



BROOKDALE

COMMUNITY COLLEGE



ANNUAL INSTITUTIONAL PROFILE

September 2018

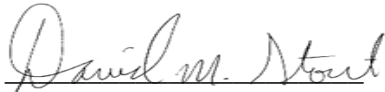
Preface

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 2018 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 2018.

As such, Brookdale's Annual Institutional Profile provides a summary of many of our fiscal year 2018 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.



David Stout, Ph.D.
President

**BROOKDALE COMMUNITY COLLEGE
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2018**

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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. Following a Spring 2018 accrediting team visit, Middle States placed the College on warning because of insufficient evidence that the institution is currently in compliance with Standards II (Ethics and Integrity) and Standard V (Educational Effectiveness Assessment). Brookdale remains accredited while on warning.

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 AAS program is accredited by the American Culinary Federation Education Foundation's (ACFEF) Accrediting Commission.

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

The Human Services program is accredited by the Council for Standards in Human Service Education.

The Nursing 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 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 is accredited by the Committee on Accreditation for Respiratory Care (CoArc).

PROGRAM RECOGNITION OR CERTIFICATION

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

The Paralegal Studies 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 2017?

<i>Student Status</i>	<i>Headcount</i>	<i>Percent of Total</i>
Full-time	5,944	46.5%
Part-time	6,846	53.5%
Total	12,790	100.0%

2. How many non-credit students were served in FY 2017?

There were more than 11,000 registrations (**11,521**) in Brookdale non-credit open-enrollment courses in FY 2017, representing **7,224 different individuals**. Approximately 3 out of every 10 enrollments (3,903 or 33.9%) were in career-oriented or vocational courses and 7 out of 10 (7,618 or 66.1%) registrations were in leisure or recreational courses. The 11,521 registrants in non-credit open-enrollment courses enrolled for 295,080.8 clock hours or 655.7 FTEs.

Course Type	Registrations	Course Category	Total Clock Hours
ABE / GED	657	Career	47,304.0
Sports Camps	226	Recreational	4,520.0
Fitness Center	681	Recreational	21,738.0
Open Enrollment - Career	3,246	Career	151,930.1
Open Enrollment - Recreation	6,711	Recreational	69,588.7
Total	11,521		295,080.8

There were also **1,138** registrations in courses offered through Contracted Services in FY 2017. Ninety-three courses were delivered to **195 different companies**, resulting in 34.6 training FTEs. In addition, there were **4,528** registrations in courses offered through Contracted Services to local schools. Seventy-five sections were delivered to **67 different schools**, resulting in 32.8 FTEs.

3. How many credit students enrolled in Fiscal Year 2017?

The unduplicated credit enrollment for FY 2017 was 18,974. These students enrolled for a total of 282,411 credits or 9,413.7 FTEs between the Summer III 2016 term and the Summer II 2017 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 or be waived from testing. 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 have 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 prior to 3/1/16 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 (as of 9/10/16) and have scored 23 or higher on Reading, 22 or higher on Math, and 8 or higher on Sentence Skills. (7) Students who have taken the ACT (prior to 9/10/16) and have scored 23 or higher on Reading and Writing and 22 or higher on Math. (8) Non-native speakers of English. (9) Individuals 65 and older.

2. How many Fall 2017 students were enrolled in one or more Foundational Studies courses?

Of the 12,790 students enrolled in Fall 2017, 2,541 (19.9%) 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 2017?

Of the 1,908 first-time, full-time, degree-seeking students enrolled in Fall 2017, 1,144 (60.0%) were enrolled in at least one Foundational Studies course.

4. How many and what percent of Fall 2017 FTFT degree-seeking students were enrolled in Foundational Studies courses by subject area?

**Number and Percent out of All FTFT
Degree-Seeking Students (1,908)**

Subject Area:	N	%
Computation	758	39.7
Algebra	280	14.7
Reading	600	31.4
Writing	597	31.3

STUDENT DEMOGRAPHICS

1. What was the head count and percent by ethnicity and student status in Fall of 2017?

ETHNICITY

STUDENT STATUS	NRA		Black		AI/AN		Asian/PI		Hispanic		White		Unknown*		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Full Time	127	2.1	477	8.0	33	0.6	239	4.0	878	14.8	3,914	65.8	276	4.6	5,944
Part Time	17	0.2	710	10.4	30	0.4	314	4.6	875	12.8	4,554	66.5	346	5.1	6,846
TOTAL	144	1.1	1,187	9.3	63	0.5	553	4.3	1,753	13.7	8,468	66.2	622	4.9	12,790

