATION

The GM-ASEP option of the Automotive Technology (A.A.S.) program is certified by the National Automotive Technicians Foundation (NATEF).

The Paralegal Studies (A.A.S.) program 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 2012?

| <i>Student Status</i> | <i>Headcount</i> | <i>Percent of Total</i> |
|-----------------------|------------------|-------------------------|
| Full-time | 7,753 | 53.0% |
| Part-time | 6,884 | 47.0% |
| Total | 14,637 | 100.0% |

2. How many non-credit students were served in FY 2012?

There were almost 14,000 registrations (**13,948**) in Brookdale non-credit open-enrollment courses in FY 2012, representing **9,496 different individuals**. Four out of every 10 enrollments (5,516 or 39.5%) were in career-oriented or vocational courses and six out of 10 (8,432 or 60.5%) registrations were in leisure or recreational courses. The 13,948 registrants in non-credit open-enrollment courses enrolled for almost 400,000 clock hours (399,338) or 887 FTEs.

| Course Type | Registrations | Course Category | Total Clock Hours |
|------------------------------|----------------------|------------------------|--------------------------|
| ABE / GED | 1,070 | Career | 48,446 |
| Sports Camps | 536 | Recreational | 10,720 |
| Fitness Center | 1,414 | Recreational | 104,779 |
| Open Enrollment - Career | 4,446 | Career | 158,846 |
| Open Enrollment - Recreation | 6,482 | Recreational | 76,547 |
| Total | 13,948 | | 399,338 |

There were also **3,382** registrations in courses offered through Contracted Services in FY 2012. Two hundred and forty-five courses were delivered to **62 different companies**, resulting in 36 training FTEs. In addition, there were **5,381** registrations in courses offered through Contracted Services to local schools. One hundred and twenty-six course sections were delivered to **83 different schools**, resulting in 45 FTEs.

3. How many credit students enrolled in Fiscal Year 2012?

The unduplicated credit enrollment for FY 2012 was 21,699. These students enrolled for a total of 336,999 credits or 11,233.3 FTEs between the Summer III 2011 term and the Summer II 2012 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 at an accredited institution. The 24 credits must include English composition and a mathematics course higher than elementary algebra. (2) Those who have taken the ACCUPLACER 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 2012 students were enrolled in one or more Basic Skills courses?

Of the 14,637 students enrolled in Fall 2012, 3,876 (26.5%) 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 2012?

Of the 2,705 first-time, full-time, degree-seeking students enrolled in Fall 2012, 1,869 (69.1%) were enrolled in at least one Basic Skills course.

4. How many and what percent of Fall 2012 FTFT degree-seeking students were enrolled in Basic Skills courses by subject area?

| Number and Percent out of All FTFT Degree-Seeking Students (2,705) | | |
|---|----------|----------|
| Subject Area: | N | % |
| Computation | 1,229 | 45.4 |
| Algebra | 463 | 17.1 |
| Reading | 1,006 | 37.2 |
| Writing | 874 | 32.3 |

STUDENT DEMOGRAPHICS

1. What was the head count and percent by ethnicity and student status in Fall of 2012?

ETHNICITY

| STUDENT STATUS | NRA* | | Black | | AI/AN | | Asian/PI | | Hispanic | | White | | Unknown | | TOTAL |
|----------------|------------|------------|--------------|------------|-----------|------------|------------|------------|--------------|-------------|---------------|-------------|------------|------------|---------------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| Full Time | 88 | 1.1 | 764 | 9.9 | 19 | 0.2 | 276 | 3.6 | 964 | 12.4 | 5,334 | 68.8 | 308 | 4.0 | 7,753 |
| Part Time | 13 | 0.2 | 668 | 9.7 | 32 | 0.5 | 290 | 4.2 | 779 | 11.3 | 4,789 | 69.6 | 313 | 4.5 | 6,884 |
| TOTAL | 101 | 0.7 | 1,432 | 9.8 | 51 | 0.3 | 566 | 3.9 | 1,743 | 11.9 | 10,123 | 69.2 | 621 | 4.2 | 14,637 |

*Non-Resident Aliens

2. What was the headcount and percent by gender and student status in Fall 2012?

GENDER

| STUDENT STATUS | Male | | Female | | Total N |
|----------------|--------------|-------------|--------------|-------------|---------------|
| | N | % | N | % | |
| Full Time | 4,083 | 52.7 | 3,670 | 47.3 | 7,753 |
| Part Time | 2,843 | 41.3 | 4,041 | 58.7 | 6,884 |
| TOTAL | 6,926 | 47.3 | 7,711 | 52.7 | 14,637 |

3. What is the age breakdown of the Fall 2012 student body?

FULL VS PART TIME STATUS

| AGE CATEGORY | Full Time | | Part Time | | Total N |
|--------------|--------------|--------------|--------------|--------------|---------------|
| | N | % | N | % | |
| Less than 18 | 154 | 2.0 | 607 | 8.8 | 761 |
| 18 – 19 | 4,105 | 52.9 | 786 | 11.4 | 4,891 |
| 20 – 21 | 1,904 | 24.6 | 1,239 | 18.0 | 3,143 |
| 22 – 24 | 718 | 9.3 | 1,311 | 19.0 | 2,029 |
| 25 – 29 | 395 | 5.1 | 949 | 13.8 | 1,344 |
| 30 – 34 | 163 | 2.1 | 472 | 6.9 | 635 |
| 35 – 39 | 90 | 1.2 | 324 | 4.7 | 414 |
| 40 – 49 | 102 | 1.3 | 593 | 8.6 | 695 |
| 50 – 64 | 53 | 0.7 | 352 | 5.1 | 405 |
| 65 and Over | 1 | 0.0 | 102 | 1.5 | 103 |
| Unknown | 68 | 0.9 | 149 | 2.2 | 217 |
| Total | 7,753 | 100.1 | 6,884 | 100.0 | 14,637 |

