

The County College of Monmouth



BROOKDALE



Annual Institutional Profile

September 2016

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 2016 Profiles.

Situated in six locations in Monmouth County, Brookdale Community College offers degrees designed to transfer to four-year institutions, as well as degrees and certificates which prepare students to enter the workforce directly. Brookdale is proud to rank consistently in the top 100 of over 1100 community colleges nationally in associate degree production.

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 2016.

As such, Brookdale's Annual Institutional Profile provides a summary of many of our fiscal year 2016 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
2016**

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	20
Appendix: Form and Content of AIP	22

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.

Brookdale was awarded an unqualified accreditation from the Middle States visiting team in Spring 2008. 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 currently engaged in a comprehensive self-study in preparation for a Spring 2018 accrediting team site visit.

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 the State of New Jersey Office of the Secretary of Higher Education.

PROFESSIONAL ACCREDITATION

The Culinary Arts (A.A.S.) program is accredited by the accrediting commission of the American Culinary Federation Education Foundation (ACFEF).

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 Accrediting Commission for Education in Nursing (ACEN; formerly the National League for Nursing Accrediting Commission), and by the State of New Jersey, Department of Law & Public Safety, Division of Consumer Affairs, Board of Nursing.

The Radiologic Technology (A.A.S.) program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the New Jersey Radiologic Technology Board of Examiners.

The Respiratory Care Program (A.A.S.) is accredited by the Committee 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 2015?

<i>Student Status</i>	<i>Headcount</i>	<i>Percent of Total</i>
Full-time	6,554	47.4%
Part-time	7,281	52.6%
Total	13,835	100.0%

2. How many non-credit students were served in FY 2015?

There were close to 13,000 registrations (**12,797**) in Brookdale non-credit open-enrollment courses in FY 2015, representing **8,796 different individuals**. Approximately 3 out of every 10 enrollments (3,475 or 27.2%) were in career-oriented or vocational courses and seven out of 10 (9,322 or 72.8%) registrations were in leisure or recreational courses. The 12,797 registrants in non-credit open-enrollment courses enrolled for 304,094 clock hours or 675.8 FTEs.

<i>Course Type</i>	<i>Registrations</i>	<i>Course Category</i>	<i>Total Clock Hours</i>
ABE / GED	373	Career	26,856.0
Sports Camps	449	Recreational	8,980.0
Fitness Center	2,466	Recreational	47,117.0
Open Enrollment - Career	3,102	Career	136,221.0
Open Enrollment - Recreation	6,407	Recreational	84,920.0
Total	12,797		304,094.0

There were also **862** registrations in courses offered through Contracted Services in FY 2015. Sixty-two courses were delivered to **40 different companies**, resulting in 17.9 training FTEs. In addition, there were **3,222** registrations in courses offered through Contracted Services to local schools. Sixty-five sections were delivered to **59 different schools**, resulting in 28.6 FTEs.

3. How many credit students enrolled in Fiscal Year 2015?

The unduplicated credit enrollment for FY 2015 was 20,553. These students enrolled for a total of 309,777 credits or 10,325.9 FTEs between the Summer III 2014 term and the Summer II 2015 term.

SECTION C CHARACTERISTICS OF UNDERGRADUATE STUDENTS

FOUNDATIONAL STUDIES TESTING AND REMEDIATION

1. What Foundational Studies 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 Foundational Studies 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 college. (3) Those with a four-year degree from an accredited college. (4) Students who taken the SAT (as of 3/1/16) and have scored 480 or higher on Evidence Based Reading and Writing (ERW) and 530 or higher on Math. (5) Students who have taken the SAT between 1/1/13 and 2/29/16 and have scored 540 or higher on the Critical Reading test and 530 or higher on the SAT Quantitative test. (6) Students who have taken the ACT test within the past three years and have scored 23 or higher on Reading and Writing and 22 or higher on Math. (7) Non-native speakers of English. (8) Individuals 65 and older.

2. How many Fall 2015 students were enrolled in one or more Foundational Studies courses?

Of the 13,835 students enrolled in Fall 2015, 2,983 (21.6%) were enrolled in at least one Foundational Studies course.

3. How many first-time, full-time (FTFT) degree-seeking students were enrolled in Foundational Studies courses in Fall 2015?

Of the 2,028 first-time, full-time, degree-seeking students enrolled in Fall 2015, 1,339 (66.0%) were enrolled in at least one Foundational Studies course.

