

The County College of Monmouth



BROOKDALE COMMUNITY COLLEGE



Annual Institutional Profile

September 2014

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 the State of New Jersey Office of the Secretary of Higher Education. The Appendix contains the specific form and content required for the 2014 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 2014.

As such, Brookdale's Annual Institutional Profile provides a summary of many of our fiscal year 2014 accomplishments and contributions to our community. We present this report to the State of New Jersey Office of the Secretary of 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
2014**

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SECTION A ACCREDITATION STATUS

INSTITUTIONAL ACCREDITATION

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

Brookdale was awarded an unqualified accreditation from the Middle States Visiting Team in Spring 2008. In addition to achieving complete fulfillment of all 14 standards of *The Characteristics of Excellence*, 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 Medical Laboratory Technology (A.A.S.) program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

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 2013?

| <i>Student Status</i> | <i>Headcount</i> | <i>Percent of Total</i> |
|-----------------------|------------------|-------------------------|
| Full-time | 7,421 | 51.7% |
| Part-time | 6,939 | 48.3% |
| Total | 14,360 | 100.0% |

2. How many non-credit students were served in FY 2013?

There were almost 14,000 registrations (**13,952**) in Brookdale non-credit open-enrollment courses in FY 2013, representing **9,625 different individuals**. Three out of every 10 enrollments (4,359 or 31.2%) were in career-oriented or vocational courses and seven out of 10 (9,593 or 68.8%) registrations were in leisure or recreational courses. The 13,952 registrants in non-credit open-enrollment courses enrolled for 375,195 clock hours or 833.8 FTEs.

| Course Type | Registrations | Course Category | Total Clock Hours |
|------------------------------|----------------------|------------------------|--------------------------|
| ABE / GED | 763 | Career | 38,432 |
| Sports Camps | 565 | Recreational | 11,300 |
| Fitness Center | 2,128 | Recreational | 113,614 |
| Open Enrollment - Career | 3,596 | Career | 140,145 |
| Open Enrollment - Recreation | 6,900 | Recreational | 71,704 |
| Total | 13,952 | | 375,195 |

There were also **5,354** registrations in courses offered through Contracted Services in FY 2013. Two hundred and ninety-two courses were delivered to **109 different companies**, resulting in 40.8 training FTEs. In addition, there were **3,509** registrations in courses offered through Contracted Services to local schools. Eighty-nine sections were delivered to **63 different schools**, resulting in 30.6 FTEs.

3. How many credit students enrolled in Fiscal Year 2013?

The unduplicated credit enrollment for FY 2013 was 21,213. These students enrolled for a total of 326,367 credits or 10,878.9 FTEs between the Summer III 2012 term and the Summer II 2013 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) Students who have taken the SAT within the past three years and have scored above 540 on the Critical Reading test and above 530 on the SAT Quantitative test. (5) Non-native speakers of English. (6) Individuals 65 and older.

2. How many Fall 2013 students were enrolled in one or more Basic Skills courses?

Of the 14,360 students enrolled in Fall 2013, 3,568 (24.8%) 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 2013?

Of the 2,519 first-time, full-time, degree-seeking students enrolled in Fall 2013, 1,686 (66.9%) were enrolled in at least one Basic Skills course.

4. How many and what percent of Fall 2013 FTFT degree-seeking students were enrolled in Basic Skills courses by subject area?

**Number and Percent out of All FTFT
Degree-Seeking Students (2,519)**

| Subject Area: | N | % |
|----------------------|----------|----------|
| Computation | 1,066 | 42.3 |
| Algebra | 454 | 18.0 |
| Reading | 925 | 36.7 |
| Writing | 781 | 31.0 |

STUDENT DEMOGRAPHICS

1. What was the head count and percent by ethnicity and student status in Fall of 2013?

ETHNICITY

| STUDENT STATUS | NRA* | | Black | | AI/AN* | | Asian/PI* | | Hispanic | | White | | Unknown | | TOTAL |
|----------------|------------|------------|--------------|-------------|-----------|------------|------------|------------|--------------|-------------|--------------|-------------|------------|------------|---------------|
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| Full Time | 84 | 1.1 | 724 | 9.8 | 18 | 0.2 | 271 | 3.7 | 1,003 | 13.5 | 5,028 | 67.8 | 293 | 3.9 | 7,421 |
| Part Time | 20 | 0.3 | 713 | 10.3 | 27 | 0.4 | 297 | 4.3 | 836 | 12.0 | 4,744 | 68.4 | 302 | 4.4 | 6,939 |
| TOTAL | 104 | 0.7 | 1,437 | 10.0 | 45 | 0.3 | 568 | 4.0 | 1,839 | 12.8 | 9,772 | 68.1 | 595 | 4.1 | 14,360 |