FINANCIAL AID

1. To what degree is your institution accessible to students of all economic backgrounds? Use FY12 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) | 2,194 | \$3,625,000 | \$1,652.23 |
| Educational Opp. Fund (EOF) | 354 | 299,000 | 844.63 |
| Distinguished Scholars | 2 | 1,000 | 500.00 |
| Urban Scholars | 3 | 1,000 | 333.33 |
| NJCLASS Loans | 14 | 45,000 | 3,214.29 |
| NJ STARS | 167 | 462,000 | 2,766.47 |
| State Programs Total: | | \$4,433,000 | |
| Federal Programs | | | |
| Pell Grants | 4,969 | \$16,576,000 | \$3,335.88 |
| College Work Study | 115 | 191,000 | 1,660.87 |
| SEOG | 1,262 | 477,000 | 377.97 |
| SMART & ACG or other | 0 | 0 | 0.00 |
| Stafford Loans (Subsidized) | 2,680 | 7,958,000 | 2,969.40 |
| Stafford Loans (Unsubsidized) | 2,313 | 6,539,000 | 2,827.06 |
| PLUS Loans | 30 | 141,000 | 4,700.00 |
| Federal Programs Total: | | \$31,882,000 | |
| Institutional Programs | | | |
| Grants / Scholarships | 464 | 315,000 | \$678.88 |
| Institutional Programs Total: | | \$315,000 | |
| Total All Programs FY12: | | \$36,630,000 | |

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

RESIDENCY

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

- Among Brookdale's 14,637 Fall 2012 students, 14,452 (or **98.7%**) were New Jersey residents. Of these, 13,023 (or **90.1%**) were Monmouth County residents.
- Among Fall 2012 first-time, full-time degree-seeking freshman (2,705), **98.9%** (or 2,675) were New Jersey residents, of whom 2,372 (or **88.7%**) 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 2009 cohort had until the end of Summer 2012 to graduate or transfer).

1998 – 2009 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> |
|------------------------|------------------------|---------------------------------|------------------------|----------------------------------|----------------------|---------------------------------------|--|
| 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% |
| 2007 | 2,956 | 602 | 20.4% | 603 | 20.4% | 1,205 | 40.8% |
| 2008 | 3,094 | 627 | 20.3% | 577 | 18.6% | 1,204 | 38.9% |
| 2009 | 3,145 | 693 | 22.0% | 568 | 18.1% | 1,261 | 40.1% |

2. What are Brookdale’s three-year graduation and transfer rates by ethnic group for the Fall 2009 entering cohort of first-time, full-time freshman?

| <i>Ethnic Group</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> |
|---------------------|------------------------|---------------------------------|------------------------|----------------------------------|----------------------|---------------------------------------|--|
| White | 2,233 | 544 | 24.4% | 428 | 19.2% | 972 | 43.5% |
| Black | 343 | 29 | 8.5% | 39 | 11.4% | 68 | 19.8% |
| Hispanic | 346 | 64 | 18.5% | 54 | 15.6% | 118 | 34.1% |
| Asian | 93 | 24 | 25.8% | 29 | 31.2% | 53 | 57.0% |
| NRA | 14 | 4 | 28.6% | 1 | 7.1% | 5 | 35.7% |
| Other | 116 | 28 | 24.1% | 17 | 14.7% | 45 | 38.8% |
| Total | 3,145 | 693 | 22.0% | 568 | 18.1% | 1,261 | 40.1% |

*Other includes American Indian and Unknowns

3. What are Brookdale’s two- and three- year graduation rates for the Fall 2004 – Fall 2009 entering cohorts of first-time, full-time freshman?

| Entering Cohort | Total | Graduate After Two Years | | Graduate After Three Years | |
|------------------------|--------------|---------------------------------|----------|-----------------------------------|----------|
| | | N | % | N | % |
| 2009 | 3,145 | 259 | 8.2% | 693 | 22.0% |
| 2008 | 3,094 | 235 | 7.6% | 627 | 20.3% |
| 2007 | 2,956 | 228 | 7.7% | 602 | 20.4% |
| 2006 | 2,782 | 231 | 8.3% | 600 | 21.6% |
| 2005 | 2,667 | 222 | 8.3% | 536 | 20.1% |
| 2004 | 2,522 | 165 | 6.5% | 424 | 16.8% |

4. What is the third-semester (Fall to Fall) retention rate for first-time, full-time students, degree-seeking students?

| Full-Time Entering Cohort | Total | Number and Percent Retained in Third Semester | | Third Semester |
|----------------------------------|--------------|--|----------|-----------------------|
| | | N | % | |
| Fall 2011 | 2,633 | 1,812 | 68.8% | Fall 2012 |
| Fall 2010 | 3,056 | 2,045 | 66.9% | Fall 2011 |
| Fall 2009 | 3,145 | 2,172 | 69.1% | Fall 2010 |
| Fall 2008 | 3,094 | 2,203 | 71.2% | Fall 2009 |
| Fall 2007 | 2,956 | 2,086 | 70.6% | Fall 2008 |
| Fall 2006 | 2,782 | 1,901 | 68.3% | Fall 2007 |