4. How many and what percent of Fall 2015 FTFT degree-seeking students were enrolled in Foundational Studies courses by subject area?

**Number and Percent out of All FTFT
Degree-Seeking Students (2,028)**

Subject Area:	N	%
Computation	824	40.6
Algebra	355	17.5
Reading	725	35.7
Writing	674	33.2

STUDENT DEMOGRAPHICS

1. What was the head count and percent by ethnicity and student status in Fall of 2015?

ETHNICITY

STUDENT STATUS	NRA*		Black		AI/AN*		Asian/PI*		Hispanic		White		Unknown**		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Full Time	106	1.6	588	9.0	31	0.5	207	3.2	823	12.6	4,428	67.6	371	5.7	6,554
Part Time	26	0.4	780	10.7	43	0.6	305	4.2	930	12.8	4,828	66.3	369	5.1	7,281
TOTAL	132	1.0	1,368	9.9	74	0.5	512	3.7	1,753	12.7	9,256	66.9	740	5.3	13,835

*Non-Resident Aliens

*American Indian / Alaskan Native

*Pacific Islander

**Includes 2 or More Races

2. What was the headcount and percent by gender and student status in Fall 2015?

GENDER

STUDENT STATUS	Male		Female		Total N
	N	%	N	%	
Full Time	3,443	52.5	3,111	47.4	6,554
Part Time	2,950	40.5	4,331	59.5	7,281
TOTAL	6,393	46.2	7,442	53.8	13,835

3. What is the age breakdown of the Fall 2015 student body?

FULL VS PART TIME STATUS

AGE CATEGORY	Full Time		Part Time		Total N
	N	%	N	%	
Less than 18	148	2.3	1,068	14.7	1,216
18 – 19	3,540	54.0	832	11.4	4,372
20 – 21	1,588	24.2	1,367	18.8	2,955
22 – 24	595	9.1	1,295	17.8	1,890
25 – 29	338	5.2	1,006	13.8	1,344
30 – 34	132	2.0	478	6.6	610
35 – 39	64	1.0	287	3.9	351
40 – 49	75	1.1	448	6.2	523
50 – 64	40	0.6	289	4.0	329
65 and Over	6	0.1	100	1.4	106
Unknown	28	0.4	111	1.5	139
Total	6,554	100.0	7,281	100.1	13,835

FINANCIAL AID

1. To what degree is your institution accessible to students of all economic backgrounds? Use FY15 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)	1,834	\$3,263,000	\$1,779.17
Educational Opp. Fund (EOF)	298	243,000	815.44
Distinguished Scholars	0	0	0.00
Urban Scholars	2	1,000	500.00
NJCLASS Loans	14	61,000	4,357.14
NJ STARS	124	359,000	2,895.16
State Programs Total:		\$3,927,000	
Federal Programs			
Pell Grants	4,728	\$16,204,000	\$3,427.24
College Work Study	99	201,000	2,030.30
SEOG	909	474,000	521.45
SMART & ACG or other	0	0	0.00
Stafford Loans (Subsidized)	1,806	5,361,000	2,968.44
Stafford Loans (Unsubsidized)	1,698	4,726,000	2,783.27
PLUS Loans	13	60,000	4,615.38
Federal Programs Total:		\$27,026,000	
Institutional Programs			
Grants / Scholarships	469	\$348,000	\$742.00
Institutional Programs Total:		\$348,000	
Total All Programs FY15:		\$31,301,000	

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

RESIDENCY

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

- Among Brookdale's 13,835 Fall 2015 students, 13,618 (or **98.4%**) were New Jersey residents. Of these, 12,251 (or **90.0%**) were Monmouth County residents.
- Among Fall 2015 first-time, degree-seeking students (2,587), **98.1%** (or 2,538) were New Jersey residents, of whom 2,253 (or **88.8%**) 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 in 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 (e.g., members of the Fall 2012 cohort had until the end of Summer 2015 to graduate or transfer).

2003 – 2012 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>
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%
2011	2,633	592	22.5%	470	17.9%	1,062	40.3%
2012	2,705	627	23.2%	472	17.4%	1,099	40.6%

2. What are Brookdale’s three-year graduation and transfer rates by ethnic group for the Fall 2012 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	1,826	485	26.6%	341	18.7%	826	45.2%
Black	289	24	8.3%	43	14.9%	67	23.2%
Hispanic	386	75	19.4%	58	15.0%	133	34.5%
Asian	90	18	20.0%	17	18.9%	35	38.9%
NRA	12	2	16.7%	1	8.3%	3	25.0%
Other	102	23	22.5%	12	11.8%	35	34.3%
Total	2,705	627	23.2%	472	17.4%	1,099	40.6%

*Other includes American Indian and Unknowns

3. What are Brookdale’s two- and three- year graduation rates for the Fall 2004 – Fall 2012 entering cohorts of first-time, full-time freshman?