NRA: Non-Resident Alien AI / AN: American Indian / Alaskan Native PI: Pacific Islander *Also Includes 2 or More Races

2. What was the headcount and percent by gender and student status in Fall 2017?

GENDER

STUDENT STATUS	Male		Female		Total N
	N	%	N	%	
Full Time	3,146	52.9	2,798	47.1	5,944
Part Time	2,953	43.1	3,893	56.9	6,846
TOTAL	6,099	44.7	6,691	52.3	12,790

3. What is the age breakdown of the Fall 2017 student body?

FULL VS PART TIME STATUS

AGE CATEGORY	Full Time		Part Time		Total N
	N	%	N	%	
Less than 18	134	2.3	1,156	16.9	1,290
18 – 19	3,346	56.3	872	12.7	4,218
20 – 21	1,343	22.6	1,214	17.7	2,557
22 – 24	529	8.9	1,225	17.9	1,754
25 – 29	324	5.5	934	13.6	1,258
30 – 34	108	1.8	401	5.9	509
35 – 39	61	1.0	271	4.0	332
40 – 49	57	1.0	341	5.0	398
50 – 64	31	0.5	276	4.0	307
65 and Over	2	0.0	90	1.3	92
Unknown	9	0.2	66	1.0	75
Total	5,944	100.0	6,846	100.0	12,790

FINANCIAL AID

1. To what degree is your institution accessible to students of all economic backgrounds? Use FY17 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)	1,280	\$2,406,000	\$1,879.69
Educational Opp. Fund (EOF)	281	238,000	846.98
Distinguished Scholars	0	0	0.00
Urban Scholars	0	0	0.00
NJCLASS Loans	10	48,000	4,800.00
NJ STARS	140	425,000	3,035.71
State Programs Total:		\$3,117,000	
Federal Programs			
Pell Grants	3,854	\$12,707,000	\$3,297.09
College Work Study	75	202,000	2,693.33
SEOG	1,341	479,000	357.20
SMART & ACG or other	0	0	0.00
Stafford Loans (Subsidized)	1,219	3,693,000	3,029.53
Stafford Loans (Unsubsidized)	1,242	3,989,000	3,211.76
PLUS Loans	26	137,000	5,269.23
Federal Programs Total:		\$21,207,000	
Institutional Programs			
Grants / Scholarships	529	\$432,000	\$816.64
Institutional Programs Total:		\$432,000	
Total All Programs FY17:		\$24,756,000	

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

RESIDENCY

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

- Among Brookdale's 12,790 Fall 2017 students, 12,549 (or **98.1%**) were New Jersey residents. Of these, 11,220 (or **89.4%**) were Monmouth County residents.
- Among Fall 2017 first-time, degree-seeking students (2,456), **98.5%** (or 2,419) were New Jersey residents, of whom 2,124 (or **87.8%**) 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 2014 cohort had until the end of Summer 2017 to graduate or transfer).

2005 – 2014 Entering Cohorts:

Entering Cohort	Total in Cohort	Graduates within 3 years	Graduation Rate	Transfers (non graduates)	Transfer Rate	Combined Graduates + Transfers	Combined Graduation + Transfer Rate
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%
2013	2,519	646	25.6%	413	16.4%	1,059	42.0%
2014	2,245	617	27.5%	362	16.1%	979	43.6%

2. What are Brookdale’s three-year graduation and transfer rates by ethnic group for the Fall 2014 entering cohort of first-time, full-time freshman?

Ethnic Group	Total in Cohort	Graduates within 3 years	Graduation Rate	Transfers (non graduates)	Transfer Rate	Combined Graduates + Transfers	Combined Graduation + Transfer Rate
White	1,493	476	31.9%	247	16.5%	723	48.4%
Black	219	20	9.1%	28	12.8%	48	21.9%
Hispanic	345	68	19.7%	50	14.5%	118	34.2%
Asian	53	17	32.1%	12	22.6%	29	54.7%
NRA	15	3	20.0%	0	0.0%	3	20.0%
Other	120	33	27.5%	25	20.8%	58	48.3%
Total	2,245	617	27.5%	362	16.1%	979	43.6%

*Other includes American Indian and Unknowns

3. What are Brookdale's two- and three- year graduation rates for the Fall 2005 – Fall 2014 entering cohorts of first-time, full-time freshman?