5. What is the third-semester (Fall to Fall) retention rate for first-time, part-time students, degree-seeking students?

| Part-Time Entering Cohort | Total | Number and Percent Retained in Third Semester | | Third Semester |
|----------------------------------|--------------|--|----------|-----------------------|
| | | N | % | |
| Fall 2011 | 481 | 217 | 45.1% | Fall 2012 |
| Fall 2010 | 517 | 216 | 41.8% | Fall 2011 |
| Fall 2009 | 451 | 228 | 50.6% | Fall 2010 |
| Fall 2008 | 498 | 242 | 48.6% | Fall 2009 |
| Fall 2007 | 420 | 192 | 45.7% | Fall 2008 |
| Fall 2006 | 454 | 209 | 46.0% | Fall 2007 |

6. How many degrees were awarded to the graduating Class of 2012 (by ethnicity and degree type)?

| AWARDS | NRA* | | Black | | AI/AN | | Asian/PI | | Hispanic | | White | | Unknown | | TOTAL |
|--------------|-----------|------------|------------|------------|----------|------------|-----------|------------|------------|------------|-------------|-------------|-----------|------------|--------------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| Certificates | 1 | 1.2 | 6 | 7.2 | 0 | 0.0 | 1 | 1.2 | 11 | 13.3 | 62 | 74.7 | 2 | 2.4 | 83 |
| Associates | 27 | 1.3 | 131 | 6.4 | 2 | 0.1 | 75 | 3.7 | 172 | 8.5 | 1571 | 77.3 | 54 | 2.7 | 2,032 |
| TOTAL | 28 | 1.3 | 137 | 6.5 | 2 | 0.1 | 76 | 3.6 | 183 | 8.7 | 1633 | 77.2 | 56 | 2.6 | 2,115 |

*Non-Resident Alien

7. What percentage of the Class of 2012 were female? Male?

| AWARDS | Men | | Women | | TOTAL |
|--------------|------------|-------------|--------------|-------------|--------------|
| | N | % | N | % | |
| Certificates | 18 | 21.7 | 65 | 78.3 | 83 |
| Associates | 957 | 47.1 | 1,075 | 52.9 | 2,032 |
| TOTAL | 975 | 46.1 | 1,140 | 53.9 | 2,115 |

8. 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 24, 2013 edition of *Community College Week* recently ranked Brookdale 59th (awarding 2,032 associate degrees to the Class of 2012). Brookdale was the #1 associate-degree producing college in New Jersey, followed by Bergen Community College, which awarded 1,972 associate degrees to its Class of 2012.
- In terms of specific associate-degree programs, Brookdale ranked **7th** nationally in production of Education degrees (230); **12th** in production of Criminal Justice and Corrections degrees (183); and **19th** in production of Business, Management, and Marketing and Related Support Services degrees (440).

9. How many degrees / certificates were awarded to the Class of 2012 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 | 11 | 11 |
| 10 Communication Tech | 0 | 15 | 15 |
| 11 Computer and Information Sciences | 1 | 26 | 27 |
| 12 Personal and Culinary Services | 27 | 36 | 63 |
| 13 Education | 1 | 230 | 231 |
| 14 Engineering | 0 | 27 | 27 |
| 15 Engineering Technologies | 4 | 43 | 47 |
| 22 Legal Professions | 28 | 32 | 60 |
| 24 Liberal Arts / Sciences | 0 | 306 | 306 |
| 30 Multi / Interdisciplinary Studies | 0 | 115 | 115 |
| 43 Homeland Security / Law Enforcement | 0 | 183 | 183 |
| 44 Public Administration | 2 | 20 | 22 |
| 45 Social Sciences | 0 | 290 | 290 |
| 46 Construction Trades | 0 | 18 | 18 |
| 47 Mechanic / Repair Technologies | 2 | 0 | 2 |
| 50 Visual / Perform Arts | 0 | 30 | 30 |
| 51 Health Professions | 16 | 210 | 226 |
| 52 Business / Management | 1 | 440 | 441 |
| Total: | 83 | 2,032 | 2,115 |

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

- The table on page 10 contains the number and percent of degrees conferred in each discipline for the Classes of 2009 through 2013.