<i>Entering Cohort</i>	<i>Total</i>	<i>Graduate After Two Years</i>		<i>Graduate After Three Years</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
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%
2011	2,633	209	7.9%	592	22.5%
2012	2,705	262	9.7%	627	23.2%

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

<i>Full-Time Entering Cohort</i>	<i>Total</i>	<i>Number and Percent Retained in Third Semester</i>		<i>Third Semester</i>
		<i>N</i>	<i>%</i>	
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
Fall 2013	2,519	1,748	69.4%	Fall 2014
Fall 2014	2,245	1,534	68.3%	Fall 2015

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

<i>Part-Time Entering Cohort</i>	<i>Total</i>	<i>Number and Percent Retained in Third Semester</i>		<i>Third Semester</i>
		<i>N</i>	<i>%</i>	
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
Fall 2013	533	237	44.5%	Fall 2014
Fall 2014	482	254	52.7%	Fall 2015

6. How many degrees were awarded to the graduating Class of 2016 (by ethnicity and degree type)?

AWARDS	NRA*	Black	AI/AN*	Asian / PI*	Hispanic	White	Two or More	Unknown	TOTAL
Certificates	1	1	0	3	3	37	1	0	46
Associates	27	142	7	71	251	1,435	28	63	2,024
TOTAL	28	143	7	74	254	1,472	29	63	2,070

*Non-Resident Alien *American Indian / Alaskan Native *Asian / Pacific Islander

7. What percentage of the Class of 2016 were female? Male?

AWARDS	Men		Women		TOTAL
	N	%	N	%	
Certificates	11	23.9	35	76.1	46
Associates	925	45.7	1,099	54.3	2,024
TOTAL	936	45.2	1,134	54.8	2,070

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 September 20, 2016 edition of *Community College Week* recently ranked Brookdale **72th** - awarding 2,054 associate degrees to the Class of 2015. Brookdale was the #2 associate-degree producing college in New Jersey.
- In terms of specific associate-degree programs, Brookdale ranked **8th** nationally in production of Education degrees (171); **14th** in production of Criminal Justice and Corrections degrees (217); and **26th** in production of Business, Management, and Marketing and Related Support Services degrees (456).

9. How many degrees / certificates were awarded to the Class of 2016 by General Field?

<i>IPEDS CIP Code Major Category</i>	<i>Certificates Awarded</i>	<i>Associates Awarded</i>	<i>Total</i>
04 Architecture	0	8	8
09 Communication and Journalism	4	0	4
10 Communication Tech	0	28	28
11 Computer and Information Sciences	2	50	52
12 Personal and Culinary Services	17	36	53
13 Education	0	165	165
14 Engineering	0	34	34
15 Engineering Technologies	0	62	62
22 Legal Professions	12	23	35
24 Liberal Arts / Sciences	0	252	252
30 Multi / Interdisciplinary Studies	0	136	136
43 Homeland Security / Law Enforcement	0	173	173
44 Public Administration	0	38	38
45 Social Sciences	0	293	293
47 Mechanic / Repair Technologies	2	0	2
50 Visual / Perform Arts	2	34	36
51 Health Professions	6	204	210
52 Business / Management	1	488	489
Total:	46	2,024	2,070

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 2012 through 2016.