Entering Cohort		Graduate After Two Years		Graduate After Three Years	
Fall Term	N	N	%	N	%
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%
2013	2,519	263	10.4%	646	25.6%
2014	2,245	241	10.7%	617	27.5%

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

Full-Time Entering Cohort		Number and Percent Retained in Third Semester		
Term	N	N	%	Third Semester
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
Fall 2015	2,028	1,427	70.4%	Fall 2016
Fall 2016	1,973	1,399	70.9%	Fall 2017

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

Part-Time Entering Cohort		Number and Percent Retained in Third Semester		
Term	Total	N	%	Third Semester
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
Fall 2015	559	295	52.8%	Fall 2016
Fall 2016	486	286	58.8%	Fall 2017

6. How many degrees were awarded to the graduating Class of 2018 (by ethnicity and degree type)?

AWARDS	Am Ind*	Asian	Black	Hispanic	NH / PI*	Two Plus	White	Unknown	TOTAL
Certificates	0	11	9	10	0	0	76	4	110
Associates	15	73	129	199	5	16	1,422	80	1,939
TOTAL	15	84	138	209	5	16	1,498	84	2,049

*American Indian

*Native Hawaiian / Pacific Islander

7. What percentage of the Class of 2018 were female? Male?

AWARDS	Men		Women		TOTAL
	N	%	N	%	
Certificates	54	49.4	56	50.9	110
Associates	871	44.9	1,068	55.1	1,939
TOTAL	925	45.1	1,124	54.9	2,049

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. Brookdale's Class of 2017 was awarded 2,042 associate degrees, ranking it 59th out of all 884 two-year public community colleges (Source: IPEDS Data Center Preliminary Completions data).

9. How many degrees / certificates were awarded to the Class of 2017 by General Field?

<i>IPEDS CIP Code Major Category</i>	<i>Certificates Awarded</i>	<i>Associates Awarded</i>	<i>Total</i>
03 Natural Resources & Conservation	0	2	2
04 Architecture	0	9	9
10 Communication Technologies	0	23	23
11 Computer and Information Sciences	13	78	91
12 Personal and Culinary Services	39	25	64
13 Education	0	157	157
14 Engineering	0	33	33
15 Engineering Technologies	0	45	45
22 Legal Professions	12	29	41
24 Liberal Arts / Sciences	0	244	244
30 Multi / Interdisciplinary Studies	0	96	96
43 Homeland Security / Law Enforcement	0	156	156
44 Public Administration	0	37	37
45 Social Sciences	0	327	327
46 Construction Trades	0	24	24
47 Mechanic / Repair Technologies	30	0	30
50 Visual / Perform Arts	0	42	42
51 Health Professions	14	244	258
52 Business / Management	2	368	370
Total:	110	1,939	2,049

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 2014 through 2018.