*Non-Resident Aliens

*American Indian / Alaskan Native

*Pacific Islander

2. What was the headcount and percent by gender and student status in Fall 2013?

GENDER

| STUDENT STATUS | Male | | Female | | Total N |
|----------------|--------------|-------------|--------------|-------------|---------------|
| | N | % | N | % | |
| Full Time | 3,959 | 53.3 | 3,462 | 46.7 | 7,421 |
| Part Time | 2,854 | 41.1 | 4,085 | 58.9 | 6,939 |
| TOTAL | 6,813 | 47.4 | 7,547 | 52.6 | 14,360 |

3. What is the age breakdown of the Fall 2013 student body?

FULL VS PART TIME STATUS

| AGE CATEGORY | Full Time | | Part Time | | Total N |
|--------------|--------------|--------------|--------------|--------------|---------------|
| | N | % | N | % | |
| Less than 18 | 166 | 2.2 | 654 | 9.4 | 820 |
| 18 – 19 | 4,004 | 54.0 | 864 | 12.5 | 4,868 |
| 20 – 21 | 1,759 | 23.7 | 1,253 | 18.1 | 3,012 |
| 22 – 24 | 682 | 9.2 | 1,318 | 19.0 | 2,000 |
| 25 – 29 | 406 | 5.5 | 924 | 13.3 | 1,330 |
| 30 – 34 | 131 | 1.8 | 507 | 7.3 | 638 |
| 35 – 39 | 65 | 0.9 | 283 | 4.1 | 348 |
| 40 – 49 | 104 | 1.4 | 564 | 8.1 | 668 |
| 50 – 64 | 43 | 0.6 | 333 | 4.8 | 376 |
| 65 and Over | 2 | 0.0 | 105 | 1.5 | 107 |
| Unknown | 59 | 0.8 | 134 | 1.9 | 193 |
| Total | 7,421 | 100.1 | 6,939 | 100.0 | 14,360 |

FINANCIAL AID

1. To what degree is your institution accessible to students of all economic backgrounds? Use FY13 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) | 1,880 | \$3,284,000 | \$1,746.81 |
| Educational Opp. Fund (EOF) | 354 | 301,000 | 850.28 |
| Distinguished Scholars | 0 | 0 | 0 |
| Urban Scholars | 0 | 0 | 0 |
| NJCLASS Loans | 4 | 16,000 | 4,000.00 |
| NJ STARS | 143 | 390,000 | 2,727.27 |
| State Programs Total: | | \$3,991,000 | |
| Federal Programs | | | |
| Pell Grants | 4,834 | \$16,162,000 | 3,343.40 |
| College Work Study | 98 | 148,000 | 1,510.20 |
| SEOG | 838 | 285,000 | 340.10 |
| SMART & ACG or other | 0 | 0 | 0.00 |
| Stafford Loans (Subsidized) | 2,174 | 6,302,000 | 2,898.80 |
| Stafford Loans (Unsubsidized) | 2,121 | 5,981,000 | 2,819.90 |
| PLUS Loans | 18 | 110,000 | 6,111.11 |
| Federal Programs Total: | | \$28,988,000 | |
| Institutional Programs | | | |
| Grants / Scholarships | 415 | 269,000 | 648.19 |
| Institutional Programs Total: | | 269,000 | |
| Total All Programs FY13: | | \$33,248,000 | |

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

RESIDENCY

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

- Among Brookdale's 14,360 Fall 2013 students, 14,170 (or **98.7%**) were New Jersey residents. Of these, 12,715 (or **89.7%**) were Monmouth County residents.
- Among Fall 2013 first-time, degree-seeking students (3,052), **98.8%** (or 3,014) were New Jersey residents, of whom 2,611 (or **86.6%**) 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 2010 cohort had until the end of Summer 2013 to graduate or transfer).

2001 – 2010 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> |
|------------------------|------------------------|---------------------------------|------------------------|----------------------------------|----------------------|---------------------------------------|--|
| 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% |
| 2010 | 3,056 | 654 | 21.4% | 547 | 17.9% | 1,201 | 39.3% |

2. What are Brookdale’s three-year graduation and transfer rates by ethnic group for the Fall 2010 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 | 2,156 | 532 | 24.7% | 406 | 18.8% | 938 | 43.5% |
| Black | 281 | 18 | 6.4% | 43 | 15.3% | 61 | 21.7% |
| Hispanic | 412 | 62 | 15.0% | 61 | 14.8% | 123 | 29.9% |
| Asian | 71 | 11 | 15.5% | 19 | 26.8% | 30 | 42.3% |
| NRA | 11 | 5 | 45.5% | 0 | 0.0% | 5 | 45.5% |
| Other | 125 | 26 | 20.8% | 18 | 14.4% | 44 | 35.2% |
| Total | 3,056 | 654 | 21.4% | 547 | 17.9% | 1,201 | 39.3% |