Brookdale Community College Number and Percent of Degrees Conferred by Program

BCC DEGREE PROGRAM	2015-2016		2014-2015		2013-2014		2012-2013		2011-2012	
	No.	%	No.	%	No.	%	No.	%	No.	%
Transfer Programs:										
Architecture	8	0.4	14	0.7	7	0.4	9	0.4	11	0.5
Art	6	0.3	4	0.2	15	0.8	10	0.5	13	0.6
Business Administration	412	19.9	394	18.7	342	17.5	353	17.4	377	17.8
Computer Science	21	1.0	14	0.7	15	0.8	13	0.6	7	0.3
Criminal Justice	172	8.3	217	10.3	204	10.4	183	9.0	183	8.7
Education	161	7.8	164	7.8	171	8.7	183	9.0	226	10.7
Engineering	34	1.6	26	1.2	25	1.3	21	1.0	27	1.3
Homeland Security (AS)	1	0.0								
Humanities	252	12.2	315	15.0	239	12.2	301	14.9	306	14.5
Human Services (AS)	32	1.5	36	1.7	13	0.7	13	0.6	2	0.1
Math / Science	136	6.6	140	6.7	130	6.6	105	5.2	115	5.4
Public Health (AS)	2	0.1								
Social Science	293	14.2	261	12.4	300	15.3	313	15.5	290	13.7
Transfer Total	1530	73.9	1585	75.3	1461	74.6	1504	74.3	1557	73.6
Career Programs:										
Accounting	3	0.1	6	0.3	6	0.3	8	0.4	9	0.4
Automotive Technology	54	2.6	44	2.1	49	2.5	51	2.5	31	1.5
Business Management	18	0.9	12	0.6	8	0.4	15	0.7	11	0.5
Graphic Design	12	0.6	4	0.2	10	0.5	9	0.4	3	0.1
Communications Media	10	0.5	9	0.4	5	0.3	12	0.6	9	0.4
Computer Science	7	0.3	15	0.7	11	0.6	10	0.5	9	0.4
Culinary Arts	53	2.6	52	2.5	42	2.1	55	2.7	63	3.0
Dental Assisting	2	0.1	1	0.0	0	0.0	2	0.1	1	0.0
Dental Hygiene	10	0.5	8	0.4	9	0.5	5	0.2	8	0.4
Digital Animation & 3-D Design	20	1.0	14	0.7	23	1.2	12	0.6	6	0.3
Electric Utility Technology	0	0.0	0	0.0	0	0.0	1	0.0	18	0.9
Electronics Technology	9	0.4	5	0.2	8	0.4	6	0.3	6	0.3
Fashion Merchandising	43	2.1	37	1.8	40	2.0	43	2.1	37	1.7
Health Information Technology	20	1.0	25	1.2	12	0.6	13	0.6	13	0.6
Human Services	6	0.3	7	0.3	10	0.5	18	0.9	18	0.9
Interior Design	11	0.5	8	0.4	6	0.3	8	0.4	13	0.6
Marketing	13	0.6	7	0.3	7	0.4	4	0.2	5	0.2
Medical Coding	4	0.2	3	0.1	4	0.2	4	0.2	15	0.7
Music Technology	5	0.2	5	0.2	6	0.3	3	0.1	1	0.0
Network Information Technology	24	1.2	22	1.0	20	1.0	15	0.7	11	0.5
Nursing	133	6.4	126	6.0	114	5.8	130	6.4	123	5.8
Paralegal Studies	35	1.7	44	2.1	47	2.4	40	2.0	57	2.7
Radiologic Technology	21	1.0	25	1.2	27	1.4	17	0.8	28	1.3
Respiratory Care / Therapy	13	0.6	25	1.2	20	1.0	19	0.9	21	1.0
Social Media	4	0.2								
Social Services	0	0.0	0	0.0	1	0.1	0	0.0	2	0.1
Teacher Assistant	4	0.2	7	0.3	2	0.1	0	0.0	2	0.1
Technical Studies	0	0.0	0	0.0	0	0.0	1	0.0	2	0.1
Obsolete Programs - Misc.	6	0.3	8	0.4	10	0.5	20	1.0	36	1.7
Career Total	540	26.1	519	24.7	497	25.4	521	25.7	558	26.4
TOTAL	2070	100.0	2104	100.0	1958	100.0	2025	100.0	2115	100.0

*Program No Longer Active

SECTION E FACULTY CHARACTERISTICS

1. Provide a profile of Fall 2015 full-time faculty & instructional staff at your institution.

The table below provides a breakdown of Fall 2015 faculty & instructional staff by gender, ethnicity, academic rank, and tenure status.