**Brookdale Community College
Number and Percent of Degrees Conferred by Program**

| BCC DEGREE PROGRAM | 2012-2013 | | 2011-2012 | | 2010-2011 | | 2009-2010 | | 2008-2009 | |
|------------------------------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Transfer Programs: | | | | | | | | | | |
| Architecture | 9 | 0.4 | 11 | 0.5 | 3 | 0.1 | 5 | 0.3 | 4 | 0.2 |
| Art | 10 | 0.5 | 13 | 0.6 | 9 | 0.4 | 8 | 0.5 | 3 | 0.2 |
| Business Administration | 353 | 17.4 | 377 | 17.8 | 341 | 16.9 | 328 | 18.5 | 310 | 19.1 |
| Computer Science | 13 | 0.6 | 7 | 0.3 | 15 | 0.7 | 6 | 0.3 | 5 | 0.3 |
| Criminal Justice | 183 | 9.0 | 183 | 8.7 | 143 | 7.1 | 167 | 9.4 | 114 | 7.0 |
| Education | 183 | 9.0 | 226 | 10.7 | 248 | 12.3 | 224 | 12.6 | 225 | 13.8 |
| Engineering | 21 | 1.0 | 27 | 1.3 | 15 | 0.7 | 17 | 1.0 | 6 | 0.4 |
| Humanities | 301 | 14.9 | 306 | 14.5 | 295 | 14.7 | 268 | 15.1 | 268 | 16.5 |
| Human Services | 13 | 0.6 | 2 | 0.1 | | | | | | |
| Liberal Studies Certificate | 0 | 0.0 | 0 | 0.0 | 2 | 0.1 | 2 | 0.1 | | |
| Math / Science | 105 | 5.2 | 115 | 5.4 | 119 | 5.9 | 65 | 3.7 | 46 | 2.8 |
| Social Science | 313 | 15.5 | 290 | 13.7 | 298 | 14.8 | 220 | 12.4 | 220 | 13.5 |
| Transfer Total | 1504 | 74.3 | 1557 | 73.6 | 1488 | 74.0 | 1310 | 73.9 | 1201 | 73.9 |
| Career Programs: | | | | | | | | | | |
| Accounting | 8 | 0.4 | 9 | 0.4 | 14 | 0.7 | 10 | 0.6 | 5 | 0.3 |
| Automotive Technology | 51 | 2.5 | 31 | 1.5 | 34 | 1.7 | 35 | 2.0 | 31 | 1.9 |
| Business Management | 15 | 0.7 | 11 | 0.5 | 20 | 1.0 | 16 | 0.9 | 16 | 1.0 |
| Graphics / Communication Design | 9 | 0.4 | 3 | 0.1 | 4 | 0.2 | 2 | 0.1 | 4 | 0.2 |
| Communications Media | 12 | 0.6 | 9 | 0.4 | 7 | 0.3 | 9 | 0.5 | 4 | 0.2 |
| Computer Aided Drafting & Design | 6 | 0.3 | 10 | 0.5 | 12 | 0.6 | 6 | 0.3 | 8 | 0.5 |
| Computer Science | 10 | 0.5 | 9 | 0.4 | 4 | 0.2 | 6 | 0.3 | 5 | 0.3 |
| Culinary Arts | 55 | 2.7 | 63 | 3.0 | 57 | 2.8 | 50 | 2.8 | 40 | 2.5 |
| Dental Assisting | 2 | 0.1 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Dental Hygiene | 5 | 0.2 | 8 | 0.4 | 11 | 0.5 | 12 | 0.7 | 10 | 0.6 |
| Diagnostic Medical Sonography | 5 | 0.2 | 8 | 0.4 | 9 | 0.4 | | | | |
| Digital Arts / Desktop Publishing* | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 5 | 0.3 |
| Digital Animation & 3-D Design | 12 | 0.6 | 6 | 0.3 | 16 | 0.8 | 10 | 0.6 | 4 | 0.2 |
| Early Childhood Education | 2 | 0.1 | 3 | 0.1 | 4 | 0.2 | 0 | 0.0 | 5 | 0.3 |
| Electric Utility Technology | 1 | 0.0 | 18 | 0.9 | 17 | 0.8 | 22 | 1.2 | 18 | 1.1 |
| Electronics Technology | 6 | 0.3 | 6 | 0.3 | 1 | 0.0 | 7 | 0.4 | 2 | 0.1 |
| Fashion Merchandising | 43 | 2.1 | 37 | 1.7 | 55 | 2.7 | 37 | 2.1 | 45 | 2.8 |
| Health Information Technology | 13 | 0.6 | 13 | 0.6 | 2 | 0.1 | | | | |
| Horticulture | 2 | 0.1 | 1 | 0.0 | 3 | 0.1 | 2 | 0.1 | 1 | 0.1 |
| Human Services | 18 | 0.9 | 18 | 0.9 | 4 | 0.2 | 10 | 0.6 | 4 | 0.2 |
| Interior Design | 8 | 0.4 | 13 | 0.6 | 8 | 0.4 | 9 | 0.5 | 6 | 0.4 |
| Legal Nurse Consultant | 0 | 0.0 | 3 | 0.1 | | | | | | |
| Marketing | 4 | 0.2 | 5 | 0.2 | 7 | 0.3 | 7 | 0.4 | 6 | 0.4 |
| Medical Coding | 4 | 0.2 | 15 | 0.7 | 2 | 0.1 | | | | |
| Medical Laboratory Technology | 5 | 0.2 | 9 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Music Technology | 3 | 0.1 | 1 | 0.0 | | | | | | |
| Network Information Technology | 15 | 0.7 | 11 | 0.5 | 13 | 0.6 | 3 | 0.2 | 5 | 0.3 |
| Nursing | 130 | 6.4 | 123 | 5.8 | 121 | 6.0 | 128 | 7.2 | 124 | 7.6 |
| Office Administration Systems | 0 | 0.0 | 2 | 0.1 | 7 | 0.3 | 9 | 0.5 | 8 | 0.5 |
| Paralegal Studies | 40 | 2.0 | 57 | 2.7 | 42 | 2.1 | 32 | 1.8 | 24 | 1.5 |
| Radiologic Technology | 17 | 0.8 | 28 | 1.3 | 26 | 1.3 | 23 | 1.3 | 19 | 1.2 |
| Respiratory Care | 19 | 0.9 | | | | | | | | |
| Respiratory Therapy* | 0 | 0.0 | 21 | 1.0 | 24 | 1.2 | 17 | 1.0 | 25 | 1.5 |
| Social Services | 0 | 0.0 | 2 | 0.1 | | | | | | |
| Teacher Assistant | 0 | 0.0 | 2 | 0.1 | | | | | | |
| Technical Studies | 1 | 0.0 | 2 | 0.1 | | | | | | |
| Career Total | 521 | 25.7 | 558 | 26.4 | 524 | 26.0 | 463 | 26.1 | 424 | 26.1 |
| TOTAL | 2025 | 100.0 | 2115 | 100.0 | 2012 | 100.0 | 1773 | 100.0 | 1625 | 100.0 |

*Program No Longer Active

SECTION E FACULTY CHARACTERISTICS

1. Provide a profile of Fall 2012 full-time faculty at your institution.

The table below provides a breakdown of Fall 2012 faculty by gender, ethnicity, academic rank, and tenure status.