*Other includes American Indian and Unknowns

3. What are Brookdale’s two- and three- year graduation rates for the Fall 2004 – Fall 2010 entering cohorts of first-time, full-time freshman?

| Entering Cohort | Total | Graduate After Two Years | | Graduate After Three Years | |
|------------------------|--------------|---------------------------------|----------|-----------------------------------|----------|
| | | N | % | N | % |
| 2004 | 2,522 | 165 | 6.5% | 424 | 16.8% |
| 2005 | 2,667 | 222 | 8.3% | 536 | 20.1% |
| 2006 | 2,782 | 231 | 8.3% | 600 | 21.6% |
| 2007 | 2,956 | 228 | 7.7% | 602 | 20.4% |
| 2008 | 3,094 | 235 | 7.6% | 627 | 20.3% |
| 2009 | 3,145 | 259 | 8.2% | 693 | 22.0% |
| 2010 | 3,056 | 251 | 8.2% | 654 | 21.4% |

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

| Full-Time Entering Cohort | Total | Number and Percent Retained in Third Semester | | |
|----------------------------------|--------------|--|----------|-----------------------|
| | | N | % | Third Semester |
| Fall 2006 | 2,782 | 1,901 | 68.3% | Fall 2007 |
| Fall 2007 | 2,956 | 2,086 | 70.6% | Fall 2008 |
| Fall 2008 | 3,094 | 2,203 | 71.2% | Fall 2009 |
| Fall 2009 | 3,145 | 2,172 | 69.1% | Fall 2010 |
| Fall 2010 | 3,056 | 2,045 | 66.9% | Fall 2011 |
| Fall 2011 | 2,633 | 1,812 | 68.8% | Fall 2012 |
| Fall 2012 | 2,705 | 1,855 | 68.6% | Fall 2013 |

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

| Part-Time Entering Cohort | Total | Number and Percent Retained in Third Semester | | |
|----------------------------------|--------------|--|----------|-----------------------|
| | | N | % | Third Semester |
| Fall 2006 | 454 | 209 | 46.0% | Fall 2007 |
| Fall 2007 | 420 | 192 | 45.7% | Fall 2008 |
| Fall 2008 | 498 | 242 | 48.6% | Fall 2009 |
| Fall 2009 | 451 | 228 | 50.6% | Fall 2010 |
| Fall 2010 | 517 | 216 | 41.8% | Fall 2011 |
| Fall 2011 | 481 | 217 | 45.1% | Fall 2012 |
| Fall 2012 | 535 | 253 | 47.3% | Fall 2013 |

6. How many degrees were awarded to the graduating Class of 2014 (by ethnicity and degree type)?

| AWARDS | NRA* | Black | AI/AN* | Asian / PI* | Hispanic | White | Two or More | Unknown | TOTAL |
|--------------|-----------|------------|----------|-------------|------------|--------------|-------------|-----------|--------------|
| Certificates | 1 | 3 | 0 | 1 | 0 | 31 | 0 | 1 | 37 |
| Associates | 28 | 134 | 4 | 81 | 188 | 1,432 | 7 | 47 | 1,921 |
| TOTAL | 29 | 137 | 4 | 82 | 188 | 1,463 | 7 | 48 | 1,958 |

*Non-Resident Alien

*American Indian / Alaskan Native

*Asian / Pacific Islander

7. What percentage of the Class of 2014 were female? Male?

| AWARDS | Men | | Women | | TOTAL |
|--------------|------------|-------------|--------------|-------------|--------------|
| | N | % | N | % | |
| Certificates | 13 | 35.1 | 24 | 64.9 | 37 |
| Associates | 912 | 47.5 | 1,009 | 52.5 | 1,921 |
| TOTAL | 925 | 47.2 | 1,033 | 52.8 | 1,958 |

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 August 21, 2014 edition of *Community College Week* recently ranked Brookdale **65th** (awarding 1,979 associate degrees to the Class of 2013). Brookdale was the #2 associate-degree producing college in New Jersey.
- In terms of specific associate-degree programs, Brookdale ranked **9th** nationally in production of Education degrees (185); **16th** in production of Criminal Justice and Corrections degrees (183); **23rd** in production of Business, Management, and Marketing and Related Support Services degrees (419) and **44th** in Communication Technologies / Technicians & Support Services (24).

