BROOKDALE BOARD OF TRUSTEES

Board of Trustees
Workshop, & Public Business Meeting

Thursday, January 29, 2015

Brookdale Community College
Lincroft Campus
Student Life Center
765 Newman Springs Road
Lincroft, NJ 07738
Workshop- 5:30 PM, Navesink I & II
Public Business Meeting-7:30 PM, Navesink I & II

Mission

Brookdale Community College provides a comprehensive array of quality, affordable educational choices leading to transfer and career opportunities, lifelong learning and community development. Brookdale is an open-access, future-oriented institution committed to student success and development in a socially diverse environment.

Mission Based Institutional Effectiveness Indicators

Student Success and Progress

Quality and Excellence

Value Added to the Community

Access

Jubilee Plan 2013-2017

Goal 1: Inspire Student Success

Goal 2: Maximize Resources

Goal 3: Strengthen and expand Brookdale's alliances and partnerships

Goal 4: Leverage Brookdale's Excellence

NOTICE: Members of the public may request the opportunity to address the Board regarding any item on the agenda at the beginning of the Public Business Meeting, and on any item of interest to the Board at the end of the Meeting. To do so, when practical, please sign in using the form, "Request to Address the Board", which is located at the entrance to the meeting. Individual speakers are limited to five minutes; the Chair of the Board may alter the time limitations by a majority vote of the Board.

BROOKDALE   **BOARD OF TRUSTEES**

<p style="text-align:center;">**Annual Priorities 2014-2015**</p>

1. Inspire Student Success
   - Completion Outcome*: Each institute has mapped a two-year template for one or more degree programs; or, a one-year template for one or more certificate programs.
   - Learning Outcome*: Benchmarked, strong levels of student learning expected in courses, programs, and college-wide
     - Review Mission-based Indicators. What 2-3 indicators do we want to track over the next 3 years that can show measurable improvements in learning for all students?
   - Equity Outcome*: Benchmarked levels of access and success expected for low-income and minority students.
     - Review Mission-based Indicators. What 2-3 indicators do we want to track over the next three years that can show measurable improvements in learning for under-represented minorities?

2. Maximize Resources
   - Human Resources Priorities
     - All employees directly affected by organizational changes will be presented with clear options and transitional support.
     - Determine next steps for the 21st Century Workforce Team
     - Determine next steps for Communications Team
   - Fiscal Priorities
     - Revise the General Ledger to reflect the college's focus on its mission

3. Strengthen & Expand Alliances & Partnerships
   Create College Readiness initiative with at least one additional school district.

4. Leverage Brookdale's Excellence
   Align new collegial Governance structure with Institutes by September 2015.

*Aspen Outcomes

BROOKDALE COMMUNITY COLLEGE SCHEDULE OF BOARD OF TRUSTEE MEETINGS FOR 2015

2015 Workshop/Public Business Meetings (PBM)	Executive	Audit	Finance & Facilities	Policy & Education	Governance	Foundation Board Meetings	Nominating
DATES/LOCATIONS Public Workshop 5:30 PM Public Business Mtg. 7 PM	Agenda for Meetings: Emergent issues.	Shall meet minimum of five times per year or as requested.	Shall meet a minimum of four times per year or as requested.	Shall meet a minimum of four times per year or as requested.	Shall meet a minimum of four times per year or as requested		Appointed in September for October discussion & November vote.
Thursday, January 29 Lincroft – Navesink I & II	Jan. 15 5:30 –PM*		Jan. 20 6 PM	Jan. 8 5:30 PM	Jan. 7 5 PM		
Thursday, February 26 Lincroft- Navesink I & II	Feb. 17 5 PM*		Feb. 17 6 PM*		Feb. 12 5 PM		
Thursday, March 26 Lincroft – Twin Lights 1&2	March 12 5:30 PM*	March 23 5 PM	March 16 6 PM*	March 12 6 PM	March 18 5 PM	March 25 3 PM	
Thursday, April 30 Freehold Campus	April 16 5:30 PM*		April 21 6 PM	April 13 5:30 PM	April 14 5 PM		
Tuesday, May 19 Lincroft- Twin Lights 1&2	May 7 5:30 PM*	May 18 5 PM	May 11 6 PM*			May 14 4 PM	
Thursday, June 25 Lincroft, Navesink 1 & 2	June 11 5:00 PM*		June 16 6 PM	June 11 5:30 PM		June 25 4 PM	
Tuesday, August 25 Lincroft, Navesink I & II	Aug. 11 5:30 PM*	Aug. 17 5 PM	Aug. 12 6 PM*				
Thursday, September 17 Lincroft, Navesink I & II	Sept. 8 5 PM*		Sept. 8 6 PM*	Sept. 10 5:30 PM			
Tuesday, October 27 Lincroft – Navesink I&II	Oct. 8 5:30 PM*	Oct. 19 5 PM	Oct. 19 6 PM				
Monday, November 30 Lincroft, Navesink I & II	Nov. 12 5 PM*	Nov. 23 5 PM	Nov. 16 6 PM	Nov. 12 5:30 PM			
Thursday, December 17 Lincroft, Navesink I & II	Dec. 7 5 PM*		Dec. 8 6 PM				

Human Resources is a Committee of the whole: shall meet as required and/or requested

*Indicates Conference Call Conference Call Number is: 1-866-537-1618 - passcode: 6392 734#   Updated 01/16/15

BROOKDALE

AGENDA for January 29, 2015

5:30 P.M.　　　BOARD OF TRUSTEE WORKSHOP

A. Call to Order

B. Reading of Statement and Roll Call

C. Resolution to Hold a Closed Meeting

D. Motion to Re-Open the Meeting to the Public

E. Adoption of Agenda for Workshop and Public Meeting　　　　　　　　　**Agenda Tab**

F. SharePoint demonstration

G. **Board Update on Major Initiatives (President Murphy)**　　　　　　　**Updates Tab**

    a. Foundation – Tim Zeiss, Executive Director, Foundation & Alumni Affairs

    b. Higher Education Centers – Anita Voogt, Dean,Communiversity and Higher Education Centers

    c. Marketing – Avis McMillon, Executive Director, College Relations

    d. Recruitment – Richard Pfeffer, Dean, Enrollment Development & Student Affairs

    e. Wall Campus – Anita Voogt, Dean Communiversity and Higher Education

    f. One Card – Maureen Lawrence, Vice President, Finance & Operations and Camille Shelley, Executive Director, Office of Information Technology

    g. ERP Revitalization – Maureen Lawrence, Vice President, Finance & Operations and Camille Shelley, Executive Director, Office of Information Technology

    h. Professional Services – Maureen Lawrence, Vice President, Finance & Operations

    i. Policy Review Process – Louise Horgan, Executive Assistant to the President

    j. Police Accreditation – Patricia Sensi, Dean of Human Resources

    k. Outreach, Business and Community Development – Marie Lucier-Woodruff, Dean Business & Community Development

    l. Finance & Operations Fast Facts – Maureen Lawrence, Vice President, Finance & Operations

H. **Discussion Items**

    a. Center for World War II Studies and Conflict Resolution (Chair Guzzo)　　　**Discussion Tab**

    b. DRAFT Schedule of Committee Meetings (Chair Guzzo)　　　　　　　**Discussion Tab**

    c. Audit Committee Chair Report (Trustee Dalton)

    d. Liaison to BCC Foundation Report (Trustee Tolchin)

    e. Streamlined BOT meetings and BOT packet revisions (Trustee Abby-White)

    f. Children's Learning Center Sub-Committee report (Trustee Abby-White)

    g. Dashboard and Monitoring Reports (Trustee Abby-White)

    h. Communications Training (Trustee Abby-White)

Brookdale Community College Board of Trustee Meeting　　January 29, 2015 AMENDED 01/22/15

AGENDA for January 29, 2015

    i.   Report of Governance Committee (Trustee Karcher)

        i.   Board Professional Development

        ii.   Board Retreat timing & topic(s)

    j.   Report of Finance & Facilities Committee (Trustee DiBella)

        i.   Tuition & Fees Parameters   **Finance Tab**

        ii.   Proposed Operating and Capital Budget

I.   Action Items

    a.   Report of Policy & Education Committee (Trustee Cram)   **Policy & Ed Tab**

        i.   New and Discontinued Curriculum

        ii.   Lodging of Board Policy 2.1000   **Police Dept. Tab**

    b.   Appointment of Ad-Hoc Police Committee

J.   Review of Consent* Agenda and Business Meeting Agenda - Any item may be removed from the consent agenda for discussion by any voting member of the Board of Trustees.