Brookdale Community College Number and Percent of Degrees Conferred by Program

BCC DEGREE PROGRAM	2017-2018		2016-2017		2015-2016		2014-2015		2013-2014	
	No.	%	No.	%	No.	%	No.	%	No.	%
Transfer Programs:										
Architecture	9	0.4	12	0.6	8	0.4	14	0.7	7	0.4
Art	11	0.5	19	0.9	6	0.3	4	0.2	15	0.8
Business Administration (AA)	246	12.0	380	18.2	412	19.9	394	18.7	342	17.5
Business Administration (AS)	73	3.6								
Computer Science	38	1.9	28	1.3	21	1.0	14	0.7	15	0.8
Criminal Justice	143	7.0	173	8.3	172	8.3	217	10.3	204	10.4
Education	154	7.5	163	7.8	161	7.8	164	7.8	171	8.7
Engineering	33	1.6	50	2.4	34	1.6	26	1.2	25	1.3
Environmental Science	2	0.1								
Fashion Merchandising (AS)	1	0.0								
Homeland Security	13	0.6	2	0.1	1	0.0				
Humanities	244	11.9	290	13.9	252	12.2	315	15.0	239	12.2
Human Services (AS)	36	1.8	33	1.6	32	1.5	36	1.7	13	0.7
Math / Science	96	4.7	110	5.3	136	6.6	140	6.7	130	6.6
Public Health	4	0.2	4	0.2	2	0.1				
Social Science	327	16.0	284	13.6	293	14.2	261	12.4	300	15.3
Transfer Total	1430	69.8	1548	74.2	1530	73.9	1585	75.3	1461	74.6
Career Programs:										
Accounting	7	0.3	8	0.4	3	0.1	6	0.3	6	0.3
Automotive Technology	41	2.0	38	1.8	54	2.6	44	2.1	49	2.5
Business Management	9	0.4	13	0.6	18	0.9	12	0.6	8	0.4
Communications Media	11	0.5	14	0.7	10	0.5	9	0.4	5	0.3
Computer Science	18	0.9	15	0.7	7	0.3	15	0.7	11	0.6
Culinary Arts	64	3.1	61	2.9	53	2.6	52	2.5	42	2.1
Cybersecurity	9	0.4	1	0.0						
Dental Hygiene	10	0.5	7	0.3	10	0.5	8	0.4	9	0.5
Digital Animation & 3-D Design	12	0.6	11	0.5	20	1.0	14	0.7	23	1.2
Electric Utility Technology	24	1.2	20	1.0	0	0.0	0	0.0	0	0.0
Electronics Technology	34	1.7	5	0.2	9	0.4	5	0.2	8	0.4
Fashion Merchandising	22	1.1	24	1.1	43	2.1	37	1.8	40	2.0
Graphic Design	9	0.4	12	0.6	12	0.6	4	0.2	10	0.5
Health Information Technology	18	0.9	15	0.7	20	1.0	25	1.2	12	0.6
Human Services	1	0.0	0	0.0	6	0.3	7	0.3	10	0.5
Interior Design	12	0.6	3	0.1	11	0.5	8	0.4	6	0.3
Marketing	12	0.6	6	0.3	13	0.6	7	0.3	7	0.4
Medical Coding	14	0.7	3	0.1	4	0.2	3	0.1	4	0.2
Music Technology	10	0.5	12	0.6	5	0.2	5	0.2	6	0.3
Network Information Technology	26	1.3	24	1.1	24	1.2	22	1.0	20	1.0
Nursing	174	8.5	137	6.6	133	6.4	126	6.0	114	5.8
Paralegal Studies	41	2.0	40	1.9	35	1.7	44	2.1	47	2.4
Radiologic Technology	23	1.1	35	1.7	21	1.0	25	1.2	27	1.4
Respiratory Care / Therapy	15	0.7	20	1.0	13	0.6	25	1.2	20	1.0
Social Media	0	0.0	2	0.1	4	0.2				
Social Services	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
Teacher Assistant	3	0.1	2	0.1	4	0.2	7	0.3	2	0.1
Technical Studies	0	0.0	1	0.0	0	0.0	0	0.0	0	0.0
Obsolete Programs - Misc.	0	0.0	10	0.5	8	0.4	9	0.4	10	0.5
Career Total	619	30.2	539	25.8	540	26.1	519	24.7	497	25.4
TOTAL	2049	100.0	2087	100.0	2070	100.0	2104	100.0	1958	100.0

SECTION E FACULTY CHARACTERISTICS

1. Provide a profile of Fall 2017 full-time faculty & instructional staff at your institution.

The table below provides a breakdown of Fall 2017 faculty & instructional staff by gender, ethnicity, academic rank, and tenure status.

Fall 2017 Faculty & Instructional Staff Status by Gender and Ethnicity

TENURED	White		Black		Hispanic		Asian*		Unknown*		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Professors	40	35	0	1	0	3	0	3	1	2	41	44
Associate Professors	15	19	1	0	2	0	0	2	0	1	18	22
Assistant Professors	14	23	3	3	0	0	0	5	0	1	17	32
All Others	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	69	77	4	4	2	3	0	10	1	4	76	98

WITHOUT TENURE	M	F	M	F	M	F	M	F	M	F	M	F
Assistant Professors	1	2	0	0	0	0	0	0	0	0	1	2
All Others	10	18	1	1	0	0	0	1	0	0	11	20
TOTAL	11	20	1	1	0	0	0	1	0	0	12	22

COMBINED	M	F	M	F	M	F	M	F	M	F	M	F
Professors	40	35	0	1	0	3	0	3	1	2	41	44
Associate Professors	15	19	1	0	2	0	0	2	0	1	18	22
Assistant Professors	15	25	3	3	0	0	0	5	0	1	18	34
All Others	10	18	1	1	0	0	0	1	0	0	11	20
TOTAL	80	97	5	5	2	3	0	11	1	4	88	120

*Asian includes Pacific Islanders and Unknown includes 2 or More Races

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

- More than half of all course sections (53.9%) are taught by full-time Brookdale faculty.