9. How many degrees / certificates were awarded to the Class of 2014 by General Field?

| <i>IPEDS CIP Code Major Category</i> | <i>Certificates Awarded</i> | <i>Associates Awarded</i> | <i>Total</i> |
|---|------------------------------------|----------------------------------|---------------------|
| 04 Architecture | 0 | 7 | 7 |
| 10 Communication Tech | 0 | 28 | 28 |
| 11 Computer and Information Sciences | 0 | 46 | 46 |
| 12 Personal and Culinary Services | 10 | 32 | 42 |
| 13 Education | 0 | 173 | 173 |
| 14 Engineering | 0 | 25 | 25 |
| 15 Engineering Technologies | 2 | 56 | 58 |
| 22 Legal Professions | 17 | 31 | 48 |
| 24 Liberal Arts / Sciences | 0 | 239 | 239 |
| 30 Multi / Interdisciplinary Studies | 0 | 130 | 130 |
| 43 Homeland Security / Law Enforcement | 0 | 204 | 204 |
| 44 Public Administration | 1 | 23 | 24 |
| 45 Social Sciences | 0 | 300 | 300 |
| 47 Mechanic / Repair Technologies | 2 | 0 | 2 |
| 50 Visual / Perform Arts | 0 | 37 | 37 |
| 51 Health Professions | 4 | 188 | 192 |
| 52 Business / Management | 1 | 402 | 403 |
| Total: | 37 | 1,921 | 1,958 |

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 2010 through 2014.

Brookdale Community College Number and Percent of Degrees Conferred by Program

| BCC DEGREE PROGRAM | 2013-2014 | | 2012-2013 | | 2011-2012 | | 2010-2011 | | 2009-2010 | |
|------------------------------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| | No. | % |
| Transfer Programs: | | | | | | | | | | |
| Architecture | 7 | 0.4 | 9 | 0.4 | 11 | 0.5 | 3 | 0.1 | 5 | 0.3 |
| Art | 15 | 0.8 | 10 | 0.5 | 13 | 0.6 | 9 | 0.4 | 8 | 0.5 |
| Business Administration | 342 | 17.5 | 353 | 17.4 | 377 | 17.8 | 341 | 16.9 | 328 | 18.5 |
| Computer Science | 15 | 0.8 | 13 | 0.6 | 7 | 0.3 | 15 | 0.7 | 6 | 0.3 |
| Criminal Justice | 204 | 10.4 | 183 | 9.0 | 183 | 8.7 | 143 | 7.1 | 167 | 9.4 |
| Education | 171 | 8.7 | 183 | 9.0 | 226 | 10.7 | 248 | 12.3 | 224 | 12.6 |
| Engineering | 25 | 1.3 | 21 | 1.0 | 27 | 1.3 | 15 | 0.7 | 17 | 1.0 |
| Humanities | 239 | 12.2 | 301 | 14.9 | 306 | 14.5 | 295 | 14.7 | 268 | 15.1 |
| Human Services | 13 | 0.7 | 13 | 0.6 | 2 | 0.1 | | | | |
| Liberal Studies Certificate* | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 0.1 | 2 | 0.1 |
| Math / Science | 130 | 6.6 | 105 | 5.2 | 115 | 5.4 | 119 | 5.9 | 65 | 3.7 |
| Social Science | 300 | 15.3 | 313 | 15.5 | 290 | 13.7 | 298 | 14.8 | 220 | 12.4 |
| Transfer Total | 1461 | 74.6 | 1504 | 74.3 | 1557 | 73.6 | 1488 | 74.0 | 1310 | 73.9 |
| Career Programs: | | | | | | | | | | |
| Accounting | 6 | 0.3 | 8 | 0.4 | 9 | 0.4 | 14 | 0.7 | 10 | 0.6 |
| Automotive Technology | 49 | 2.5 | 51 | 2.5 | 31 | 1.5 | 34 | 1.7 | 35 | 2.0 |