*Consent agenda items are routine, non-exceptional items requiring Board approval though not necessarily Board discussion

BROOKDALE

AGENDA for January 29, 2015

7:30 p.m.   BOARD OF TRUSTEE PUBLIC BUSINESS MEETING

A. Call to Order
B. Pledge of Allegiance
C. Reading of Statement and Roll Call
D. Acknowledgement of Past Members of the Board of Trustees - Joan Raymond and Peter Kapsales
E. Public Hearing of Tuition and Fees for FY15/16
F. Public Comment on Agenda Items
G. Approval of Minutes of the December 11, 2014 Workshop/Public Meeting   **Minutes Tab**

H. APPROVAL ITEMS   **Consent Agenda Tab**

Consent Agenda	Mission-Based Indicators	Jubilee Plan Goals	Tab
(2.1) Acceptance of Grants	Quality and Excellence Value Added to the Community	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence	**Grants Tab**
(3.1) Approval of Human Resources	Quality and Excellence	Goal 2: Maximize Resources	**HR Tab**
(4.1) Monthly Financial Report	Quality and Excellence Access	Goal 2: Maximize Resources	**Finance Tab**
(4.2) Purchases in Excess of $34,100 and NJ "Pay-to-Play" bids, and Pursuant to the NJ "Pay-to-Play" Process, in Excess of $17,500	Quality and Excellence	Goal 2: Maximize Resources	**Finance Tab**
(4.2a) Change Order Request Report	Quality and Excellence	Goal 2: Maximize Resources	**Finance Tab**

Brookdale Community College Board of Trustee Meeting   January 29, 2015 AMENDED 01/22/15

BROOKDALE

AGENDA for January 29, 2015

(4.2b) Open Invoice Payment Requests for Vendor, Student, and Employee Payments	Quality and Excellence	Goal 2: Maximize Resources	**Finance Tab**

H. ADDITIONAL APPROVAL ITEMS

Items removed from the consent agenda will be considered at this time

(1.1) Appointment of Ad-Hoc Police Committee	Value Added to Community Quality and Excellence	Goal 4: Leverage Brookdale's Excellence	**Police Dept. Tab**
(2.2) Lodging of Board Policy 2.1000	Value Added to Community Quality and Excellence	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence	**Police Dept. Tab**
(4.3) Approval of a Schedule of Tuition and Fees for FY15/16	Quality and Excellence Access	Goal 2: Maximize Resources	**Finance Tab**
(5.1) Approval of Homeland Security and Emergency Management A.S.	Student Success and Progress Value Added to Community Quality and Excellence Access	Goal 1: Inspire Student Success Goal 2: Maximize Resources Goal 3: Strengthen and expand Brookdale's alliances and partnerships	**Policy & Ed. Tab**

Goal 1: Inspire Student

Brookdale Community College Board of Trustee Meeting   January 29, 2015 AMENDED 01/22/15

AGENDA for January 29, 2015

(5.2) Approval of Human Services A.S. Generalist Option and Human Services A.S. Addiction Studies Option	Student Success and Progress Value Added to Community Quality and Excellence Access	Success Goal 2: Maximize Resources Goal 3: Strengthen and expand Brookdale's alliances and partnerships	Policy & Ed. Tab
(5.3) Discontinuance of the Human Services A.A.S. Generalist, Addiction Studies, and Corrections Options	Student Success and Progress Quality of Excellence	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence	Policy & Ed. Tab

I. Public Comment
J. Old/New Business
K. Resolution to Hold a Closed Discussion (if needed)
L. Motion to Re-Open the Meeting to the Public (if needed)
M. Adjournment

Brookdale Community College Foundation & Alumni Association
Update for the College Board of Trustees January 2015

"Building Minds, Building Futures" Annual Scholarship Fund

This annual campaign whereby we solicit individuals, businesses, organizations and private foundations, is the Foundation's largest single source of unrestricted donations for scholarships. The funds support our mission of helping students to achieve their dream of earning a college degree so they can build better futures for themselves, their families and our communities. The Foundation set a goal of raising $300,000 in FY15 by June 30. As of January 8, we have received donations/pledges of $170,000. We are seeking 100% participation from the College Trustees and the Foundation Trustees. We have also set a goal of raising $10,000 from alumni and have raised $8,850 to date. Donations to the campaign range from $10 to $50,000.

Scholarship Recognition Ceremony

The Foundation and the Alumni Association sponsor an annual scholarship recognition ceremony to acknowledge the students who receive scholarships through the Foundation and to thank the donors who support our fundraising efforts. The ceremony will be held on Wednesday, March 25, at 4:30 p.m. in the Student Life Center. We anticipate that more than 400 people will attend. Formal invitations will be mailed in February.

Brookdale Scholarship Ball

The Brookdale Scholarship Ball will be held on Friday, May 29, at Eagle Oaks Golf & Country Club. The committee co-chairs are Candy Langan-Sattenspiel, President of the Brookdale Foundation and Karen Escobedo, Foundation Trustee. Both are Brookdale alumna. The committee's goal is to raise $100,000 net. The honorees have yet to be finalized. This event serves multiple purposes:

- ✓ raise much-needed funds to support our scholarship program
- ✓ raise awareness of our mission
- ✓ cultivate interest in our mission
- ✓ grow involvement in our mission

Save the Date cards will be mailed in late January/early February.

Brookdale Alumni Association Membership

The Alumni Board of Trustees is focused on increasing paid membership, staging social events to re-engage alumni and working with college departments and student groups to support their activities and events. The Association has added 70 new members in FY15 towards the goal of 100. The Association has also partnered with Plymouth Rock Assurance to offer alumni discounted auto insurance. The Association brokered a deal that provides a $25 donation to the "Building Minds, Building Futures" scholarship fund for each no-obligation car insurance quote given. The Association recently a $5,700 check from Plymouth Rock. The program will continue in FY15 and FY16. The Association continues to send an e-newsletter to members quarterly.

College Trustees
Foundation & Alumni Update January 2015
Submitted by: Tim Zeiss, Executive Director, Foundation & Alumni Affairs

Brookdale Community College Foundation & Alumni Association
Update for the College Board of Trustees January 2015

Brookdale Legacy Society - Planned Giving

The Foundation seeks to generate more planned gifts (bequests, charitable remainder trusts, paid up life insurance policies and possibly charitable gift annuities). We are currently researching planned giving websites that can be incorporated into our website and be actively promoted to current and potential donors. Presently, there are 20 members of the Brookdale Legacy Society. These includes estates already realized and individuals who have included Brookdale in their wills. The two most recent members are John Madigan '77 who has included the Brookdale Foundation as a $100,000 beneficiary in his will and Roberta Luchansky '73 who has included the Brookdale Foundation as a $200,000 beneficiary in her will. Ms. Luchansky also made a $500 donation to the "Building Minds, Building Futures" scholarship fund.

Other Activities and Events in the Works

The Brookdale Foundation has earmarked $3,000 to support the inaugural **Brookdale Athletics Hall of Fame Dinner**, which will be held on Friday, February 6. The Foundation's support has been earmarked to underwrite the cost of the plagues for the inductees. The Alumni Association has also committed $500 to the event and has assumed the responsibility of processing all ticket and sponsorship payments by check or credit card.

The Brookdale Alumni Association **Barringer Awards Dinner** will be held on Friday, May 1, at the Riverview Pavilion. A call for nominations was first announced in December and continues this month. The nomination deadline is Friday, February 6.

The Brookdale Alumni Association is sponsoring **a night at the Lakewood BlueClaws** on Friday, June 5.

The Brookdale Foundation's 36th **Annual Education Open Golf Outing** is on Friday, September 24. The committee met in November 2014 to begin planning and welcomed two new members. The committee has set a goal to raise $65,000 (net) for the FY16 event. The FY15 outing raised nearly $49,000 (net). Save the Date cards will be mailed in February.

Nominations for **Distinguished Alumni** and **Honorary Degree** recipients have been received. Honorary Degree recommendations will be forwarded to the College Trustees in February.

BRIEF: Higher Education Centers

Brookdale's Higher Education Centers (HECs) are at the heart of the College's mission to expand access and serve the local needs of communities throughout our County. The four HECs, collectively, enroll 12% of the College's FTE and, in Fall 2014, enrolled approximately 2,700 students (unduplicated headcount) many of whom, were it not for their local HEC, might not have been able to pursue their education. Each HEC is unique!

<u>Brookdale at Wall</u> was one of the few Brookdale locations with increased enrollment in Fall 2014, up 3% from Fall 2013. The increase was attributed to very aggressive recruitment activities by the Center staff supplementing the work of the College's Office of Recruitment Services and course cancellations being delayed until late August thus maximizing the registration period. Unique to the Wall HEC is the New Jersey Coastal Communiversity that offers bachelor and master degree programs through our partnerships with Georgian Court and New Jersey City Universities. With the new building being constructed at the site, Wall is scheduled to be the College's next branch campus offering full associate degrees on-site.

<u>Brookdale at Long Branch</u> is transitioning into a Community Education and Training Resource Center offering credit programs and a much broader array of non-credit programs through OBCD. The Fall 2014 credit enrollment was down 14% from Fall 2013 further illustrating the need for the Center to realign its mission to the changing needs of the Long Branch community with programs such as its Children's' Defense Fund Freedom School Homework Program that provides academic support and leadership training for middle and high school students, and the Latino Community Health Fair that provides health screenings and information on medical care resources. Of note for the spring semester is continuation of the College Readiness Now Initiative; a very successful program that builds collaborative relationships with area high schools to promote college readiness, academic skill development and career exploration for rising 11th and 12th grade students.