Number and Percent of Fall 2017 Sections Taught by Each Group*

Faculty Group	N	%
Full-Time	916	53.9
Part-Time	692	40.8
Other	90	5.3
Total	1,698	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 2.2 part-time faculty members. More specifically, in the Fall 2017 term, there were 208 full-time and 455 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. David Stout (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 and Chair of the Executive Committee. He is an ex-officio member of all Board committees and is on the Board of School Estimate team. Dr. Guzzo, appointed to the Board in 2012 and reappointed in 2016, is a sole practitioner at his own law firm. **Ms. Tracey Abby-White**, Vice Chair of the Board and of the Executive Committee, was appointed to the Board in 2013 and reappointed in 2016. Ms. Abby-White serves on the Governance committee and the ad-hoc Revenue Generating Committee. Ms. Abby-White is the Director of Sales Enablement at a global network security company.

Mr. Daniel Becht, Esq., is a member of the By Laws, Finance & Facilities, Governance, and ad-hoc Revenue Generating Committees. Appointed to the Board of Trustees in March 2017, Mr. Becht practices law at his own firm. **Ms. Latonya Brennan**, appointed to the Board by the state in December 2016, is Chair of the ad-hoc Revenue Generating Committee and serves on the Governance, Policy & Education, and Audit Committees. Ms. Brennan is Vice President at an insurance risk management services company.

Ms. Suzanne Brennan, Esq., Chair of the Governance Committee, was appointed to the Board in August 2017. Ms. Brennan also serves on the Finance & Facilities Committee and By Laws Committee. Ms. Brennan is a public defender and practices law at her own firm as well as being an associate at another firm. **Dr. Henry Cram** chairs the Policy & Education Committee and is a member of the Executive, Governance, and Nominating Committees. Dr. Cram, President of the Middle States Association's Commissions on Elementary and Secondary Schools, was appointed to the Board in November 2014.

Mr. Paul Crupi serves as a member of the Finance & Facilities committee, is the Liaison to the New Jersey Council of County Colleges (NJCCC), and is a NJCCC Trustee Ambassador. Mr. Crupi, Vice President of a public affairs and business development firm, joined the Board in 2014. **Ms. Madeline Ferraro, Esq.**, appointed to the Board in 2016 by the Governor, is Chair of the By Laws Committee and serves on the Executive, Finance & Facilities, Policy & Education, and Nominating Committees. Ms. Ferraro is Vice President of Government and Public Affairs at a health care services organization.

Mr. Francis Bret Kaufmann, founder of his own consultation and evaluation firm, joined the Board in November 2015. Mr. Kaufmann chairs the Finance & Facilities committee and the Nominating Committee. Mr. Kaufmann, a member of the Executive committee and the ad-hoc Revenue Generating Committee, is also on the Board of School Estimate team. **Ms. Marta Rambaud** is Chair of the Audit Committee and is a member of the Executive, Policy & Education, and By Laws Committees. Ms. Rambaud is a university lecturer who joined the Board in May 2016.

Dr. Lester W. Richens, Interim Monmouth County Executive School Superintendent, was appointed to the Board in April 2015. Dr. Richens serves on the Policy & Education Committee. **Ms. Victoria Cattelona**, Brookdale's Graduate Trustee, was sworn in to the Board in July 2018. Ms. Cattelona is a member of the Audit, By Laws, Governance, Policy & Education, and ad-hoc Revenue Generating Committees. Ms. Cattelona attends Columbia University.