Fall 2015 Faculty & Instructional Staff 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	43	33	0	2	0	2	0	3	1	2	44	42
Associate Professors	16	20	1	0	2	2	0	2	0	0	19	24
Assistant Professors	12	26	3	3	0	0	0	5	0	2	15	36
All Others	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	71	79	4	5	2	4	0	10	1	4	78	102

WITHOUT TENURE	M	F	M	F	M	F	M	F	M	F	M	F
Assistant Professors	1	1	0	0	0	0	0	0	0	0	1	1
All Others	9	23	1	0	0	0	0	0	0	0	10	23
TOTAL	10	24	1	0	0	0	0	0	0	0	11	24

COMBINED	M	F	M	F	M	F	M	F	M	F	M	F
Professors	43	33	0	2	0	2	0	3	1	2	44	42
Associate Professors	16	20	1	0	2	2	0	2	0	0	19	24
Assistant Professors	13	27	3	3	0	0	0	5	0	2	16	37
All Others	9	23	1	0	0	0	0	0	0	0	10	23
TOTAL	81	103	5	5	2	4	0	10	1	4	89	126

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

- More than half of all course sections (51.8%) are taught by full-time Brookdale faculty.

Number and Percent of Fall 2015 Sections Taught by Each Group*

Faculty Group	N	%
Full-Time	946	51.8
Part-Time	769	42.1
Other	112	6.1
Total	1,827	100.0

*Does not include labs, international, or independent study sections

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

- There is one full-time faculty member to every 1.9 part-time faculty members. More specifically, in the Fall 2015 term, there were 215 full-time and 402 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, Dr. Les Richens. 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.

Dr. Carl J. Guzzo Jr., Esq., is Board of Trustees Chair, Chair of the Executive Committee and Chair of the Ad-Hoc Human Resources Committee. He is an ex-officio member of all Board committees and is also on the Board of School Estimate team. Dr. Guzzo, appointed to the Board in 2012, is sole practitioner at his own law firm. **Mr. Joseph M. DiBella** is Board Vice Chair, Vice Chair of the Executive Committee and Chair of the Finance & Facilities Committee. He is a member of the Governance, Ad-Hoc By Laws and Ad-Hoc Human Resources Committees in addition to being 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.

Ms. Tracey Abby-White is Liaison to the Brookdale Community College Foundation and serves on the Governance Committee. Ms. Abby-White also serves as Liaison to the New Jersey Council of County Colleges (NJCCC) and is a NJCCC Trustee Ambassador. Ms. Abby-White, Director of Sales Enablement at a global network security company, was appointed to the Board in 2013.

Ms. Lora U. Campbell, Esq., was appointed to the Board by the state in 2011. She serves on the Executive, Policy & Education, Audit, Nominating, and Ad-Hoc By Laws Committees. Ms. Campbell is Senior House Counsel at a large insurance company. **Dr. Henry Cram** is Chair of the Policy & Education Committee. He is also a member of the Ad-Hoc By Laws and Ad-Hoc Human Resources Committees. Dr. Cram was appointed to the Board in 2014 and is President of the Middle States Association's Commissions on Elementary and Secondary Schools.

Mr. Paul Crupi serves as Chair of the Governance Committee and the Ad-Hoc By Laws Committee. He is a member of the Executive, Finance & Facilities, and Policy & Education Committees. Mr. Crupi, who joined the Board in 2014, is the Legislative Liaison for the New Jersey Department of Education. **Mr. William G. Dalton**, President of B. Dalton & Co., joined the Board in November 2013. Mr. Dalton chairs the Audit Committee and serves on the Nominating, Ad-Hoc Human Resources and Ad-Hoc By Laws Committees.

Mr. Francis Bret Kaufmann joined the Board in November 2015. Mr. Kaufmann serves on the Executive, Nominating, and Finance & Facilities Committees. Mr. Kaufmann is the founder of his own consultation and evaluation firm. **Mr. Kevin Przystawski**, Brookdale's Graduate Trustee, was sworn in to Brookdale's Board in August 2016. Mr. Przystawski serves on the Policy & Education and Ad-Hoc Human Resources Committees. **Ms. Marta Rambaud** joined the Board in May 2016. She serves on the Executive, Audit, Policy & Education, Nominating, and Ad-Hoc By Laws Committees.