<u>Brookdale at Hazlet</u> serves about 1,000 students each semester from the greater Bayshore region with credit and non-credit courses, as well as ESL, ABE and GED education. Since its relocation to the current site in 2007, the Hazlet HEC has shown long-term growth with a 57% increase from 113 FTE in Fall 2007 to 177 FTE in Fall 2014. The Fall 2014 semester saw a slight decrease in enrollment of 3% over Fall 2013, which is consistent with overall enrollment trends at the college. This site hosts a unique partnership with the Volunteer Lawyers for Justice who, since 2013, have provided free legal assistance for over 150 cases of local citizens who were affected by Hurricane Sandy. These programs are crucial to the revitalization of the local community.

<u>Brookdale at Neptune</u> has a model community college-high school partnership with Neptune High School that serves both Asbury Park and Neptune. The partnership includes a best-practices dual enrollment program and, most outstandingly, the Poseidon Early College High School program that allows first-generation college students to concurrently complete their high school diploma and associate degree in four years. The facility was recently renovated with the addition of 6 classrooms, including a state-of-the-art "Classroom of the Future" with mobile technology that the students and faculty love.

Board Brief: College Relations

College Relations introduced a new multi-platform marketing campaign, "Success Reimagined," in fiscal year 2015. In addition to branding and executing the campaign through various marketing, advertising, and image enhancement platforms, College Relations provided support to other departments and initiatives on campus.

Advertising and Image Enhancement
"Success Reimagined" launched in fall 2014 with new television commercials (in collaboration with Brookdale Television), print, online and transit advertising.

"Success Reimagined," a first-person testimonial, is a narrative of how a current student or alumni's personal experience at Brookdale exceeded their expectations and provides a personal view of the quality of Brookdale's educational experience. Each individual is interviewed by a College Relations staff member to capture the student's experience in their own words. Both traditional and non-traditional students are featured in the campaign. Photos, custom creative designs, and short videos, are created for individuals featured in the campaign.

All advertising and image enhancement initiatives are fully integrated within the theme and design of the marketing campaign.

1. Print Advertising
   Print advertising is placed in publications throughout Monmouth County and features students and alumni from the "Success Reimagined" campaign.
   - Greater Media
     - Publications: Atlanticville, Hub, Examiner, Independent, News Transcript, Tri-Town, and Suburban
   - Latinos Unidos
     - A monthly publication in Spanish.

2. Online Advertising
   Online advertising is segmented to appear in Monmouth County and features students and alumni in the "Success Reimagined" campaign. Online ads are used to promote academic terms and open houses. All online ads are measureable by "clicks-throughs."
   - Ads appear on Google, Pandora, Facebook, and sites affiliated with advertising.com
   - Ads follow IP address so individuals who click on the Brookdale ad will continue to see the message for three weeks on various websites.
   - Pencil ad – Drops down on main page of APP.com

3. Transit Advertising
   Ten New Jersey Transit buses on the Monmouth County line feature the "Success Reimaged" campaign. Transit ads are the full length of the bus on the driver's side.

4. Television Advertising
   Multiple 30-second television commercials appear on a variety of networks throughout Monmouth County, with a strong focus on the Latino community and with national coverage on primetime athletic events, such as March Madness and Monday Night Football. Additionally, ads

appear on News12 and the appropriate cable channels that reach both our traditional and non-traditional markets, in accordance with demographic information provided by the cable companies.

- Cablevision, Comcast and FiOS
  - o Channels: Comedy Central, CNN, CNBC, Discovery, Fox News, HLN, MNBC, MTV, Vh1, FX, TR3S, ESPN, News 12, Cartoon Network, The Hub, Fox Sports En Espanola, MUN2, TNT, TBS, MTV2, ABC Family, Spike and Fuse
  - o National Events: Monday Night Football, March Madness, baseball games – post season, and additional opportunities if presented

Institutional Marketing Initiatives

The Marketing team in College Relations is responsible for developing the visual creative of the new "Success Reimagined" campaign, identifying target markets for direct mailings, and providing support for recruitment campaigns and other college initiatives.

1. "Success Reimagined" Creatives
   Art for various "Success Reimagined" platforms, such as advertising, internal posters, web screens, and recruitment literature and mailings are created with a bold look that features a single student with a quote about how Brookdale exceeded their expectation. Copy and photos are adapted for a variety of audiences. Marketing has begun positioning the campaign to transition into the Redesign phase for FY16.

2. Target Marketing
   The spring 2015 county-wide "trigger" mailing was replaced with four individually targeted mailings for a savings of approximately 60% (20k).

Marketing Support

1. Recruitment Initiatives
   Design and implementation of recruitment campaign materials, including term pushes, Early Bird program, Fast Start, high school visits, etc. Provided web support and promotion.

2. New College Initiatives
   Provided various creatives, such as brochures, signage, webpage design for OneCard, Graduation Roadmap, One Stop, and ReDesign. Supported the transition from the MyBrookdale Portal to Sharepoint by migrating content and providing training.

3. Foundation
   Updated Foundation materials to reflect the "Success Reimagined" campaign. Used scholarship recipient testimonial on promotional materials to help leverage Foundations' impact.

Newsroom

The Brookdale Community College Newsroom (news.brookdalecc.edu) serves as a one-stop shop for all Brookdale news, feature articles, press releases and media mentions. It is our college-wide newsletter and a comprehensive archive of Brookdale events, awards, photos, videos and press. The Newsroom allows us to engage and promote all members of the college community on a daily basis.

It also serves as a central information center for local reporters who are interested in doing a story on the college or finding a faculty member or student to feature in an article.

Since going live in June of 2013, the Newsroom has seen a significant increase in web traffic and recognition among students, faculty, and staff. In July 2013, for example, the site had just under 6,000 pageviews. In November 2014, the site saw a record high of 11,282 pageviews. The majority (53.9%) of those pageviews came from new visitors to the Newsroom.

Social Media
Brookdale's social media presence remains strong and interactive. Since June 2012, Brookdale gained more than 7,500 followers (approx. 7,932 total followers) on Facebook and 2,500 followers (approx. 2,754 total followers) on Twitter, with both channels receiving a notable spike in engagement during the start and end of each semester, graduation and pinning ceremonies, and fun activities on campus, such as Anti-Stress Week. Instagram posts, which are also shared on Facebook and Twitter, peak in popularity when scenic photos of the campus are shared.

Social media hashtags and campaigns are also popular with our followers. For example, at the May graduation ceremonies a hashtag is used to promote and share information, photos and videos for our graduates. #Bdale2014 was very popular with current students, parents and graduates. These individuals shared their excitement, photos, and memories on Instagram, Twitter and Facebook using that hashtag. This May, #Bdale2015 will be used.

A #BdaleSuccess campaign will be launched this spring. This social media campaign connects to the "Success Reimagined" marketing campaign, which will encourage students to share their own Brookdale success stories via Facebook, Twitter, and Instagram.

Brookdale has two pages on LinkedIn: a company profile and a university page. With approximately 1,747 followers on LinkedIn's company page and over 17,647 followers on the university page, LinkedIn is used to help keep Brookdale's alumni connected to the college by posting links to Newsroom features. In addition to LinkedIn, we are using Brookdale's Google+ page, which appears on Google's search, is used to share photos, videos produced by Brookdale Television and features from the Newsroom.

Board of Trustees Brief
Recruitment Summary
January 29, 2015

Brookdale's recruitment initiatives span a variety of modalities and populations, targeted as best as possible to reach prospective students in the most appropriate method. The following summarizes the most prevalent recruitment measures and is by no means intended as a comprehensive listing of all activities.

PERSON TO PERSON

High School Visits
- Individual Admission Representative responsible for assigned high schools to build relationships
- Visits to each County High School each semester
- Visits to targeted out-of-county high schools each semester
- Presentations at various high schools

General Population
- Presence at numerous work and civic locations such as libraries, malls, Hall of Records, hospitals, business sites, etc.
- Participation and many festivals and municipal events like Songwriters in the Park, Marlboro Day, County Fair, etc.
- Cooperative programs with Chambers of Commerce
- Participation in regional open house events and college fairs at a variety of venues
- Host Guidance Directors meeting

Brookdale
- Early Bird Recruitment/Testing/Registration
- Individual appointments with prospective students
- Tours done by Student Ambassadors
- Facilitate two major Open House Programs
- Jump Start (from admission application to registration in on process)
- Adult Student Open Houses
- Targeted information sessions such as Veterans, Honors, students with disabilities, transfer, returning adults, ESL/GED students and graduates, etc.
- Host the spring and fall Monmouth County College Fairs

STAKEHOLDER CONTACTS
- Monmouth County Guidance Directors and Counselors
- Parent Information Sessions
- Chamber of Commerce membership

TELEMARKETING
- Students who had stopped out, generally going back 18 months
- Students who did not return in the semester immediately following one in which they were enrolled
- STARS eligible students
- Students on Prospect List
- Calls to students who have applied but not tested and those who have tested but not registered
- Early Bird updates and reminders

DIRECT MAIL
- Ongoing (weekly) mail campaign to prospects
- Mail to all STARS eligible county residents
- Mailing to Guidance Directors and Counselors
- Cards to prior Visiting Students announcing registration dates
- "Trigger Piece" sent to a targeted, county wide mailing list
- Adult Learner Postcards
- Letter to all Monmouth County graduating high school seniors
- Follow up reminders to students who have applied but not registered and those who have tested but not registered
- Postcard mailing to dropouts and stopouts
- Email and Text mail in categories where addresses are available

Public Relations/Marketing

Working collaborative with the College Relations a variety of media including print, radio and TV are designed to support ongoing recruitment activities

BRIEF: The New Academic Building at the Wall Campus

Brookdale's campus in Wall Township is home of the Wall Higher Education Center and New Jersey Coastal Communiversity both in operation since 2001 in one of the original buildings from the Camp Evans Military base.   The new building being planned, which will be the second academic building at the site, is a two-story, 40,000+ square foot facility equipped with high-speed technology infrastructure, state-of-the-art classrooms and science laboratory space including a Nursing Simulation lab. The new building will provide space for the College to offer full degree programs in Health Sciences, targeted STEM programs, and programs aligned with the State's key industry priorities in healthcare, finance, and teacher training, all with a focus on the adult student. The building is funded by a $12 million award from the Building Our Futures Bond Act, a $4 million match by the College, and over $2 million for technology from the Higher Education Technology Infrastructure and the Higher Education Equipment Leasing Funds.