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	6	0	0	0	0	0	0	6
Female	4	1	1	0	0	0	0	6
Total	10	1	1	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
Mr. Daniel F. Becht, Esq.	Attorney	Law firm of Daniel F. Becht, Esq.
Ms. Latonya Brennan	Vice President	Arthur J. Gallagher and Co. Risk Management Services
Ms. Suzanne Brennan, Esq.	Associate; Municipal Public Defender; Attorney	Grace Marmero and Associates; Howell Township; Law firm of Suzanne Brennan
Dr. Henry Cram	President	Middle States Association's Commissions on Elementary and Secondary Schools
Mr. Paul Crupi	Vice President	Capital Impact Group
Ms. Madeline Ferraro, Esq.	Vice President of Government and Public Affairs	Atlantic Health System
Dr. Carl J. Guzzo Jr., Esq.	Attorney	Law Firm of Carl J. Guzzo, Esq.
Mr. Francis Bret Kaufmann	Owner, Founder	Kaufmann Consultants LLC Inspection Company
Ms. Marta Rambaud	Lecturer	Rutgers University
Dr. Lester Richens	Interim Executive County Superintendent	New Jersey Department of Education, Monmouth County Office
Ms. Victoria Cattelona	Student	Student at Columbia 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 <https://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, Branch Campuses in Freehold and Wall, and several regional locations throughout Monmouth County – Eastern Monmouth (Neptune), Northern Monmouth (Hazlet), and Long Branch. Brookdale offers AA, AFA, AS, and AAS degrees in 75 programs including options. Brookdale also offers seven 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 pages 15-16 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 through its 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 Engineering Technology Option
Architecture (AS)	
Automotive Technology (AAS) Automotive Technology Option Automotive Engineering Option General Motors Program	Engineering (AS)
	Environmental Science (AS)
Business Administration (AS)	Fashion Design and Merchandising (AS)
Business Management (AAS)	Fine Arts (AFA)
Communication Media (AAS) Audio Production Option Video Production Option	Graphic Design (AAS)
Computer Science (AS)	Health Information Technology (AAS)
Computer Science (AAS) Programming Option Web Site Development Option	Homeland Security (AS)
Criminal Justice (AS) Criminal Justice Option Corrections Option National Security Studies Option	Hospitality Management (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	
Education (AA) Early Childhood Education Option Secondary Education Option	Human Services (AS) Pre Social Work Option Addiction Studies Option Generalist Option
Education (AS)	
Electric Utility Technology (AAS) Overhead Lines Option Substation Option	Interior Design (AAS)
	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

Criminal Justice Option

Health Science Option

History 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

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 (BIG). Brookdale Innovation Grants (BIG) provide all regular employees the opportunity to develop *new* and *innovative* projects that bring promising research and proven practices to the college to better engage students, enhance teaching and learning, streamline college processes, and positively influence student success measures. Successful projects will help advance the college's *Academic Master Plan (AMP)*, focusing on the elimination of achievement gaps along lines of race, ethnicity, gender, age, and income. The AMP's key interventions include: (1) *Student Basic Needs*, (2) *First Impressions*, (3) *Barriers in the Classroom*, and (4) *Immersion*.

The 2018-2019 Brookdale Innovation Grants will support the following projects:

Global Issues Across all Disciplines. This project will promote global learning and a respect for diversity across all disciplines so students can expand their minds, deepen their classroom engagement, and make metacognitive connections between disciplines. The project will increase the number of globally enhanced course offerings and draw a greater number of students into the newly launched Global Citizenship Distinction Initiative. The project also aims to make traditionally underrepresented groups of students feel more welcome, as these globally enhanced courses show students that Brookdale recognizes and values diverse peoples and global perspectives.

How Social and Emotional Competencies Optimize Student Success. An interdisciplinary team of Brookdale faculty and administrators will investigate educational research on social and emotional learning constructs recently published by the Aspen Institute, the American Psychological Association, and Northeastern University psychologist, David DeSteno, to devise specific teaching strategies that can be introduced into Brookdale classrooms to help community college students overcome barriers to course completion.

Math Decision Zone Boot Camps. The Foundational Studies placement test (Accuplacer) is not a perfect instrument. Studies comparing students who score just below the placement test cutoff with students who score just above the cutoff show no significant difference in outcome in first credit-level course. This project will assist incoming students who score in the 'decision zone' – or just below the cutoff – on placement tests, by granting waivers for placement to those who successfully participate in boot camps and complete online foundational math work. Students will need to meet a minimum set of criteria before the first day of the Fall 2018 semester to be granted placement waivers; they will use an online readiness program to demonstrate proficiency in the targeted areas.

A Continuing Study on the Student Professor Relationship; online and in-person. This project builds on research conducted in 2012-13 that explored the student-professor relationship and its impact on student success and engagement. The current project will explore the student-professor relationship as an 'attachment relationship' and examine differences in attachment orientation that may exist among professors. Knowledge of one's working model allows for the implementation of specific strategies used to address how one's own attachment style impacts the learning environment, and students likelihood to engage and persist.

First Generation College Student (FGC) Success @ Brookdale Community College.

Brookdale's Educational Opportunity Fund (EOF) will offer this First Generation College Student (FGCS) Initiative during its 2018 Summer Bridge Program. The program will identify and connect all FGCSs and provide specific programming and support for this incoming cohort of students. The program will inspire and empower First-Gen students through the distribution of 'How to Brookdale' Handbooks, by holding FirstGen focus groups, town Hall meetings, and Lunch and Learn sessions, and through mentorship networking. The goal of the project is to improve student success.