Fall 2012 Faculty Status by Gender and Ethnicity

| | <i>White</i> | | <i>Black</i> | | <i>Hispanic</i> | | <i>Asian / PI</i> | | <i>Unknown</i> | | <i>Total</i> | |
|-----------------------|--------------|------------|--------------|----------|-----------------|----------|-------------------|-----------|----------------|----------|--------------|------------|
| | <i>M</i> | <i>F</i> | <i>M</i> | <i>F</i> | <i>M</i> | <i>F</i> | <i>M</i> | <i>F</i> | <i>M</i> | <i>F</i> | <i>M</i> | <i>F</i> |
| TENURED | | | | | | | | | | | | |
| Professors | 38 | 35 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 2 | 38 | 43 |
| Associate Professors | 20 | 20 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 22 | 22 |
| Assistant Professors | 18 | 23 | 1 | 1 | 1 | 1 | 0 | 4 | 0 | 2 | 20 | 31 |
| TOTAL | 76 | 78 | 1 | 5 | 2 | 2 | 0 | 7 | 1 | 4 | 80 | 96 |
| WITHOUT TENURE | | | | | | | | | | | | |
| Assistant Professors | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| All Others | 6 | 24 | 4 | 2 | 0 | 0 | 0 | 3 | 0 | 0 | 10 | 29 |
| TOTAL | 7 | 26 | 4 | 2 | 0 | 0 | 0 | 3 | 0 | 0 | 11 | 31 |
| COMBINED | | | | | | | | | | | | |
| Professors | 38 | 35 | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 2 | 38 | 43 |
| Associate Professors | 20 | 20 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 22 | 22 |
| Assistant Professors | 19 | 25 | 1 | 1 | 1 | 1 | 0 | 4 | 0 | 2 | 21 | 33 |
| All Others | 6 | 24 | 4 | 2 | 0 | 0 | 0 | 3 | 0 | 0 | 10 | 29 |
| TOTAL | 83 | 104 | 5 | 7 | 2 | 2 | 0 | 10 | 1 | 4 | 91 | 127 |

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

- Just under half of all course sections (48.5%) are taught by full-time Brookdale faculty.

**Number and Percent of Fall 2012
Sections Taught by Each Group**

| <i>Faculty Group</i> | <i>N</i> | <i>%</i> |
|----------------------|--------------|--------------|
| Full-Time | 1,071 | 48.5 |
| Part-Time | 928 | 42.0 |
| Other | 209 | 9.5 |
| Total | 2,208 | 100.0 |

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

- There is one full-time faculty member to every 3 (2.94) part-time faculty members. More specifically, in the Fall 2012 term, there were 218 full-time and 640 part-time faculty members.

SECTION F CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS

The Trustees of Brookdale Community College are dedicated members of the Monmouth County community. The Board is comprised of 12 Monmouth County citizens who serve in four-year terms. Two members are ex officio: Brookdale President Dr. Maureen Murphy (a non-voting member) and Interim Executive County Superintendent of Schools, Joseph Passiment Jr. Two members are appointed by the Governor and eight are appointed by the Monmouth County Board of Chosen Freeholders. The Graduate Trustee is chosen by his or her graduating peers.

Father Brian Butch is Board of Trustees Chair and Chair of the Executive Committee. He is an ex-officio member of all Board committees and also serves as Liaison to the Brookdale Community College Foundation and is on the Board of School Estimate team. Father Butch is a member of the New Jersey Parole Board. **Ms. Joan Raymond** is Board Vice Chair and is Vice Chair of the Executive Committee. She is an alternate ex-officio member on all committees. Ms. Raymond was appointed by the county in 2001. She is a real estate agent and a partner in a facility maintenance and management group.

Ms. Tracey Abby-White was appointed to the Board in February 2013 and is a member of the Educational Services, Buildings & Grounds/Finance, and Nominating Committees. Ms. Abby-White is a trainer at a large, multinational technology and consulting company. **Ms. Lora U. Campbell, Esq.**, was appointed to the Board by the state in 2011. Ms. Campbell chairs the Policy/Bylaws and Nominating Committees and is a member of the Human Resources Committee. Ms. Campbell is Senior House Counsel at a large insurance company.

Mr. David G. Flaherty, a retired police sergeant, was appointed to the Board in 2012. Mr. Flaherty chairs the Human Resources and Buildings & Grounds/Finance Committees and is a member of the Executive and Policy/Bylaws Committees. Mr. Flaherty is also on the Board of School Estimate team and is a Liaison to the New Jersey Council of County Colleges (NJCCC) as well as being a NJCCC Trustee Ambassador. **Dr. Carl J. Guzzo Jr., Esq.**, joined the Board in 2012. Dr. Guzzo serves on the Executive, Audit, Educational Services and Policy/Bylaws Committees and is also Board liaison to the Center for Holocaust, Human Rights & Genocide Education (CHHANGE). Dr. Guzzo is a solo practitioner at his own law firm.

Mrs. S. Lucille Jones is Principal of the Mercer County Technical Schools. She was appointed to Brookdale's Board in 2005 and chairs the Educational Services Committee, serves on the Information Technology Committee, and is a Trustee Ambassador to the New Jersey Council of County Colleges. **Dr. Peter Kapsales** joined Brookdale's Board in 2009. Dr. Kapsales is President of a management and technology consulting company.