Since being notified about the award in early Spring, 2014, the Spiezle Architectural Group was selected as the architects for the project. After numerous meetings with all of the stakeholders, the work completed to-date is listed below with an anticipated opening of summer, 2016.

Work To-Date
  - Schematic Design Phase Completed: May 2014
  - Design Development Phase Completed: August 13, 2014
  - Construction Document Phase Completed: January 7, 2015

Current Schedule
  - Environmental RFP issued to select consultants to test and verify if there is lead paint on site and if remediation will be necessary prior to construction.
    - January 22, 2015: RFP submission to the College.
    - January 29, 2015: College Board Approval
    - February 20, 2015: Final Report to the College
    - Once the extent of the lead paint on site is verified, a follow up proposal will be generated for the Contractor to execute the work.
  - Bid Process: End of February/beginning of March, 2015 with the projection that the Contract Award will go to the April Board meeting.
  - Construction Duration: 13 Months.
  - Construction Completion: Summer 2016.

Administrative Status
  - Planning Board Meeting, January 26, 7:00pm for a courtesy review of the project.
  - Building Department: January 12 – 16, Formal plan review submission.
  - Health Department: January 12 – 16: Health department application submitted.

Finances
- Funds supporting the project have already been released.
- In October 2014, Purchasing received contract authority from the State of New Jersey as required for any construction project over $10M
- The project is funded on a "reimbursement" basis; once bond funds are expended, support documentation is required to be submitted and approved by the State in order for the College to be reimbursed.

Brookdale OneCard

Overview

The Brookdale OneCard is an enterprise, identification (ID) system with financial, security access and surveillance capabilities.   Brookdale chose Blackboard as the vendor, based on the recommendation of the OneCard Committee in 2012 to replace a failing ID system, and provide technology to support the needs of today's student. In addition to identification, Brookdale's OneCard via Blackboard transact provides the ability for campus purchases and allows for Faculty, Students, and Staff to access resources in the Brookdale Library. Brookdale's OneCard via Blackboard Pay integrates with the ID card to automate the delivery of financial aid credit balances and other forms of student credit balances.

The 2014-15 OneCard implementation included implementing college-wide identification, on-campus purchases (Bookstore, Dining, Vending, and Student Life), access to library resources, and replacement of the point-of-sale (POS) Brookdale system. In addition, Brookdale Pay was implemented to give students immediate, secure and fee-free access to financial aid refunds, and all other student refunds from their ID card.
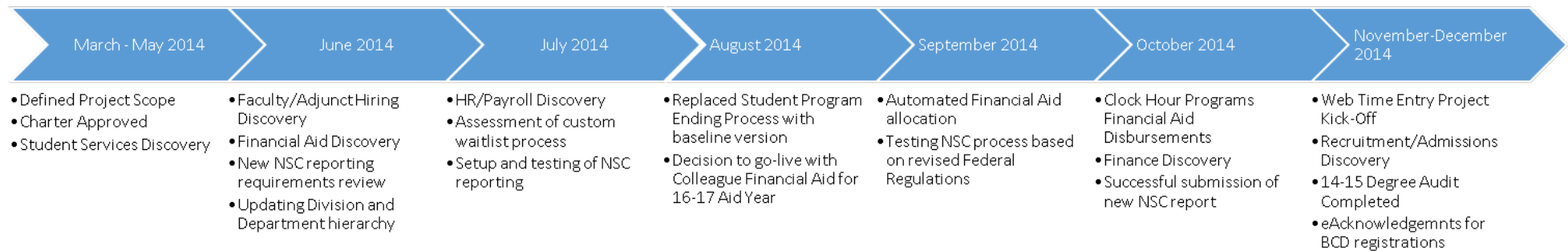
2014-15 Project Timeline

OneCard Initiatives in the 2015-16 year will include the replacement of Brookdale's existing pay-for-print solution, GoPrint, with the OneCard pay-for-print, OneCard door access and security surveillance in the new Wall facility, off-campus purchasing, and card reader expansion in academic labs. The card reader expansion in academic labs will provide the ability to support student success by harnessing data associated with lab usage compared with student outcomes.

ERP Re-Engineering

The ERP Re-Engineering Project was initiated with the vision of advancing Brookdale's strategic goals and objectives by improving how people, processes, and technology interact across the institution. The project goals include positioning Brookdale to take full advantage of the current and future features of the Colleague ERP, creating an environment that can quickly react to meet the ever changing needs of the institution, improving the student experience, increasing workforce productivity, and improving ERP performance. These goals will be met by moving away from the numerous modifications to the Colleague system and focus improvements towards baseline Colleague, while taking the opportunity to review and improve internal business processes based on industry best practices.

2014-15 Project Timeline

March - May 2014	June 2014	July 2014	August 2014	September 2014	October 2014	November-December 2014
• Defined Project Scope • Charter Approved • Student Services Discovery	• Faculty/Adjunct Hiring Discovery • Financial Aid Discovery • New NSC reporting requirements review • Updating Division and Department hierarchy	• HR/Payroll Discovery • Assessment of custom waitlist process • Setup and testing of NSC reporting	• Replaced Student Program Ending Process with baseline version • Decision to go-live with Colleague Financial Aid for 16-17 Aid Year	• Automated Financial Aid allocation • Testing NSC process based on revised Federal Regulations	• Clock Hour Programs Financial Aid Disbursements • Finance Discovery • Successful submission of new NSC report	• Web Time Entry Project Kick-Off • Recruitment/Admissions Discovery • 14-15 Degree Audit Completed • eAcknowledgemnts for BCD registrations

Major 2014-15 accomplishments include optimizing Degree Audit for the 14-15 catalog of academic programs, configuring the system to automate financial aid allocations across multiple academic terms, replacing registration customizations with baseline functionality, and the purchase and initiation of the Web Time Entry and Approval process.

Degree Audit is a Colleague module for setting up requirements for degree completion. In addition, Degree Audit enables monitoring of student progress to facilitate advising, selection of coursework, and graduation processing. Requirements for the 14-15 Catalog were optimized for Student Planning usability using rules to allow for intuitive search functionality rather than selecting from long lists of eligible courses. Rules also minimize the manual adjustments to account for changes from one catalog year to the next. Program requirements, courses, and enrollment patterns were analyzed to develop course prioritization sorting to minimize the adjustments needed to individual students' degree audits.

The Student Planning Project is running concurrently with ERP Re-Engineering and will provide an intuitive web application for student and advisors to interact with Degree Audit. It also provides comprehensive course planning, enabling both advised and self-advised students to map out their entire academic journey. The tool includes registration capabilities and provides analytics to colleges regarding planned coursework for future terms to help manage course availability.
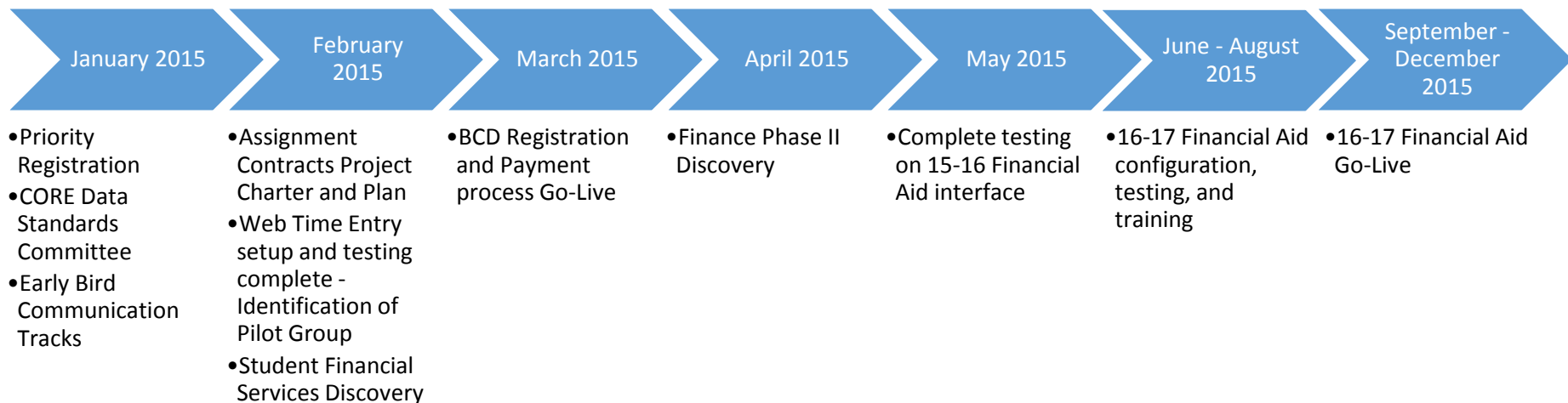
The current student registration customizations and processes around waitlisting, priority registration, and student eligibility were assessed and it was determined that the baseline waitlisting process has received recent enhancements and the customized process is no longer in use. The baseline priority registration process is currently being analyzed and tested to ensure it will meet business needs. Student Planning will allow the removal of the remaining customizations associated with ensuring certain student groups can only register for advisor/counselor approved coursework.