A Peer Mentoring Program for Student Development. Administrators from the Department of Career Services and Leadership Development will offer a Peer Mentoring program designed to help new students connect with Brookdale and learn more about the college and student activities. More advanced students (second-year) in good academic standing will go through a selection process to serve as peer mentors. The mentors will be paired with incoming students (mentees) to assist them in acclimating to the college environment. The overall goal is to strengthen academic achievement and improve retention and graduation rates for mentees. The program is designed in a way that mentees will become mentors, so the program will be cyclical and have a continuous flow of students.

Brookdale Food Pantry: Meeting Student Basic Needs. Food insecurity is prevalent among college students. Recent studies indicate food insecurity may have adverse effects on student academic performance and is a factor to be considered by college administrators, faculty, and students. This project will help meet the basic needs of students by establishing a food pantry where students have access to nutritious foods on campus and access to canned and boxed foods they can take home a few times a week. The grant provides funds for refurbishing an area of the college for creating the Food Pantry. In addition to the food and sustenance made available to students, there will be a designated area with shelving, tables and chairs, and microwave ovens installed. This project expands the college's existing Helping Hands program

Brookdale Volunteer Connection. The Employee Volunteer Connection is a group of Brookdale Community College employees, retirees and community members dedicated to helping Monmouth County families in need. They help connect colleagues and students with community service projects. Each year, the Volunteer Connection identifies several Monmouth County agencies or important causes, and emphasizes their needs through an email distribution list, newsletters, campus flyers, and weekly broadcast announcements. The **Empty Bowls** event helps raise money for local food pantries. In spring 2018, the event raised \$1,482 and the proceeds were donated to Brookdale's Helping Hands, Fulfill (Foodbank of Monmouth/Ocean County) and Lunch Break. Each summer the Volunteer Connection contributes to **Project Backpack** by donating school supplies to children in the community. This initiative helps students start the school year off right and ready to learn. Together with Follett Books, Brookdale collects school supplies and partners with Lunch Break to distribute the filled backpacks to children in the community.

In November, the Volunteer Connection organizes the annual **Giving Tree**. In 2017, Brookdale collected and distributed hundreds of gifts and gift cards to more than 90 families from Family & Children's Services Operation Sleighbell, Visiting Nurses Association (VNA), St. Vincent DePaul and Brookdale's own Helping Hands, Displaced Homemakers and the Brookdale Foundation. Throughout the year, the Volunteer Connection also donates, prepares & serves dinner for the homeless and disabled residents at the **HABCORE** house in Red Bank. In addition, volunteers supply holiday stockings to each resident filled with snacks, toiletries, games etc.

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 (Brookdale Jersey Blues) 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 seventeenth year in a row, this member supported radio station was named “Top Radio station in Support of Live Music” during the 25th 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) 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. (4) 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 personal coaching and emotional support, career counseling, pre-employment training, workshops, 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 Children and Family Services Division on Women.

The Brookdale Foundation. In FY17 the Brookdale Foundation provided \$552,963 in scholarships, grants and other programs that support students. This represents an increase of \$123,582 (22%) over FY16 funding. More than 550 students received scholarships and grants during FY17, the largest dollar amount of scholarships awarded in the Foundation's history. Scholarships are awarded to students having financial need (the majority do not qualify for Federal or State grants) and who meet other established criteria. Other grants are provided to faculty, staff, and departments for projects that enhance educational services and increase access for students, including the POSEIDON Early College High School in Neptune and the Asbury College Promise program. Since 2003, over \$5 million in scholarships and grants has been awarded to nearly 7,000 students.

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 2017 - 2018)

During the Academic Year 2017-2018, the following capital projects and improvements were undertaken at Brookdale Community College.

Counseling, Admissions & Registration (CAR) Building Renovation: The College expended \$8,550 for the installation of ADA accessible sliding doors at the East entrance of the CAR building.

Central Utility Plant (CUP) Piping Replacement: Brookdale paid \$996,782 (of the total project cost of \$1,101,074) for the Engineering and construction upgrade to the Central Utility Plant condenser water piping and cooling towers.

Center for Visual Arts (CVA) / Larrison Hall (LH) Chiller Replacement: Architectural and Engineering services for the preliminary investigation and pre-design survey of the chiller replacement at the CVA and LAH buildings cost 5,550.

Dance Studio / Fitness Center: Due to water infiltration and HVAC equipment and condensation issues, the Dance Studio / Fitness Center needed repairs and remediation, at a cost of \$27,015.