| Business Management | 8 | 0.4 | 15 | 0.7 | 11 | 0.5 | 20 | 1.0 | 16 | 0.9 |
| Graphics / Communication Design | 10 | 0.5 | 9 | 0.4 | 3 | 0.1 | 4 | 0.2 | 2 | 0.1 |
| Communications Media | 5 | 0.3 | 12 | 0.6 | 9 | 0.4 | 7 | 0.3 | 9 | 0.5 |
| Computer Aided Drafting & Design* | 3 | 0.2 | 6 | 0.3 | 10 | 0.5 | 12 | 0.6 | 6 | 0.3 |
| Computer Science | 11 | 0.6 | 10 | 0.5 | 9 | 0.4 | 4 | 0.2 | 6 | 0.3 |
| Culinary Arts | 42 | 2.1 | 55 | 2.7 | 63 | 3.0 | 57 | 2.8 | 50 | 2.8 |
| Dental Assisting | 0 | 0.0 | 2 | 0.1 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Dental Hygiene | 9 | 0.5 | 5 | 0.2 | 8 | 0.4 | 11 | 0.5 | 12 | 0.7 |
| Diagnostic Medical Sonography* | 4 | 0.2 | 5 | 0.2 | 8 | 0.4 | 9 | 0.4 | | |
| Digital Arts / Desktop Publishing* | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 |
| Digital Animation & 3-D Design | 23 | 1.2 | 12 | 0.6 | 6 | 0.3 | 16 | 0.8 | 10 | 0.6 |
| Early Childhood Education | 0 | 0.0 | 2 | 0.1 | 3 | 0.1 | 4 | 0.2 | 0 | 0.0 |
| Electric Utility Technology* | 0 | 0.0 | 1 | 0.0 | 18 | 0.9 | 17 | 0.8 | 22 | 1.2 |
| Electronics Technology | 8 | 0.4 | 6 | 0.3 | 6 | 0.3 | 1 | 0.0 | 7 | 0.4 |
| Fashion Merchandising | 40 | 2.0 | 43 | 2.1 | 37 | 1.7 | 55 | 2.7 | 37 | 2.1 |
| Health Information Technology | 12 | 0.6 | 13 | 0.6 | 13 | 0.6 | 2 | 0.1 | | |
| Horticulture | 0 | 0.0 | 2 | 0.1 | 1 | 0.0 | 3 | 0.1 | 2 | 0.1 |
| Human Services | 10 | 0.5 | 18 | 0.9 | 18 | 0.9 | 4 | 0.2 | 10 | 0.6 |
| Interior Design | 6 | 0.3 | 8 | 0.4 | 13 | 0.6 | 8 | 0.4 | 9 | 0.5 |
| Legal Nurse Consultant | 1 | 0.1 | 0 | 0.0 | 3 | 0.1 | | | | |
| Marketing | 7 | 0.4 | 4 | 0.2 | 5 | 0.2 | 7 | 0.3 | 7 | 0.4 |
| Medical Coding | 4 | 0.2 | 4 | 0.2 | 15 | 0.7 | 2 | 0.1 | | |
| Medical Laboratory Technology | 2 | 0.1 | 5 | 0.2 | 9 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| Music Technology | 6 | 0.3 | 3 | 0.1 | 1 | 0.0 | | | | |
| Network Information Technology | 20 | 1.0 | 15 | 0.7 | 11 | 0.5 | 13 | 0.6 | 3 | 0.2 |
| Nursing | 114 | 5.8 | 130 | 6.4 | 123 | 5.8 | 121 | 6.0 | 128 | 7.2 |
| Office Administration Systems | 0 | 0.0 | 0 | 0.0 | 2 | 0.1 | 7 | 0.3 | 9 | 0.5 |
| Paralegal Studies | 47 | 2.4 | 40 | 2.0 | 57 | 2.7 | 42 | 2.1 | 32 | 1.8 |
| Radiologic Technology | 27 | 1.4 | 17 | 0.8 | 28 | 1.3 | 26 | 1.3 | 23 | 1.3 |
| Respiratory Care | 20 | 1.0 | 19 | 0.9 | | | | | | |
| Respiratory Therapy* | 0 | 0.0 | 0 | 0.0 | 21 | 1.0 | 24 | 1.2 | 17 | 1.0 |
| Social Services | 1 | 0.1 | 0 | 0.0 | 2 | 0.1 | | | | |
| Teacher Assistant | 2 | 0.1 | 0 | 0.0 | 2 | 0.1 | | | | |
| Technical Studies | 0 | 0.0 | 1 | 0.0 | 2 | 0.1 | | | | |
| Career Total | 497 | 25.4 | 521 | 25.7 | 558 | 26.4 | 524 | 26.0 | 463 | 26.1 |
| TOTAL | 1958 | 100.0 | 2025 | 100.0 | 2115 | 100.0 | 2012 | 100.0 | 1773 | 100.0 |