The implementation of Web Time Entry and Approvals is currently underway and will enable online time entry by employees and online review and approval by supervisors. This process is fully integrated with Colleague and approved hours will be included in the normal payroll process.

ERP Re-Engineering initiatives in the 2015-16 year will include implementation of the Budget Management module, implementation of Colleague Financial Aid in preparation of the 2016-17 award cycle, and implementation of Assignment Contracts.

The implementation of the Budget Management module will begin in 2015-16 and complete in time for the FY17 budget process. The budget module will allow for a more streamlined budget proposal and acceptance process. Colleague Financial Aid will be implemented for the administration of 16-17 Aid Year. This implementation will need to be complete by January 2016 to coincide with the 16-17 aid application process. Colleague Financial Aid will bring improved self-service and real-time integration. Assignment contracts streamlines the process of approving faculty workloads, calculation of pay, and the processing of those payments.

2015-16 Project Timeline

January 2015	February 2015	March 2015	April 2015	May 2015	June - August 2015	September - December 2015
•Priority Registration •CORE Data Standards Committee •Early Bird Communication Tracks	•Assignment Contracts Project Charter and Plan •Web Time Entry setup and testing complete - Identification of Pilot Group •Student Financial Services Discovery	•BCD Registration and Payment process Go-Live	•Finance Phase II Discovery	•Complete testing on 15-16 Financial Aid interface	•16-17 Financial Aid configuration, testing, and training	•16-17 Financial Aid Go-Live

Finance & Facilities
BRIEF: Professional Services

General Issue Overview:
Professional Services are covered under the County College Contracts Law, "N.J.S. Chapter 64A-Title18A." **Professional services** are services rendered or performed by a person authorized by law to practice a recognized profession, whose practice is regulated by law, and the performance of which service requires knowledge of an advanced type in a field of learning acquired by a prolonged formal course of specialized instruction and study as distinguished from general academic instruction or apprenticeship and training.

Professional services may also mean services rendered in the provision or performance of goods or services that are original and creative in character in a recognized field of artistic endeavor. Licensed professionals include: Architects, Engineers, Professional planners, Attorneys, Accountants, Physicians, Dentists, Veterinarians, Psychologists, and Pharmacists. Brookdale Community College engages various professional service providers on an annual basis.

Key Issue:
The Purchasing Office adheres to both the County College Contracts Law and the Pay-to-Play (P2P) Statute when negotiating all contracts or purchase orders having an anticipated value in excess of $17,500; as such, "Professional Services" is classified as an exception for advertising to bid as established under the provision 18A:64A-25.5.a.(1).

Comments:
Purchasing identifies contractual exceptions during the initial review of submitted Procurement Requisitions and throughout the year, as an additional internal control, further monitors for aggregate expenses exceeding $17,500, by analyzing system-generated vendor reports. Requisitions which meet specific criteria are processed through a Request for Proposal or Request for Qualification fair and open process. The initial contract is awarded as a one year contract; professional service contracts may be renewed on a yearly basis up to 5 years at the College's discretion, based on service, performance received and the availability of funds.

The following schedule contains the College's Professional Service contracts.

SERVICE	CONTRACT PERIOD	CURRENT VENDOR(S)	STATUS
General Legal Counsel	7/1/14 – 6/30/15	Wilentz, Goldman & Spitzer	Approved for FY15 at March Board mtg. Can be renewed for two add'l years, thru FY17. FY14 $95,084 FY15 $125,000 budget
Labor Relations Counsel	7/1/14 – 6/30/15	Cleary, Giacobbe, Alfieri & Jacobs, LLC	Approved for FY15 at March Board mtg. RFP process should be conducted in FY16. FY14 $105,602 FY15 $125,000 budget
Audit Services	7/1/14 – 6/30/15	EisnerAmper LLP	Approved for FY15 at April Board mtg. Can be approved for an add'l year, thru FY16. FY14 $71,750 FY15 $71,570
Architectural/ Engineering Services	1/1/14 – 6/30/15	29 firms were preapproved for an 18-month period following an RFQ process (see attached)	RFQ #01-2014 New list of firms were approved at the January Board mtg. Varies depending on the number of projects
Professional Representation w/Federal Agencies, U. S. Congress and the State of NJ	7/1/14 – 6/30/16	Winning Strategies Washington, LLC	RFP #10-14 Approved for FY15 with an option for a 2nd year at June Board mtg. FY14 $60,000 FY15 $60,000

January 29, 2015, Vice President Finance & Operations, Maureen Lawrence

*Pre-qualified firms for Architectural, Engineering and other Professional Services

Environmental Category
- Brinkerhoff Environmental Services, Inc.
- Hatch Mott MacDonald, LLC
- LAN Associates
- Langan Engineering and Environmental Services, Inc.
- Yu & Associates, Inc.

Architectural
- Di Cara Rubino Architects P.C.
- DMR Architects P.C.
- Francis Cauffman
- Fraytak Veisz Hopkins Duthie, P.C.
- CDI Architects Group, LLC dba LR Kimball
- The Musial Group, P.A.
- Peter Johnston Architect, P.C.
- RSC Architects
- Solutions Architecture LLC
- SNS Architects & Engineers, P.C.
- SSP Architectural Group Inc.
- Studio 5 Partnership Architects/Planners, LLC
- Spiezle Architectural Group, Inc.
- USA Architects, Planners & Interior Designers

Construction Management
- Cambridge Construction Management, Inc.
- Greyhawk North America, LLC
- TORCON, Inc.

MEP/Energy
- Hatch Mott MacDonald, LLC
- JFL Design LLC
- Johnson & Urban LLC
- LAN Associates
- Paulus, Sokolowski & Sartor Architecture, P.C.
- SNS Architects & Engineers, P.C.

Civil
- French & Parrello Associates, PA
- Hammer Land Engineering, LLC
- LAN Associates
- Langan Engineering and Environmental Services, Inc.
- Vertical V-Northeast, Inc.
- Yu & Associates, Inc.

Roofing Consultant
- DMR Architects P.C.
- Fraytak Veisz Hopkins Duthie, P.C.
- Garrison Architects
- Hatch Mott MacDonald, LLC

Update on Major Initiative: Policy Review Process

Introduction: Following a comprehensive review of the Board of Trustees' Bylaws, the Board made the 'review, revision and delivery of a new Board Policy manual' a goal for 2013-2014. The President's office has been working with the Policy & Education committee, Collegial Governance, and the staff of the college to review and when appropriate, revise Board Policies and College Regulations.

Process: Concurrent with Board review of selected Policies, in spring 2014, a broadcast message was sent to college employees explaining the College Review of Board Policies process and asking for comments within a specified review period for the 2.X policies under review (Administration); much good input was received. In addition, the Executive Vice President of Educational Services and her staff reviewed academic- and student-services policies and regulations in preparation for a more comprehensive review by the college and the Board.

The initial message to the college community stressed that 'there (would) be no substantive changes proposed or made during the summer or during periods when a significant number of faculty and staff are unable to engage in the review process.' Events of the past several months have made it difficult to engage in the comprehensive dialogue needed and the process has been slowed as major changes to the college's personnel and structure are considered and discussed.

Current Status: An Excel chart developed by the President's office traces Policies and Regulation under review; effective date, date of revision(s), legal authority, college sponsor, and current status.

The following Policies were revised and approved by the Board of Trustees in 2013-2014:

1.1000	Bylaws of the Board of Trustees
1.1001	BCC Collegial Governance (NEW)
1.3034	Delegation of Signature Authority
1.3034	Presidential Screening Process
1.5141	Procedural Rules for Hearings
2.6000	Tobacco Free College Environment
3.9002	Non-Discrimination
3.9007	Affirmative Action
6.1002	Campus Sexual Assault Victim's Bill of Rights

The following Policies have been reviewed by Policy & Education committee and remanded to the Governance Committee:

1.2051	Declaration of Financial Exigency
1.3021	Recommendation of Trustee Appointments
1.7006	Code of Ethics for Trustees

The following Policy is proposed for Lodging at the 29 January 2015 Board of Trustee meeting:

2.1000	College Security (previously revised in June14)

There are several draft 2.X Policies in Administration ready for review by the appropriate BOT committee. Clarification is needed on the role of the Policy & Education committee and the Ad Hoc Bylaws and Policy committee formed in November/December 2014.

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Outreach, Business and Community Development

Board Brief – January, 2015

INTRODUCTION

Outreach, Business and Community Development (BCD) is the continuing education division of the College. The division is responsible for all offerings and services to the community –at- large that do not carry academic credit.