Mr. Charles Karcher, Esq. joined the Board in 2012. He chairs the Information Technology Committee and is a member of the Audit and Human Resources Committees. Mr. Karcher is managing attorney at his own law firm. **Mr. Joseph Passiment Jr.**, Interim Executive County Superintendent for Monmouth and Ocean Counties, was appointed to the Board in 2011. He chairs the Audit Committee and is a member of the Educational Services and Nominating Committees.

Mr. Gary S. Tolchin was appointed to the Board by the Governor in April 2013 and serves on the Buildings & Grounds/Finance Committee. Mr. Tolchin is an investor and restaurant owner. **Mr. Zachary Eisenberg**, Brookdale's Graduate Trustee, serves on the Buildings & Grounds/Finance and Educational Services 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 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Female | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 4 |
| 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 |
|------------------------------|---|---|
| Father Brian Butch | Member | State of New Jersey Parole Board |
| Ms. Joan Raymond | Real Estate Agent; Partner | Gloria Nilson & Co; the Prism Group |
| Ms. Tracey Abby-White | Trainer | International Business Machines Corporation (IBM) |
| Ms. Lora U. Campbell, Esq. | Senior House Counsel | New Jersey Manufacturers Insurance Company |
| Mr. David G. Flaherty | Retired Police Sergeant | Howell Police Department |
| Dr. Carl. J. Guzzo Jr., Esq. | Lawyer Solo Practitioner | Carl J. Guzzo Jr. Law Firm |
| Mrs. S. Lucille Jones | Principal | Mercer County Technical Schools, NJ |
| Dr. Peter Kapsales | Management Consultant | KCG LLC Consulting Firm |
| Mr. Charles Karcher, Esq. | Attorney | Karcher Law Firm |
| Mr. Joseph Passiment Jr. | Interim Executive County Superintendent & School Business Administrator | Monmouth and Ocean Counties |
| Mr. Gary S. Tolchin | Principal / Investor; Restaurant Owner | MTS Investors LLC; The Mill |
| Mr. Zachary Eisenberg | Graduate Trustee | Brookdale Community College |

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/584.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. Brookdale offers AA, AFA, AS, and AAS degrees in 38 programs, and within those programs, students can choose from approximately 50 different options or concentrations. Brookdale also offers nine Academic Credit Certificates (ACC) that require 30 or more credits to complete, as well as 12 Academic Credit Certificates of Achievement (ACA) which require fewer than 30 credits to earn.

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 Communiversisty, 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. The Communiveristy allows Monmouth County residents to pursue over 30 degree options without having to leave the county.

**BROOKDALE COMMUNITY COLLEGE
DEGREE AND CERTIFICATE PROGRAMS**

Academic Degree Programs (AAS, AA, AS, and AFA Degrees)

Accounting (AAS)

Architecture (AS)

Automotive Technology (AAS)

Automotive Tech Option

Automotive Engineering Option

General Motors Program

Toyota T-Ten Program

Business Management (AAS)

Business Administration (AA)

Business Administration Option

Accounting Option

Communication Media (AAS)

Audio Production Option

Video Production Option

Computer Science (AAS)

Programming Option

Web Site Development Option

Computer Science (AS)

Criminal Justice (AS)

Criminal Justice Option

Corrections Option

National Security Studies Option

Culinary Arts (AAS)

Dental Hygiene (AAS)

Diagnostic Medical Sonography (AAS)

Digital Animation and 3D Design (AAS)

Digital Animation Option

Game Programming Option

Education (AA)

Early Childhood Ed Option

Secondary Ed 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

Communication Disorders Option

Creative Writing Option

English Option

Graphic Design Option

Journalism Option

Liberal Education Option

Media Studies Option

Music Option

Photography Option

Public Relations Option

Speech Communication Option

Theater Option

Women's & Gender Studies Option

Human Services (AAS)

Generalist Option

Addiction Studies Option

Corrections Option

Human Services (AS)

Pre Social Work Option

Interior Design (AAS)

DEGREE AND CERTIFICATE PROGRAMS - Continued

Academic Degree Programs Continued

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 Care (AAS)

Social Science (AA)
Social Science Program
Anthropology Option
History Option
International Studies Option
Philosophy Option
Political Science Option
Psychology Option
Sociology Option

Sustainable Energy (AAS)

Teacher Assistant (AAS)

Technical Education (AAS)

Technical Studies (AAS)
Business Management Option

Academic Credit Certificates

Accounting

Criminal Justice

Culinary Arts
Culinary Arts
Pastry Arts

Dental Assisting

Horticulture

Medical Coding

Paralegal Studies

Webmaster - Computer Science

Certificates of Achievement

Automotive Technology
Advanced Auto Technician
Brakes and Steering
Electric and Power Systems
Engine Performance Specialist
Transmission Specialist

Digital Drawing for Interior Design and
Architecture

Electronics Technology
A+ Repair Technician
LAN/WAN Technician

Horticulture Certificates
Floral Design
Landscape Design

Social Media

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 2013, 91 full-time faculty members (41.7%) 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 revealed 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: Investigating media usage and self-control among college students; Examining deviance in organized youth sports; Exploring how “danchi” housing became emblematic of Japanese middle-class lifestyle; Analyzing the conflict that appears to exist between the notion of sustainability and wilderness; and Validating approaches used in National League of Nursing case studies involving the care of elderly dementia patients.