Dr. Lester W. Richens, Interim Monmouth County Executive School Superintendent, was appointed to the Board in April 2015. He is a member of the Audit, Policy & Education and Ad-Hoc Human Resources Committees. **Mr. Gary S. Tolchin** serves on the Finance & Facilities Committee and is Liaison to the Brookdale Community College Foundation. He was appointed to the Board by the Governor in 2013. 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	3	0	0	0	0	0	0	3
Total	12	0	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	Director of Sales Enablement	Tenable Network Security
Ms. Lora U. Campbell, Esq.	Senior House Counsel	New Jersey Manufacturers Insurance Company
Dr. Henry Cram	President	Middle States Association's Commissions
Mr. Paul Crupi	Legislative Liaison Vice President Public Affairs	New Jersey Department of Education Capital Impact Group
Mr. William G. Dalton	President	B. Dalton & Co.
Mr. Joseph M. DiBella	Managing Director and Executive Vice President	Connor Strong & Buckelew
Dr. Carl. J. Guzzo Jr., Esq.	Attorney	Law Firm of Carl J. Guzzo, Esq.
Mr. Francis Bret Kaufmann	Owner, Founder	Kaufmann Consultants
Ms. Marta Rambaud	Lecturer	Rutgers University
Dr. Lester Richens	Interim Executive County Superintendent	New Jersey Department of Education, Monmouth County Office
Mr. Gary S. Tolchin	Partner; Owner	MTS Investors, LLC & Old Mill Restaurant
Mr. Kevin Prystawski	Graduate Trustee; Student	Student at Rutgers University

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 the Lincroft section of Middletown, a Branch Campus in Western Monmouth, and several regional locations throughout Monmouth County – Eastern Monmouth (Neptune), Northern Monmouth (Hazlet), Long Branch, and Wall Township. Brookdale offers AA, AFA, AS, and AAS degrees in 73 programs including options. Brookdale also offers eight Academic Credit Certificates (ACC) that require 30 or more credits to complete, as well as 11 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 degree pathways from associate degree through graduate level courses with its new University Partnerships. Brookdale is partnering with Georgian Court University, New Jersey City University and Rutgers, the state University of New Jersey. University Partnerships allow 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
Architecture (AS)	Engineering Technology Option
Automotive Technology (AAS) Automotive Technology Option Automotive Engineering Option General Motors Program	Engineering (AS)
Business Administration (AS)	Environmental Science (AS)
Business Management (AAS)	Fashion Merchandising (AAS)
Communication Media (AAS) Audio Production Option Video Production Option	Fine Arts (AFA)
Computer Science (AS)	Graphic Design (AAS)
Computer Science (AAS) Programming Option Web Site Development Option	Health Information Technology (AAS)
Criminal Justice (AS) Criminal Justice Option Corrections Option National Security Studies Option	Homeland Security (AS)
Culinary Arts (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 Theater Option Women's & Gender Studies Option
Digital Animation and 3D Design (AAS) Digital Animation Option Game Programming Option	Human Services (AS) Pre Social Work Option Addiction Studies Option Generalist Option
Education (AA) Early Childhood Education Option Secondary Education Option	Interior Design (AAS)
Electric Utility Technology (AAS) Overhead Lines Option Substation Option	Marketing (AAS)

DEGREE AND CERTIFICATE PROGRAMS - Continued

Academic Degree Programs Continued

Math / Science (AS)

 Biology Option

 Chemistry Option

 Mathematics Option

 Physics Option

 Science Option

Music Technology (AAS)

Network Information Technology (AAS)

Nursing (AAS)

Paralegal Studies (AAS)

Public Health (AS)

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 Administration

Certificates of Achievement

Automotive Technology

 Advanced Auto Technician

 Brakes and Steering

 Electrical / Power Systems

 Engine Performance Specialist

 Transmission Specialist

Cybersecurity

Digital Drawing for Interior Design and
Architecture

Electronics Technology

 Computer Repair Technician

 LAN/WAN Technician

Social Media

Social Services

SECTION H RESEARCH AND PUBLIC SERVICE ACTIVITIES

1. Provide examples of research and public service 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 issues of broad significance. Projects must align with one or more of the college's strategic goals as detailed in the 2015-2017 Strategic Priorities: Student Success - Helping Students Find Their Paths and Finish What They Started; Financial Stability - Ensuring the College Has the Resources Necessary to Fulfill Its Mission; Facilities Planning - Ensuring the College Has the Physical Plant Necessary to Fulfill Its Mission; Image Enhancement - Promoting the Quality of College Programs to All Communities.