There are 7 major program areas within BCD.   They are: Center for Career Development; Lifelong Learning; The Adult Basic Education Program; Displaced Homemakers Services; CHHANGE; The Small Business Development Center; and the Alternate Route for Teacher Certification Programs.   For most of these areas, there is one centralized operations group that manages day to day functions.

CURRENT STATUS

1 -Center for Career Development: Is responsible for development and implementation of career and workforce training, continuing professional education and job placement assistance. Because it is the major employer in the region, the largest program area is health care with over twenty training programs, offering thirteen external certifications or licensure. Most training has a clinical component in one of fifteen health care providers in the county.   Several of these programs are pre-requisites for the Nursing program.   Other areas of training include: Real Estate Sales; Construction Code; Information Technology; Non-Profit Management; Bookkeeping; Interpreting; and Teacher Education.

This area is heavily supported by government grants which are written by team members in collaboration with the College's Grants Department. The Health Professions Opportunity Grant (HPOG), a five year grant that has funded in-take and assessment, tuition, and job development, is wrapping up this October, and the Trade Adjustment Assistance Community College and Careers Training grant (TAACCCT) will begin in late Spring 2015 and will support equipment and program development for an expanded Pharmacy Technician program; a new Massage Therapy program; medical assistant program; Patient Care Technician; and Certified Nurse Aide.

2 - Life Long Learning: Is the community education program, offering everything from 100+ academic summer camps, to 65 regional day trips annually, and workshops and seminars on a wide variety of topics from the classics to the latest trends. Events include an annual women's conference, an aspiring writer's conference and creative new programs of every size, shape and scale. Community education students range in age from eight to eighty. As a result, this is the area that brings the most people to campus with over 11,000 registrations annually.

This area is also responsible for special programs such as the Teacher Education Network, a membership-based professional development program open to school districts throughout the region, where districts buy-in at a certain level and are guaranteed seats in workshops in Math, Science, Technology and Basic Skills. Life Long Learning also runs the Kach Program, an enrichment program in partnership with the Arc of Monmouth, which provides educational experiences to high-functioning young adults with developmental disabilities.

3- Adult Basic Education Program: Is a Federally funded grant program through Title II, WIA, with local oversight by the State Dept. of Labor and Workforce Development. It provides free GED and ESL classes throughout Monmouth County. Brookdale is the lead agency in the 5 member County Consortium. Brookdale's ABE program currently has 450 students enrolled in 27 classes, all of which take place at the Centers in Long Branch, Hazlet and Neptune, and at the Freehold campus.   Brookdale's ABE program also offers GED classes for the county's out-of-school youth, funded through grants from the Monmouth County Workforce Investment Board (WIB). Although currently located on the Lincroft campus, the main office of the ABE program will soon be moving to Long Branch HEC to further program expansion.

4- Displaced Homemaker Services: Is a grant-funded program (through the NJ Dept. of Children & Family Services, Division on Women) that offers support services to displaced homemakers with the goal of helping them achieve emotional and financial self-sufficiency. A displaced homemaker is someone who has experienced the loss of their primary income due to separation, divorce, widowhood, spousal disability, or spousal military deployment. Services are free and include: counseling, support groups, career exploration, computer training, job search skills and training. Through a Sandy-Recovery grant the Displaced Homemaker Service has placed 15 clients impacted by Sandy in career training and in the past 2 years, to date 8 have completed, and 6 have found employment. Three more clients begin training this spring. The Displaced Homemakers Service provides services at all Brookdale sites, but calls the Long Branch HEC home.

5- CHHANGE: Formerly known as the Holocaust Center, Chhange (the Center for Holocaust, Human Rights and Genocide Education) began at Brookdale over 35 years ago as a series of seminars developed by two retired professors and the former Dean of BCD. Over time the program grew into its own "center", a separate facility was established on campus with volunteer and part time staff.   Today, the Center has developed into a regional educational resource with a national reputation. Two years ago it incorporated into its own 501-c3 with its own staff and operating budget, it established an MOU with the college, and through a cooperative arrangement with the college and its own fund-raising efforts has built a new facility in the heart of campus with its own classroom and exhibit space. It is a unique program, with professional resources and programming that is integrated into many academic disciplines across campus, and it provides services to the educational and criminal justice systems, and the community-at-large throughout NJ. The CHHANGE Center can be found on the Lincroft Campus, next to the library.

6- Small Business Development Center: Funded in part by U.S. Small Business Administration (SBA) and the NJ Economic Development Authority, the mission of the SBDC is to provide business consulting, training and management services to help small business owners and entrepreneurs achieve success, all

at no or low cost. It is a non-profit, federal-state-educational partnership.   Brookdale's SBDC is a regional center, covering both Monmouth and Ocean Counties and is one of the oldest centers in the state, having been on campus for over 30 years.   In coordination with BCD, nearly 70 training programs have been offered this past year serving nearly 850 registrants. In addition 369 business owners have received no cost consulting services, and assistance was provided to help clients secure nearly $2.4 million in financing. Through collaboration with the Business Department entrepreneurship programs have been provided for academic students. And for the past two years the Center has provided scholarships to business certificate programs, funded through Sandy Recovery grants. The SBDC is located in the ATeC building, along with BCD's main offices.

7-Alternate Route to Teacher Certification – BCD runs 2 alternate route to teacher certification programs.

- One is known as *New Pathways to Teaching*. *New Pathways* provides the NJ Dept of Education required training for those with a bachelor's degree who want to teach in the K-12 environment. Brookdale is the lead college in a state-wide network offering this training in collaboration with our 4 year partner, NJCU.   Students have the option of taking this program for non-credit or NJCU graduate credit. This program has run through BCD in collaboration with Brookdale's Education Department for over 12 years.

- The newest alternate route program run by BCD is the CTE program, or the *Career and Technical Education Teacher Preparation Program.*   Based on the success of the *New Pathways* program, the NJ DOE has funded a pilot program at Brookdale to train teachers in career and technical education (formerly known as vocational-technical education). Candidates for this program do not have to possess Bachelors degree. They may qualify based on employment experience or a combination of an Associate degree and employment experience. Once enrolled, candidates can take the program for non-credit or Brookdale credit through a collaborative agreement with the Education Department.   Brookdale is the sole provider of this training in the state.   After successful operation of this pilot program for 5 years, the program administration will now be put for competitive bid in March of this year.

LOOKING AHEAD

As we pass the mid-point of FY 15 and plan for the next fiscal year, BCD will seek new program growth based on research, identified needs and trends. We will continue to design and market new initiatives through networking and collaborations –with faculty and academic departments as well as outside organizations and businesses. Enhanced use of social media will help us communicate with the broader public in the most cost-effective manner possible. And we will continue to seek new and better ways to utilize technology to improve upon excellent customer service while reducing operating expenses. In FY 16 BCD will continue to evolve, always using metrics, measurements and benchmarks to assess each new area of growth.

Finance & Operations
FY14 Fast Facts

"Great things are not done by impulse, but by a series of small things brought together."
Vincent Van Gogh

Finance

Finance grew in FY14
- Incorporated Facilities
  - Administration
  - Grounds
  - Utility Plant
- Incorporated OIT

Produced five unqualified audit opinions

Developed a reduced budget

Participated in IBB Bargaining strategies

Participated in the redesign analysis

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Accounts Payable

April 2014 transitioned the College's banking services from TD Bank to Bank of America.

Earned $14,933 from the American Express Rewards Program to support Foundation scholarship opportunities for students.

Transitioned from the American Express Rewards Program to the Bank of America Corporate Credit Card Program and became a participant in the State of New Jersey Purchasing Card Rewards Program. The program is based on the combined total spend of all the entities enrolled in the program. The rebate amount will be determined by the amount Brookdale spends multiplied by the group's rebate multiplier. The current rate is .0157; the rate we had previously with American Express was .0095.

AP issued:
- 20,183 paper checks totaling $39,587,127.05
- 4,117 e-Checks totaling $12,980,381
- 216 Vendor 1099 forms totaling $2,457,544.57
- 273 Travel Advances
- Over 800 Daily Expense Forms
- Paid five vendors with the AMEX card for a total of $267,023.34

The standard mileage reimbursement rate for use of a personal vehicle was $.56 per mile for calendar year 2014.

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Accounts Receivable

Students enrolled in 5,237 payment plans for a total of $6,366,552.60 in tuition and fees.

AR processed 15,915 refunds totaling $14,683,977.67, of which 3,690 were e-Checks totaling $4,807,451.30.

AR processed receipts in the amount of $117,704,761.20 as follows:
- $31,625,482 AR student accounts
- $21,456,909 County Aid
- $11,186,501 State Aid
- $12,899,312 misc. receipts
- $671,315 sponsorships

✦ $3,362,940 athletics & OBCD
✦ $32,546,624 financial aid
✦ $3,955,679 bookstore

Processed miscellaneous receipts, which included but were not limited to the Foundation, collection agencies, disability reimbursements, chargebacks, veteran receipts, PAC, CLC, ASBCC, the Communiversity, ABP for pension reimbursements, and WBJB-FM.