*Program No Longer Active

SECTION E FACULTY CHARACTERISTICS

1. Provide a profile of Fall 2013 full-time faculty at your institution.

The table below provides a breakdown of Fall 2013 faculty by gender, ethnicity, academic rank, and tenure status.

Fall 2013 Faculty Status by Gender and Ethnicity

| TENURED | White | | Black | | Hispanic | | Asian / PI | | Unknown | | Total | |
|----------------------|--------------|-----------|--------------|----------|-----------------|----------|-------------------|----------|----------------|----------|--------------|------------|
| | M | F | M | F | M | F | M | F | M | F | M | F |
| Professors | 41 | 36 | 0 | 2 | 0 | 1 | 0 | 3 | 0 | 2 | 41 | 44 |
| Associate Professors | 16 | 24 | 0 | 1 | 1 | 2 | 0 | 0 | 1 | 0 | 18 | 27 |
| Assistant Professors | 21 | 28 | 3 | 2 | 1 | 2 | 0 | 6 | 0 | 2 | 25 | 40 |
| TOTAL | 78 | 88 | 3 | 5 | 2 | 5 | 0 | 9 | 1 | 4 | 84 | 111 |

| WITHOUT TENURE | M | F | M | F | M | F | M | F | M | F | M | F |
|-----------------------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| Assistant Professors | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| All Others | 26 | 43 | 3 | 3 | 1 | 0 | 0 | 4 | 0 | 1 | 30 | 51 |
| TOTAL | 28 | 45 | 3 | 3 | 1 | 0 | 0 | 4 | 0 | 1 | 32 | 53 |

| COMBINED | M | F | M | F | M | F | M | F | M | F | M | F |
|----------------------|------------|------------|----------|----------|----------|----------|----------|-----------|----------|----------|------------|------------|
| Professors | 41 | 36 | 0 | 2 | 0 | 1 | 0 | 3 | 0 | 2 | 41 | 44 |
| Associate Professors | 16 | 24 | 0 | 1 | 1 | 2 | 0 | 0 | 1 | 0 | 18 | 27 |
| Assistant Professors | 23 | 30 | 3 | 2 | 1 | 2 | 0 | 6 | 0 | 2 | 27 | 42 |
| All Others | 26 | 43 | 3 | 3 | 1 | 0 | 0 | 4 | 0 | 1 | 30 | 51 |
| TOTAL | 106 | 133 | 6 | 8 | 3 | 5 | 0 | 13 | 1 | 5 | 116 | 164 |

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

- Just under half of all course sections (47.5%) are taught by full-time Brookdale faculty.

**Number and Percent of Fall 2013
Sections Taught by Each Group**

| Faculty Group | N | % |
|----------------------|--------------|--------------|
| Full-Time | 1,025 | 47.5 |
| Part-Time | 907 | 42.1 |
| Other | 225 | 10.4 |
| Total | 2,157 | 100.0 |

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

- There is one full-time faculty member to every 3 (3.01) part-time faculty members. More specifically, in the Fall 2013 term, there were 280 full-time and 842 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 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 is also on the Board of School Estimate team. Father Butch is a member of the New Jersey State Parole Board. **Mr. David G. Flaherty** is Board Vice Chair and is Vice Chair of the Executive Committee. He serves as Liaison to the New Jersey Council of County Colleges (NJCCC) and is also a NJCCC Trustee Ambassador. Mr. Flaherty, a retired police sergeant and current Director of Security for an area school district, was appointed to the Board in 2012.

Ms. Tracey Abby-White was appointed to the Board in February 2013. She co-chairs the Policy and Education Committee and is a member of the Executive and Governance Committees. Ms. Abby-White is a leader on the Global Enablement team 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 serves on the Policy and Education Committee. Ms. Campbell is Senior House Counsel at a large insurance company.

Mr. William G. Dalton, a retired executive, joined the Board in November 2013. Mr. Dalton serves on the Audit Committee. **Mr. Joseph DiBella** chairs the Finance and Facilities Committee, is a member of the Executive Committee, and is also on the Board of School Estimate Team. Mr. DiBella was appointed to the Board in November 2013. He is a managing director at a leading insurance, risk management and employee benefits brokerage and consulting firm.

Dr. Carl J. Guzzo Jr., Esq., joined the Board in 2012. Dr. Guzzo chairs the Audit Committee and serves on the Policy and Education Committee. 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 co-chairs the Policy and Education Committee. Mrs. Jones also serves on the Finance and Facilities Committee and is a Trustee Ambassador to the New Jersey Council of County Colleges.

Mr. Charles Karcher, Esq., joined the Board in 2012. He chairs the Governance Committee and also serves on the Finance and Facilities Committee. Mr. Karcher is managing attorney at his own law firm. **Mr. James McConnell**, Brookdale's Graduate Trustee, serves on the Finance and Facilities Committee.

Mr. Joseph Passiment Jr., Monmouth County Executive School Superintendent, was appointed to the Board in 2011. He is a member of the Executive, Audit, Policy and Education and Governance Committees. **Mr. Gary S. Tolchin** was appointed to the Board by the Governor in April 2013 and serves on the Finance and Facilities Committee and is Liaison to the Brookdale Community College Foundation. Mr. Tolchin is an entrepreneur and investor who has worked in the business and financial industries for more than 35 years.