Electrical Switch Replacement: Brookdale paid \$17,151 for the emergency replacement of one of the twelve high voltage electrical switches located at the Lincroft Campus, Brookdale Administrative Center (BAC) building. The existing switch was deficient and not repairable.

Freehold Basement Seepage: Architectural and Engineering services for the preliminary investigation of the basement water seepage problem at the Freehold Branch Campus cost \$4,397.

Larrison Hall (LAH) Stairs: The stair treads and risers in the center stair tower were replaced for \$15,182.

LED Lighting Improvements: The College paid \$4,287 for Architectural and Engineering services for the preliminary investigation and pre-design survey.

Life Safety: The College expended \$50,512 on a number of Life Safety projects throughout the year. They are as follows:

- \$5,106 to install exterior building and door signage at the Lincroft Campus as required by Homeland Security / Middletown Fire Department.
- \$1,149 for the installation of interior room numbers at the Lincroft Campus as required by Homeland Security / Middletown Fire Department.
- \$10,600 to install Knox boxes located on the building at the Lincroft Campus as required by Middletown Fire Department.
- \$12,172 in professional engineering services for Fire Alarm upgrades to replace the existing discontinued IRC3 fire alarm panels with EST-3 panels located in the following buildings at the Lincroft Campus: Power Plant, Main Academic Central (MAC), Main Academic South (MAS), Police, CVA, Children's Learning Center (CLC) / Daycare, Receiving building, Maintenance and Print Shop.
- \$7,060 for the installation of new lighting in the stairway of the Collins Arena.
- \$12,203 for the fire alarm upgrade in the lower level Biology Labs in the MAS building.
- \$2,222 to install emergency lighting in the Biology Lab in MAS 041.

Lincroft Campus Main Academic South (MAS) Science Labs: The College spent \$772,363 (of the total project cost of \$4,095,086) to upgrade and renovate the science labs located in the lower level of the MAS building. Information Technology equipment was also upgraded as part of this project.

Lincroft Campus Roof Replacement: During the course of the year, the College expended \$211,024 on roof replacement projects. These included the replacement of the Student Life Center flat roof at a cost of \$80,674, as well as Architectural and Engineering services to develop the bid plans for the specifications, the removal / replacement of the roof, and the abatement at the Brookdale Administrative Center (BAC) building (\$130,350).

Lincroft Carpeting and Flooring Replacement: Flooring and carpeting were installed in the lower level of the Main Academic South (MAS) building at a cost of \$203,273.

Main Academic North (MAN) Lecture Hall Renovation: The College expended \$6,765 for the modification of the lecture hall to improve usability of space and improve access to tiered seating.

Maintenance Barn Rehabilitation: The College expended \$20,101 for the repair and rehabilitation to the Maintenance barn due to storm damage. Insurance paid \$81,498.

Painting: Brookdale spent \$17,791 for interior painting of the Main Academic Central (MAC) building and \$3,159 for exterior painting of the Central Utility Plant. Total painting costs came to \$20,950.

Paving: Brookdale expended \$201,530 on parking lot paving projects at the Lincroft and Wall Campuses over the course of the year. These projects included: (1) Milling, paving and stripping Parking Lot 7 (\$142,445), (2) Curb replacement on the east side of the Collins Arena (\$23,500), (3) Milling and paving the Circle at Lot 1 (\$21,981), and (4) Improvement of the Wall Branch Campus 6th Street entrance (\$13,604).

Sewage Ejector Pump Replacement: Brookdale spent \$15,403 for Architectural and Engineering services for the bid plans and specifications for Sewage Ejector Pump upgrades at the Main Academic South (MAS) and Advanced Technology (ATC) buildings.

Sidewalk / Entranceway Repairs: A number of sidewalk and entranceway repairs were completed on the Lincroft Campus at a total cost of \$101,210. Projects included (1) Partial repair of the sidewalk located by Parking Lot 3 (\$7,705), (2) Repair of the Center for Visual Arts (CVA) entrance steps (\$2,500), and (3) Various sidewalk and curbing repairs (\$91,005).

APPENDIX:

**Form and Content of the
Annual Institutional Profile Reports for 2018**

Form & Content of the Annual Institutional Profile Reports for 2018*

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 Research@oshe.nj.gov

Report Due Date: September 14, 2018

Reports posted on NJOSHE website: November 1, 2018

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 2017 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 institutions)**
 - 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 2018

III. Other Institutional Information (if desired)

An annual institutional profile report is required of all public higher education institutions by N.J.S.A. 18A:3B-43.

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