Many current research projects focus on the teaching-learning process or ways to improve student success. For example, two Nursing faculty are using their Brookdale Innovation Grant (BIG) to promote student retention through “gatherings.” They are exploring how faculty-student and student-student group settings impact retention of beginning nursing students. Basic Skills faculty are examining the merits of rubric work for Basic Skills students and a Psychology professor is using her BIG grant to explore the relationship between self-regulatory learning (SRL) behaviors and course completion rates.

The 2013 Faculty Professional Development Surveys also reveal that Brookdale faculty are very motivated when it comes to keeping up-to-date and connected with others in their fields. The 91 survey respondents reported attending more than 186 off-campus conferences and workshops. Brookdale faculty presented at 32 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 2012-2013 included: American Sociological Association; Association of Mathematics Teachers of New Jersey; International Conference on Technology in Collegiate Mathematics; Mathematical Association of Two-Year Colleges in New Jersey; Mid-Atlantic World History Association; National Council of Teachers of Mathematics; National League for Nursing Accrediting Commission; National League for Nursing Center of Excellence Review Panel; National League for Nursing Education Summit; National Organization of Associate Degree Nursing; New Jersey Collegiate Business Administration Association; Society for Applied Anthropology; and Two Year College English Association.

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

| | |
|---|--|
| American Cancer Society – Strides Against Breast Cancer | Middletown Township Emergency Management |
| Area sports coaches (e.g., Soccer; Little League; Basketball) | Millstone Watershed Cleanup |
| A Time for Me (Assisting Monmouth County Women Battling Cancer) | Monmouth Cares |
| Best Day Foundation | Monmouth County Mental Health Board |
| Big Brothers / Big Sisters | Monmouth County Traumatic Loss Coalition |
| Boy Scouts of America | National Association of Mental Illness |
| CentraState Medical Center | New Jersey Audobon Society |
| Church and Temple officers / volunteers / educators | New Jersey Endangered Species Program |
| Classroom Volunteers & Guest Speakers | New Jersey Medical Reserve Corps |
| Clean Ocean Action | New Jersey Sierra Club |
| Fire Department Volunteer | New Jersey State Obesity Task Force |
| Girl Scouts of the Jersey Shore / America | Pro Bono Legal Services |
| Heel-to-Heal – Embrace Kids Foundation | Parent-Teacher Associations (PTAs/PTOs) |
| Hightstown Environmental Commission | Riverview Medical Center Emergency Room |
| Hurricane Sandy Relief Efforts | Riverview Medical Center Volunteer Trainer |
| Master Gardeners of Monmouth County | Surfrider Foundation |
| Middletown Public Library | 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: Asbury Park Early Childhood Advisory Committee; Dunnellen Board of Education; Keansburg Early Childhood Advisory Committee; Matawan Regional School District Business Academy; Michael D. Thomas Educational Foundation; Monmouth County Community YMCA Managers Board; Monmouth County Mental Health Board; Neptune Township Early Childhood Advisory Committee; Strengthen Our Sisters.

- **Brookdale Volunteer Connection.** The Employee Volunteer Connection is a group of Brookdale Community College 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 newsletters, campus flyers, and portal announcements.

Each summer, the Volunteer Connection contributes to “**Project Backpack**” for the Reading Buddies program. In Summer 2012, employees donated 30 backpacks (filled with school supplies) which were distributed to local schools. Each Fall, the Volunteer Connection organizes the annual “**Giving Tree**” - an event the entire campus community participates in. In 2012, Brookdale collected and distributed hundreds of gifts and gift cards to more than 85 families in need throughout Monmouth County.

For the fourth year in a row, the Volunteer Connection took part in Family & Children Services' "**prom dress**" collection, providing dresses and shoes for high school juniors and seniors from low income families. An "Empty Bowls" event raised over \$1,700 for local food pantries in Monmouth County. In addition, members of the Volunteer Connection prepare and serve monthly dinners for developmentally disabled residents of HABcore House in Red Bank.

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).** WBJB-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 Riverfest, the New Jersey Seafood Festival in Belmar, and Comcast's Jazz in the Park in Red Bank.
- **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 Comcast (channel 21) and Verizon FIOS (channel 46), effectively reaching most cable-wired households in Monmouth County. BTV produces a number of informative series' such as *State Matters*, which is hosted by Senator Jennifer Beck. This series discusses the socio-economic, educational, and environmental issues debated in Trenton that affect the lifestyles and livelihoods of Monmouth County residents. Brookdale Television also hosts *Jersey Shore Update*, a program in which 11th District Assemblyman Sean Kean and influential members of the Jersey Shore community discuss topics concerning the past, present and future of the Jersey Shore.
- **Center for Holocaust, Human Rights & Genocide Education (CHHANGE).** The Center for Holocaust, Human Rights & Genocide Education 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. The Center serves the community through its comprehensive and creative educational programs and resources. More specifically, the Center provides: (1) A Teacher Resource Center, which contains a collection of curricula, lesson plans, and study guides. (2) A Speakers' Bureau, which has scholars, educators and Holocaust Survivors available for programs. (3) Services to students and teachers, such as the Catherine Woolf Student Leadership Conference, theatrical performances, teacher training programs, and a writing and art contest for students in grades 5 through College. (4) 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. (5) Programs for the general community, including annual scholarly lectures, film series, book discussions, 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 and Ocean 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 and community presentations.
- **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 and Branch Campus 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.
- **New Jersey Small Business Development Center.** The New Jersey Small Business Development Center (NJSBDC) at Brookdale Community College provides counseling and workshops to the business community of Monmouth and Ocean counties. Courses, workshops and conferences are designed to give owners, potential owners and managers the tools to analyze and resolve business problems and to keep up-to-date with educational, research, financial and international trade developments. All NJSBDC programs are presented by highly qualified specialists, including faculty, private consultants, business owners and government representatives.