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 |
|------------------------------|---|---|
| Ms. Tracey Abby-White | Event Influencer | International Business Machines Corporation (IBM) |
| Father Brian Butch | Associate Board Member | State of New Jersey Parole Board |
| Ms. Lora U. Campbell, Esq. | Senior Staff Attorney | New Jersey Manufacturers Insurance Company |
| Mr. William Dalton | Retired | |
| Mr. Joseph M. DiBella | Managing Director | Connor Strong & Buckelew |
| Mr. David G. Flaherty | Director of Security | Matawan Aberdeen School District |
| Dr. Carl. J. Guzzo Jr., Esq. | Attorney | Law Firm of Carl J. Guzzo, Jr. |
| Mrs. S. Lucille Jones | Principal | Assunpink Center and the Performing Arts High School, Mercer County Technical Schools, NJ |
| Mr. Charles Karcher, Esq. | Managing Attorney | Karcher Law Firm |
| Mr. Joseph Passiment Jr. | Interim Executive County Superintendent | New Jersey Department of Education, Monmouth County office |
| Mr. Gary S. Tolchin | Partner | MTS Investors |
| Mr. James McConnell | Graduate Trustee; Recruiter | Sterling Partners |

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/about/board-of-trustees/>

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 36 programs, and within those programs, students can choose from approximately 60 different options or concentrations. Brookdale also offers eight Academic Credit Certificates (ACC) that require 30 or more credits to complete, as well as 10 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, and Rutgers, the State University of New Jersey. The Communiveristy allows Monmouth County residents to pursue multiple 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) | Electronics Technology (AAS) Computer Technician Option Engineering Technology Option |
| Architecture (AS) | |
| Automotive Technology (AAS) Automotive Tech Option Automotive Engineering Option General Motors Program | Engineering (AS) |
| | Fashion Merchandising (AAS) |
| Business Administration (AA) Business Administration Option Accounting Option | Fine Arts (AFA) |
| Business Management (AAS) | Graphic Design (AAS) |
| Communication Media (AAS) Audio Production Option Video Production Option | Health Information Technology (AAS) |
| Computer Science (AS) | 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 Theater Option Women's & Gender Studies Option |
| Computer Science (AAS) Programming Option Web Site Development Option | |
| Criminal Justice (AS) Criminal Justice Option Corrections Option National Security Studies Option | Human Services (AAS) Generalist Option Addiction Studies Option Corrections Option |
| Culinary Arts (AAS) | |
| Dental Hygiene (AAS) | Human Services (AS) Pre Social Work Option |
| Digital Animation and 3D Design (AAS) Digital Animation Option Game Programming Option | Interior Design (AAS) |
| Education (AA) Early Childhood Ed Option Secondary Ed Option | |

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

Health Science Option

History Option

International Studies Option

Philosophy Option

Political Science Option

Psychology Option

Sociology Option

Teacher Assistant (AAS)

Technical Education (AAS)

Technical Studies (AAS)

Business Management Option

Academic Credit Certificates

Accounting

Criminal Justice

Culinary Arts

Dental Assisting

Medical Coding

Paralegal Studies

Pastry Arts

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 examples of research and public activities at your institution.

Brookdale Innovation Grants. To further its commitment to students and the community, the College and the Brookdale Foundation offer Brookdale Innovation Grants (BIG) to enrich and improve the teaching and learning process. The BIG program is designed to promote innovation and creativity to bring about institutional change. Proposed projects are based on current research, demonstrate a clear benefit to the college, and address an issue(s) of broad significance. Projects must align with one or more of the college's strategic goals as detailed in the 2013-2017 Jubilee Plan: Inspire Student Success; Maximize Resources; Optimize Brookdale Partnerships; and Leverage Brookdale's Excellence.

The 2014-2015 Brookdale Innovation Grants will support the following five projects:

- (1) **Technology Workshop for ESL Students.** This project will develop, coordinate, and implement basic computer literacy programs for limited English proficient students. This work will help the students gain the skills needed to be successful at Brookdale and in the community at large.
- (2) **Brookdale Connect: Using Social Media to Learn about Transfer and Career Outcomes of Brookdale Graduates.** This research will build on existing data collection projects to better capture transfer and career outcomes data for Brookdale graduates through the use of social media and the National Student Clearing House. This project will result in the study of 5-year out data of the educational and occupational outcomes for the graduating class of 2009.
- (3) **B.U.I.L.D. Brookdale United in Leadership Development.** The grant recipients will design and deliver a leadership certificate program for Brookdale students to enable them to enhance personal and intellectual development, cultivate leadership skills, and experience educational and professional growth. The project is modeled after a successful and award winning student leadership program at SUNY Geneseo.
- (4) **From Apathy to Engagement: A multipronged approach to activating student interest in Political Science.** The author will design a multipronged approach to increase student interest, retention, and course completion in political science. The project will integrate a flipped classroom approach to promote proactive learning. The course will also incorporate facilitated student discussions taking place in the History and Political Science Club into the course material.
- (5) **Flipping the MATH 151 Classroom.** This work will enhance the student experience in Math by changing the traditional-lecture model into an inverted or "flipped" classroom mode. Through interactive in-class activities and the incorporation of online and other available resources, the math class will be flipped in order to inspire student success and encourage proactive learning.

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.