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Payroll

The College saved $64,930.74 as a result of pre-tax savings plans offered. Pre-tax benefits are available for contributions to health insurance premiums, flexible spending accounts, dependent care assistance plans, and AFLAC insurance premiums.

January **2014,** 2,468 W-2 forms were issued for calendar year **2013**. Forms were printed on plain white paper as opposed to the perforated forms previously used. This small change resulted in reduced expenditures of approximately $650.

Payroll issued 27,663 paychecks totaling gross wages of $53,769,432.33.

NJ Division of Pensions and Benefits mandated the use of the Common Remitter Service System, which provides data coordination services for all seven ABP pension carriers.

The system accepts and remits plan contribution payments to the investment providers approved under the College's retirement plan.

This new process has streamlined administration and compliance responsibilities for 401(a) and 403(b) plans.

Common Remitter Services also include the following services:

- Review and approval of participant loans and hardship withdrawals
- Annual contribution limit monitoring
- Notification of Required Minimum Distribution eligibility
- Financial education tools and calculators

Pension eligibility was available to 1,374 employees. Pension eligibility is mandatory for all full-time and adjunct instructors and available to hourly employees that meet certain criteria.

The Payroll Department administers five pension plans:
- PERS
- PFRS
- ABP
- 403b
- DCRP

Payroll utilizes eight pension providers mandated by the NJ Division of Pensions and Benefits:
- TIAA
- ING
- Mass Mutual
- Equitable
- Valic
- MetLife
- Prudential

Payroll processed 274 student worker contracts and payments in the amount of $375,730.53 for 192 students and 82 federal work study employees.

Employees contributed $689,170.82 toward health insurance premiums via payroll deductions.

In accordance with NJ P.L. 2013, Chapter 28, May 22, 2014, the Board of Trustees approved mandatory participation in direct deposit for all full time and part time regular employees effective July 1, 2014. Benefits included, but were not limited to, the elimination of recurring administrative costs such as postage and printing associated with paychecks and W2 forms, and supports the College's Green Initiatives. Employees have 24/7 access to their information via WebAdvisor.

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Grants

Grant funds were received from the following sources:

Federal:
- ✦ Direct Loans $11,053,216
- ✦ Supplemental Ed Opportunity Grants $253,389
- ✦ Pell Grants $16,767,234

State:
- ✦ Ed Opportunity Fund Summer and Regular Awards $332,662
- ✦ Urban Scholar Awards $1,000
- ✦ Tuition Aid Grants (TAG) $3,434,203
- ✦ NJ Stars $390,518

Private Scholarships:
- ✦ Private organizations $138,678
- ✦ College Foundation $377,542

Non-Financial Aid Grants:
- ✦ Federal $2,593,721
  - ♦ Perkins
  - ♦ ABE English Literacy
  - ♦ Work Study
  - ♦ Health Professional Opportunity Grant
  - ♦ Small Business DC
- ✦ State $596,244
  - ♦ EOF Article IV
  - ♦ Displaced Homemaker
  - ♦ Career & Technical Education Provisional Teacher Program
- ✦ Local: $446,629
- ✦ Other

- ♦ Math-Science Consortium
- ♦ Radio Community Service Grant
- ♦ 13 Various others

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Bookstore

Bookstore Sales Stats:
- 60,876 textbooks
- 3,942 Brookdale laminated folders
- 1,455 notebooks
- 1,122 Biology lab manuals
- 309 computers

The Store reduced order fulfillment time from 1.5 days to 1 day.

Opened a satellite store at the Freehold Campus. Sales were more than a quarter million in the first year.

Conducted 10 book fairs for the Middletown School District and retailed $27,580. "Camps on Campus" brochures were included in sales bags to advertise College camp programs.

May 6th marked our 11 year anniversary in the Student Life Center.

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Facilities Operations

FY14 Capital Projects:

Small Projects:
- ▪ Cosmetic upgrades to the Wilbur Ray Police Station: painting and installation of new flooring throughout the building.
- ▪ Lighting Efficiency Upgrades: MAN classrooms, TV Studio, and Bankier Library
- ▪ New fencing along Phalanx Road, Gorman Hall, and the CVA kiln area.
- ▪ Kiosks on the Lincroft campus

- 14 Water Filling Stations installed on the Lincroft campus

Medium Projects:
- Lincroft
  - Parking lots & Campus Drive re-lined
  - Interior painting: CAR, CVA, and ATeC buildings
  - Exterior painting: MAC and Warner Student Life Center
- Freehold Campus
  - Parking lot light poles painted
  - Landscaping upgraded
  - New signage posted
  - Cosmetic upgrades to restrooms

Large Projects:
- 151 energy efficient windows installed at Freehold
- Neptune HEC Poseidon Learning Center opened
- Installed a new hot water piping system for heating the ATeC building
- Demolition of the Toop House and Garden Center
- Domestic Water Main replacement
- New Roof for CUP and Office Area

RFP's for
- Architectural and Engineer services for New Academic Building at Wall Campus
- Architectural and Engineer services for science labs renovations in MAS
- Back campus walkway project
- Domestic water main
- Western Monmouth window replacement
- Upgrades: Parking Lot 7 and Arena loading area
- Demolition of Toop property and the Wall Campus
- ATeC Hot Water Pipe for Heat
- Heat Trace for sprinkler system at Freehold
- CUP new roof

School Dude Work Orders
- 8,417 requests for service
- 587 preventive maintenance work orders
  - Combined total of 9,004 work orders

The College recycled
- 1,812 pounds of light bulbs
- 31,000 pounds of computers and electronic equipment

HVAC techs changed 6,364 filters in mechanical equipment rooms

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BUILDINGS AND GROUNDS

Grounds staff:
- Expended 184 man hours maintaining athletic fields
- Used 54 gallons of athletic field paint to line the fields
- Coordinated 438 boxes of material for shredding

Facilities staff:
- Swept 89.2 miles of parking lots
  - Removed 65.7 cubic yards of sand

Since the installation of the water filling station, 24,222 bottles were filled equaling 1,009 cases of water. The most active bottle filler was in the lower level of the Arena.

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CUSTODIAL

Completed 731 work orders for event set-ups as well as 496 custodial work order requests over and above their daily schedule.

Custodial Services provided:
- 2,316 rolls of paper towels - 800 ft/roll
- 4,944 single rolls toilet tissue
- 15,876 9" rolls toilet tissue

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Conference and Event Management

The Warner Student Life Center

Internal Clients –

- Student Life and Activities held 113 events
- 3,770 future Brookdalians visited the SLC for Recruitment's Early Bird Orientation
- BCD held 190 meetings and events
- 90.5 The Night's Guitar Show had over 1,000 attendees and continues to be a Jersey Shore favorite

External Clients – 46 Signed Contracts
  Relationship Events (3 or more consecutive years):

- Rutgers UBHC – Behavioral Training and Research Institute
- Strauss Esmay and Associates, LLP
- Northeast Organic Farmers Association
- New Jersey Counseling Association (NJCA)
- Law School Admissions Council (LSAC) –
- Jersey Shore Surf Casters Surf Day and New State Chess Federation State Tournament each had 400+ attendees that utilized Dining Services concessions

New Relationships (less than 3 consecutive years):

- New Jersey Historic Trust
- New Jersey Bankers Association
- New Jersey Association for Life Long Learning (NJALLL)
- Mental Health Association of New Jersey (MHNJ) and FEMA

Vendors in the MLK Lounge

- 56 Four-Year colleges and Universities set up recruitment tables to offer college transfer information

- 53 reservations by student clubs and organizations for bake sales, fund raisers and promotions
- 26 companies reserved vendor space for job recruitment
- 72 vendors selling products and services generated revenue of $2,520.00

Robert J. Collins Arena
By the Numbers

1 of only three venues recognized nationally by the Harlem Globetrotters for breaking box office records for three consecutive years.

The Carrier Dome (Syracuse, NY) | Robert J. Collins Arena (Lincroft, NJ) | Westchester County Center (White Plains, NY)

1 concert hit the Collins Arena Stage – Capital Cities (Campus Consciousness Tour)

2 new staff positions were created through the Collins Arena Internship Program

3 celebrities featured during the Rare Soles Sneaker Expo - *Tim Hardaway Jr. (NY Knicks) | DJ Enuff (Hot 97) | Joe Budden (Hip Hop Star)*

6 recruitment events were held in the Collins Arena/BREC *Open House (Fall & Spring) | Monmouth County Job Fair (Fall & Spring),*

College Fair (Fall & Spring)

7 external organizations held multiple events in the Collins Arena/BREC

Organization (# of events)	FY'14 Revenue
MAC Events (2)	$43,127.50
Cheer Tech (3)	$27,137.50
New 2 You Kids (2)	$26,650.00
Harlem Globetrotters (2)	$14,378.24
ATA Black Belt Academy (2)	$12,766.00
Wedding Set Go (2)	$10,167.50
Dead Serious MMA (2)	$7,280.00

11 sports organizations rented the Track and the BREC during winter workout programs

18 graduation ceremonies were held in the Collins Arena

19 event contracts generated over $5,000 in total revenue

32 events contained over 1,000 attendees

63 special events were held in the Arena/BREC

400 special guests attended the Crystal Ball hosted by the Monmouth Medical Center Foundation