SECTION I MAJOR CAPITAL PROJECTS

Major Capital Projects/ Improvements (Academic Year 2012/2013)

During the Academic Year 2012-2013, the following capital projects and improvements were undertaken at Brookdale Community College.

Arena Transformer. A medium voltage transformer was added to the Robert Collins Arena to support large community events held in this venue. The transformer, which cost approximately \$21,000, will make events such as concerts, trade shows and large gatherings safer and less technician-intensive.

Central Utilities Plant Roof. Approximately \$13,500 was spent on architectural and engineering services regarding the repair and replacement of various flat roofs on the Central Utility Plant building. The project is slated for completion during fiscal year 2014.

Center for Holocaust, Human Rights and Genocide Education (CHHANGE). The College spent about \$179,000 to renovate space in the Bankier Library and to move CHHANGE out of a substandard building. The new location is more centrally located and is completely ADA accessible.

Facilities Master Plan. Brookdale expended approximately \$40,000 to complete its Facilities Master Plan, which was started in fiscal year 2011. The finished master plan was instrumental in qualifying the College for funding an expansion of the Wall Higher Education Center / Communiversity location under a New Jersey general obligation bond.

Central Heating Plant By-Pass Project. An engineering study was completed on the heating water routing through several of our Lincroft campus buildings. Through this study the College will eliminate various extraneous routes for heated water to return to the central plant, making the heating system more energy efficient. The study cost approximately \$27,000.

Gorman Hall Renovation. Brookdale expended approximately \$405,000 of Chapter 12 funds in starting the renovation of the data center and Office of Information Technology (OIT) offices. The project will include a large diesel generator and an updated Uninterruptible Power Supply (UPS) which will keep the IT infrastructure running through natural and man-made disasters. This project will be completed during fiscal year 2014.

Lighting Upgrades at the Children's Learning Center and Police Station. Approximately \$14,000 was spent to upgrade the lighting in these two buildings from T-12 fixtures to T-8 fixtures. About 25 percent of the cost was covered by rebates and the projects should pay for themselves by the end of fiscal year 2014.

Lincroft Campus Roof Study. Brookdale expended approximately \$26,000 for an architectural study of the roofing systems on buildings with chronic leaks. The intent is to contract out the prioritized list of issues to roofers in order to maintain building integrity.

Lincroft Campus Sidewalk Enhancements. The College spent about \$15,000 in engineering services related to replacement of sidewalks on the Lincroft campus. Many of the areas in question had severe delamination from years of using ice melt. The rebuilt sidewalks will be completely ADA compliant and the work will be done in fiscal year 2014.

Lincroft Campus Carpet Replacement. Carpets in several buildings were replaced due to wear and tear. Many were approaching 20 years of age and were detracting from a safe, healthy work environment. Of particular note was the Children's Learning Center where the youngest Brookdadians have frequent contact with the carpets. The cost for carpet replacement was \$285,000.

Lincroft Campus Demolition Survey. Three buildings formerly housing our Alumni Association, College Foundation, Office of Business and Community Development and the Brookdale Police were surveyed for waste streams in conjunction with their planned demolition. The buildings detract from the College's appearance on the main thoroughfare. The cost of this assessment was approximately \$9,500.

Long Branch Roof Replacement. Approximately \$320,000 was spent on professional services and a contractor to replace four flat roof surfaces and to recoat the standing seam roof surfaces at the Long Branch Higher Education Center. The roof was well over thirty years old and there were chronic leaks which necessitated extensive repair.

Performing Arts Center Rigging. The College spent about \$335,000 to replace the theatre rigging system and make various safety improvements to the backstage area. The rigging system, which was from the mid 1970's, was obsolete and in many ways unsafe. It was replaced with a system that should last well into the middle of the 21st century.

Solar Study. Brookdale spent approximately \$74,000 on a study concerning entering into a Power Purchase Agreement (PPA) for solar arrays at the Lincroft Campus, the Higher Education Centers and the Branch Campus.

Visitor Lot and ADA Ramp Improvements. The College expended \$120,000 to resurface the visitor parking lot, improve the ADA accessibility to the visitor lot and two administrative office buildings, and improve the ADA ramp to Larrison Hall.

Wall Campus Demolition Environmental Study. Approximately \$67,000 was spent on professional services pertaining to the waste streams from the anticipated demolition of 31 obsolete buildings at the former Army site, Camp Evans. Building materials were tested in preparation for a specification to do the demolition. Demolition will be accomplished during fiscal year 2014.

Western Monmouth Fire Alarm System. Brookdale spent about \$9,500 in join the sensors from an obsolete fire alarm system to the system installed in 2010 at the Western Monmouth Branch Campus. This improvement will add to system reliability and make this location safer.

Western Monmouth Sprinkler System. Fittings, gaskets and pump seals were replaced to improve system performance for all five floors. This improvement, which will enhance system pressure and make the building safer for its occupants, cost just under \$5,000.

APPENDIX:

**Form and Content of the
Annual Institutional Profile Reports for 2013**

Form & Content of the Annual Institutional Profile Reports for 2013*

NOTE: Data for all indicators in **bold** will be provided by New Jersey Higher Education/ Office of the Secretary.

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.
Please email completed reports to gary.nigh@njhe.state.nj.us

Report Due Date: September 16, 2013

Reports posted on NJHE website: November 1, 2013

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 NJHE 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 2012 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 public)**
 - 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 2013

III. Other Institutional Information (if desired)

*The form and content of Thomas Edison State College's differs from this list, consistent with their unique mission.