The 2016-2017 Brookdale Innovation Grants will support the following four projects:

- (1) ***Mathmindset – An influencer of Academic Goal Achievement and Student Success.***
Practical teaching strategies and materials will be developed based on the “mathematical mindset” concept and will be utilized by math faculty to improve math education at Brookdale. The “Mathematical Mindset” approach is based on Stanford Professor Jo Boaler’s new book, which provides tools to give students a positive math mindset.
- (2) ***Brookdale Visiting Artist Program.*** The Visiting Artist Program will bring four established and emerging contemporary artists and designers, from a broad spectrum of media, to the Department of Art at Brookdale Community College. The program will engage students, faculty and the community at large through hands-on workshops and evening lectures during the Fall 2016 and Spring 2017 semesters.
- (3) ***Using Technology to Incorporate Gateway Quizzes into Calculus I and Calculus II.***
Faculty will research common misconceptions and misunderstandings in algebra to identify review topics that are essential in calculus. Faculty will incorporate an engaging algebra review component into the calculus curriculum by creating “gateway” quizzes that utilize the required course software. The goal is to open the “gate” to being better prepared for calculus topics, thereby improving student success in Calculus I and Calculus II.
- (4) ***Springing Ahead in Foundational Mathematics.*** The focus of this project will be on providing students who earn a grade of “A” in MATH 015 (Prealgebra) in the Fall 2016 semester, an opportunity to participate in a short “boot camp”-style program in early January 2017 before the start of the spring semester. Upon completion of the accelerated program, students may retake the Algebra portion of the Accuplacer test. Based on that test score, the student may move directly into a credit level math course allowing the student to progress toward degree completion faster.

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 broadcast announcements. For example, each summer the Volunteer Connection contributes to “**Project Backpack**” which benefits the Family and Children’s Services in

Long Branch. This year, employees donated 36 backpacks (filled with school supplies) which were distributed to children in local schools. In the Fall, the Volunteer Connection organizes the annual “**Giving Tree**” - an event the entire college community participates in. In 2015, Brookdale collected and distributed hundreds of gifts and gift cards to more than 90 families in need throughout Monmouth County. In addition, the annual “**Empty Bowls**” event raises money for local food pantries. This year \$1,655 was raised, which was donated to three charities: Trinity Church Food Pantry, Hope Community Church Food Pantry, and Joshua House Ministries. Also, employees prepared and served a dinner each month to the developmentally disabled residents of **Habcove House** in Red Bank.

Adult Basic Education Programs. Adult Basic Education, GED Preparation, and English as a Second Language classes are available through our regional locations: Brookdale at Hazlet, Brookdale at Long Branch, and Brookdale at Neptune as well as the Branch Campus at Freehold. Brookdale is the lead agency for the Monmouth County Adult Education Consortium. Members include: Community Affairs and Resource Center, LADACIN Network, Literacy Volunteers, and the Monmouth County Vocational High School.

Brookdale Public Radio (90.5 The NIGHT). WBBJ-FM-90.5 The NIGHT is a full-service local public radio station and National Public Radio (NPR) member station. 90.5 The NIGHT is a non-commercial FM public radio station with a staff of professional radio personnel. For the fifteenth year in a row, this member supported radio station was named “Top Radio station in Support of Live Music” during the annual Asbury Music Awards. 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 educates the community about the era and its impact on world history and helps 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 Regional locations: Brookdale at Hazlet and Brookdale at Long Branch as well as at the Branch Campus in Freehold. Some activities are 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, hundreds of students receive scholarship assistance from the Brookdale Alumni Association and the Brookdale Foundation, through the College's Financial Aid Office. Some of these scholarships are designated 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. In FY15, 469 students were awarded a total of \$348,000. The average award per recipient was almost \$750.

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. NJSBDC at Brookdale Community college is funded in part through a cooperative agreement with the U.S. Small Business Administration (SBA). The NJSBDC is the leading provider of small business consulting and management services, and is a non-profit, federal-state-educational partnership.

SECTION I MAJOR CAPITAL PROJECTS

Major Capital Projects/ Improvements (Academic Year 2015/2016)

During the Academic Year 2015-2016, the following capital projects and improvements were undertaken at Brookdale Community College.

Life Safety. The College paid \$9,065 for engineering services to develop a bid specification for the replacement of fire sprinkler heads in the Bankier Library, which were recalled and required replacement with updated code-compliant sprinkler heads. These engineering services also included the development of a bid specification for the removal and replacement of faulty interior lighting fixtures in various locations throughout the Lincroft Campus.

Lincroft Back Campus Walkway. The College spent \$2,230,312 on architectural and engineering services and construction for the renovation of the back campus walkway and surrounding area. The project encompassed the removal of the existing asphalt and replacement with stamped concrete. Additionally, the landscaping was redesigned and updated, and energy efficient lighting was installed.