For example, each summer the Volunteer Connection contributes to “**Project Backpack**” for the Reading Buddies program. This year, employees donated 40 backpacks (filled with school supplies) which were distributed to local schools. In the Fall, the Volunteer Connection organizes the annual “**Giving Tree**” - an event the entire campus community participates in. In 2013, Brookdale collected and distributed hundreds of gifts and gift cards to more than 85 families in need throughout Monmouth County. In addition, the annual “Empty Bowls” event raises money for local food pantries. This year over \$1,600 was raised. Four charities received \$400 each: Keyport Ministerium Food Pantry, Faith Chapel Food Pantry, Lunch Break in Red Bank and the Calico Cat Pantry.

Adult Basic Education Programs. Adult Basic Education, GED Preparation, and English as a Second Language classes are available through the Long Branch and Northern Monmouth (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 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.

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

The Brookdale Foundation. Every academic year, over 150 students receive nearly \$300,000 in scholarship assistance from the Brookdale Alumni Association and the Brookdale Foundation, through the College's Financial Aid Office. Some of these scholarships are especially for recent Monmouth County High School graduates. Students who complete the Free Application for Federal Student Financial Aid (FAFSA) are automatically considered for these scholarships.

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 2013/2014)

During the Academic Year 2013-2014, the following capital projects and improvements were undertaken at Brookdale Community College.

Academic Megastructure Painting. The College spent \$66,910 to paint the exterior of the Main Academic Complex, the Bankier Library and the Warner Student Life Center buildings. These buildings had become unsightly over the past few years and painting them vastly improved the overall attractiveness of the campus.

Advanced Technology Center Carpet. Brookdale spent \$4,630 on carpet in offices which had original floor coverings that dated back to 1989.

Central Utility Plant Roof Repair. The College expended \$224,800 to repair the flat roofs of the Central Utility Plant. This work included reroofing three areas over the administrative offices of the plant and applying an epoxy coating to the flat roof that covers the major equipment. Leaks in this area could have potentially damaged new boilers and chillers which were replaced in 2010 and 2011.

Concrete Walkways and Lighting. Brookdale Community College spent \$130,390 on the removal and replacement of concrete ramps and walkways to improve ADA accessibility and exterior appearance. New aesthetically appealing lighting was added to sidewalks in the vicinity of Larrison Hall to improve visibility at night.

Exterior Kiosks. Just under \$8,000 was spent on concrete slabs for the new kiosks that were installed throughout the Lincroft campus. The kiosks will house maps of the Lincroft Campus and contain information on current and future events at the College.

Gorman Hall Renovation. Brookdale Community College expended \$2,605,228 renovating the data center and improving the physical appearance of the Office of Information Technology building. A new powerful emergency diesel generator, uninterrupted power supply, HVAC units, server racks and a safer fire extinguishing system were added to the data center while new bathrooms, a conference room, a training room and refurbished office spaces were added to the building. A limited use limited elevator is the only item remaining for completion and reoccupation of the building.

Lincroft Campus Fascia Replacement. The College spent \$416,766 on the replacement of fascia on buildings throughout the main campus at Lincroft. The fascia was original cedar dating from the mid 1970's and had fallen into disrepair from a combination of age and boring insects. The new fascia is made of composite material which will resist normal aging and infestation to give the buildings a more refined appearance over the next 50 years.

Lighting Projects. Brookdale Community College paid \$12,492 for interior lighting projects throughout the year. Many fixtures have recently become obsolete and are being replaced with more efficient fluorescent and LED fixtures.

Long Branch Roof Replacement. Brookdale spent \$18,715 to complete the replacement of the flat 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.

New Flooring in Center for Counseling, Admissions and Registration. Floor surfaces in the Center for Counseling, Admissions and Registration (CAR) building were replaced at a cost of \$98,845. Carpeted floors on the main level of the building had become severely soiled and worn. The carpet was replaced with a resilient non-slip tile surface which is much easier to clean.

Performing Arts Center Rigging. In FY14, \$11, 271 was spent to complete the replacement of the theater rigging system. 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.

Phalanx Road Fence. The College expended \$14,880 removing and replacing a split rail fence which ran along Phalanx Road on the southern end of the Lincroft Campus. The fence was replaced by a buckboard horse fence which is consistent with other fences along Phalanx Road.

Wall Campus Demolition and Design. The College expended \$268,661 on asbestos abatement and demolition of several buildings at the former site of Camp Evans. Demolition of these buildings was required as part of an agreement between the College, the Department of the Army and the US Department of Education for reuse of excess government property stemming from BRAC 1993. An additional \$77,582 was spent on architectural services for the placement and initial design of a new 45,000 square foot STEM related classroom and lab building at this site.

APPENDIX:

**Form and Content of the
Annual Institutional Profile Reports for 2014**

Form & Content of the Annual Institutional Profile Reports for 2014*

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 15, 2014

Reports posted on NJHE website: November 3, 2014

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 2013 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 2014

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.