Lincroft Campus ATeC Heating System. The College expended \$120,000 to reroute an existing hot water heating supply and return piping system, which was located beneath the Advanced Technology Center (ATeC) building. This piping was compromised and needed immediate replacement.

Lincroft Campus ATeC Retaining Wall. The retaining wall located between the ATeC and Counseling, Admissions & Registration (CAR) buildings was repaired at a cost of \$68,000. The wall had become compromised due to recent construction that took place to repair the ATeC heating system.

Lincroft Campus Athletic Fields Upgrade. The College used \$4,980 to repair and upgrade both the baseball and softball fields.

Lincroft Campus Center for Visual Arts (CVA) Men's Restroom Renovation. The first floor men's restroom in the CVA building was renovated at a cost of \$17,413.

Lincroft Campus Children's Learning Center (CLC). The Children's Learning Center (CLC), the College's former child care center, was renovated to meet local code requirements in preparation for leasing the building to an outside entity. These modifications cost \$17,625.

Lincroft Campus MAS Science Labs. The College allocated \$257,756 for architectural / engineering services for the renovation and upgrade to the HVAC system supplying the biology and chemistry science labs, which are located in the lower level of the MAS building.

Lincroft Campus Replacement of Megastructure Water Main. The College utilized \$32,576 to replace a 40 year old domestic water pipe system throughout the main academic megastructure on the Lincroft campus.

Lincroft Campus Replacement of Power Panel. The College expended \$11,729 for the replacement of a power panel, which supplies site lighting in and around the tennis courts.

Lincroft Campus Warner Student Life Center (WSLC). The College spent \$11,826 for the installation of an underground drain pipe for the WSLC downspouts to prevent over taxing the existing downspout system.

Lincroft Carpeting and Flooring Replacement. Flooring and carpeting were installed on the first and second floor of the Main Academic South (MAS) building at a cost of \$271,366.

Lincroft Gorman Hall. To complete the renovation of the data center in Gorman Hall, the College paid \$84,818. The project included improvements to the physical appearance of the building, the purchase of additional furniture, and upgrading the power supply to support the relocation of the Rapid Response Team into the building.

Milling and Paving. While utilizing shared services with the Monmouth County Department of Public Works, Brookdale expended approximately \$747,000, on milling, paving, and basin and pothole repairs to several areas throughout the Lincroft campus as well as milling and paving the Freehold Campus Parking Lots 1 & 2.

Monmouth Museum. The existing fire and water services to the Museum were upgraded, including pipe installation, paving, and installation of a fire hydrant. Brookdale spent \$44,577 on these improvements.

Freehold Campus Parking Lot Striping. The College disbursed \$4,950 for architectural services to provide a striping plan for the newly paved parking lots.

Freehold Campus Heat Trace Project. The College expended \$79,000 on the installation of the heat tracing system for the fire suppression piping on the fourth floor of the Freehold Campus building.

Wall Campus. The largest capital project in FY16 included the new 37,000 square foot building site work, structure, and core shell construction in addition to upgrading the existing fiber backbone. The network infrastructure was upgraded as well; new routers, switches, phones, and wireless are in place for the new academic building. These advancements cost \$6,265,506.

APPENDIX:

**Form and Content of the
Annual Institutional Profile Reports for 2016**

Form & Content of the Annual Institutional Profile Reports for 2016*

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 mary.morley@oshe.nj.gov

Report Due Date: September 15, 2016

Reports posted on NJHE website: November 3, 2016

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 OSHE 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 2015 data]**
 5. **Percentage of students who are New Jersey residents**
 - D. Student outcomes:
 1. **Graduation rates:**
 - a. **Four-, five- and six-year graduation rate by race/ethnicity (senior publics)**
 - b. **Two-year graduation rate (community colleges)**
 - c. **Three-year graduation and transfer rate by race/ethnicity (community colleges)**
 2. **Third-semester retention rates:**
 - a. **By attendance status**

E. Faculty characteristics:

1. **Full-time faculty by race/ethnicity, sex, and tenure status (simultaneously)**
2. Percentage of course sections taught by full-time faculty
3. **Ratio of full- to part-time faculty**

F. Characteristics of the trustees or governors:

1. Race/ethnicity and sex (simultaneously)
2. List of trustees/governors with titles and affiliations
3. URLs of webpages with information on trustees/governors

G. Profile of the institution:

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

H. Major research and public service activities

- I. Major capital projects underway in fiscal year 2016

III. Other Institutional Information (if desired)