1.46 billion dollars in Sandy recovery funds were discussed during a public hearing in the Collins Arena

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Dining Services

CulinArt served the following:
- 121,683 customers in the JBDR
- 67,443 customers in the LAH Café
- 48,615 catering customers
- 16,182 customers served at various concessions
- 4,539 customers in the Paddock Café @ Freehold
- 74,202 customers in the Paddock Café in Lincroft

CulinArt Sales Summary:
- JBDR sales totaled $657,088
- LAH sales totaled $196,936
- Catering sales totaled $521,318
- Concession sales totaled $71,365
- Paddock Café @ Freehold $18,156
- Paddock Café in Lincroft $371,011

New Initiatives:
- 28 Black Board vending readers were installed on high traffic beverage and snack vending machines at all locations. The machines accept Brookdale Bucks and Credit/Debit Cards.
- March 2014 - The café @ Freehold opened featuring a wide variety of hot & cold beverages, grab & go sandwiches, salads and an extensive variety of candies and snacks. Starbuck's Coffee is brewed daily along with Tazo gourmet hot teas.
- The Jersey Blues Dining Room offered a wider menu selection of food geared toward students. The new menu selections consist of a Boars Head gourmet deli, Spinning Salads, International Action Station, Gourmet Pizza's and Grab & Go sandwiches, salads and healthy snacks.
- Barnabas Health held their Crystal Ball Gala in the Collins Arena with over 550 people in attendance. They will return this year and opened the door for the Beauty Foundation who will hold their 2015 Beauty Ball Gala at Collins Arena.

Concessions or Food Service was provided for:
- L.L. Bean Wintervention featuring the Boot Mobile

- Campus Consciousness Tour featuring Capital Cities
- Harlem Globetrotters
- Kickboxing Fights
- Home Show
- Warrior Cup
- Chess Tournaments
- Guitar Show
- Surfcasters Surf Day Expo
- Sneaker Expo
- Spring Fling
- Graduation Week
- Teen Arts
- Enrichment & Arc Students
- Women's Expo
- Retirement Parties
- High Tech High School Lunches
- Biology Class Food Experiments
- NOFA Reception
- NJCA Reception
- NJ Historic Trust Reception
- Maintenance Mania Reception
- Maser Consulting Board Dinners

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Office of Information Technology

OIT in collaboration with BCC Marketing launched the new Brookdale Community College Web site on January 1, 2014.

The new Brookdale Mobile application launched in January 2014.

The Brookdale OneCard system was launched in September 2014. OneCard will improve campus security, support monitoring and attendance tracking at campus events, and enable Pay for Print options at designated campus copy centers.

ImageNow document imagining processing workflow and electronic storage file server was updated. Additional workflow processes and

scanning workstations were configured for Payroll, Advising in Freehold and the other HECs, and both the EVP's and the President's Office.

OIT automated the eReq electronic workflow, which streamlines the approval process. The process supports electronic tracking and revisions of requisitions.

Successfully integrated the transition from TD Bank to Bank of America.

Support staff collaborated with Recruitment, Counseling, and Testing Services to develop a personalized online PDF form for incoming High School Seniors so they could access their Accuplacer Test Scores online, and print their Early Bird Check-In Ticket prior to attending Early Bird Events. This significantly decreased the registration and processing of students attending Early Bird events, and reduced printing and mailing costs.

New Degree Audit requirements were optimized for student self-service which significantly improved the Degree Audit process.

Academic Terms were combined to align with a financial aid award period so aid is automatically allocated for students with enrollment in both 15 and 11 week terms.

December 2014 - BrookdaleShare Intranet was launched as the College-wide communication tool for sharing information and transferring secure files for all employees and Board members of the College. (Decommissioning the MyBrookdale Portal and implementing SharePoint onsite, resulted in saving $55,000 per year in SaaS costs.)

In November OIT launched a web based Security Awareness Training Program for all full-time Brookdale Employees.

The network core switch was updated and a Cisco UCS 5100 Series Blade Server was installed, phase one of a three phase network upgrade plan.

The Disaster Recovery infrastructure has been configured for all Brookdale's critical systems. The recovery infrastructure includes a co-location in Philadelphia, a cloud presence in Rackspace, and a presence at the Freehold Campus. In the event of an unforeseen disaster, which may result in significant disruption or loss of service, OIT will be able to implement the IT Contingency plan and provide access to Brookdale's Critical systems within 24 hours. The plan focuses on sustaining Brookdale's business functions in payroll, registration, etc., during and following a disruption.

OIT deployed a Shibboleth Identity solution that allows Brookdale to leverage a common sign on platform. Users (Students, Staff and Faculty) may access various Brookdale applications and services with a single username and password. This service was previously outsourced as a SaaS, bringing the solution in house has reduced annual expenditures.

The Library Millennium system was fully integrated with LDAP and OneCard – students, faculty and staff can use their OneCard to access library resources and materials without having to remember their 14 digit Library code.

OIT has been expanding its use of KACE (Dell's software distribution, inventory, and patch management application) to schedule and deliver automatic updates to desktops and laptops after-hours. KACE has improved efficiency and uniformity for upgrades while keeping systems up-to-date with the latest security patches and application updates.

In collaboration with Math, Computer Science, and the English Departments, OIT developed a pilot program for desktop virtualization images for classroom labs. Image provides a suite of custom applications used within associated programs of study reducing the cost of software licensing, specialized hardware, deployment, maintenance, and downtime, while providing uniform platforms across labs.

OIT by the Numbers
- SNOW cases opened -13,505
- SNOW cases resolved - 13,676
- Website Hits - 5,867,362
- Blocked malicious attacks on Brookdale network - 1,941,926
- Inbound Emails delivered to Brookdale - 7,163,420
  - % blocked as spam or malicious emails - 335%
- Incoming calls to the College - 560,676
- Outbound calls from the College - 578,387
- Help Desk calls fielded onsite - 12,146
- Help Desk calls fielded remotely (CHD) - 1,172
- Average uptime statistics of servers - 99.84%
- Average uptime statistics of network - 99.98%

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Purchasing

Purchasing reduced College expenditures by over $400,000 using the fair and open contract process and effectively obtained Bids, RFPs, RFQs, Quotes, State Contracts, and Consortium procurements. This reduction includes an annual savings of $200,000 from the second year of a 5 year copier services contract.

Purchasing integrated all funds and purchases to eReqs.

Engaged in co-operative procurement consortiums and shared service relationships with the following:

Monmouth County
- Fleet service for the repair and maintenance of vehicles

✴ Treated Salt for Snow Removal
✴ Unleaded gasoline

Middlesex Regional Education Commission
✴ Flooring
✴ Software and hardware

NJ County College Joint Purchasing Consortium
✴ Natural Gas
✴ Electricity
✴ Lead agency for copy paper

Processed approximately:
♦ 3,800 purchase orders
♦ 34 Bids
♦ 14 RFPs
♦ 2 RFQs
♦ 62 exempt contracts
♦ 52 multi-year contracts
♦ 14 Pay-to-Play contracts
♦ 200 informal quotes

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Common Services (Receiving, Mail, & Inventory)

Common Services processed the following:
✓ Over 1.4 million pieces of mail
✓ Over 159,000 pieces of inter-office mail
✓ 886,471 pieces of bulk mail -
  o 580,368 direct mail pieces
  o 306,103 Postal Patron pieces
✓ Over 557,500 pieces of metered first class mail
✓ 39 direct mailings to targeted markets
✓ And, reduced costs by over $80,000 through special mail sortation and direct mailings processed in house

The Percent of Mail by Class:
  o 1st Class Presort Letters - 62%
  o 1st Class Regular Letters - 13%
  o 1st Regular Flats - 10%
  o Express Mail Commercial Flats - 5%
  o Other Mail Services - 10%
✓ Folded, inserted, and sealed over 180,000 pieces of mail
✓ Tabbed over 15,000 pieces of mail
✓ Provided service to 75 drop areas on the Lincroft campus

Receiving received goods ordered on over 3,000 purchase orders.

Received over 2,500 individual items that were not on purchase orders, i.e., samples and print copy.

Delivered over 10,000 pieces of bulk material to Lincroft and the extension sites.

Inventory Control Processed:
▪ 147 items at a cost of $729,422.02
▪ 27 items $5,000 or greater for $428,897.23
▪ 120 items $2,000 - $4,999 for $300,524.79

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Printing Services

Printed and/or copied over 9.8 million impressions.

Received, processed, and completed 5,118 work orders, which included tests, syllabi, flyers, posters, handouts, etc.

NowDocs - electronic work order system becomes available in the Quick Launch area of the Portal; over 200 faculty and staff are using this electronic work order system, and 99% of the work orders are processed on-line.

Printed:
▪ 120,000+ post cards to generate enrollment
▪ 38,000+ pieces for the College's spring and fall open houses
▪ 114,000+ postcards were mailed to students
▪ 20,000+ handout pieces for individual departments and divisions at events

- 25,000+ student bills for Accounts Receivable
- 77 business card orders (at 50% of an outside cost)
- 5,400+ books and manuals for the Bookstore for reduced cost to the students
- 22,500+ flyers
- 4,000+ posters announcing upcoming events and other communications

Paper supply companies continue to deliver directly to the Higher Education Centers providing better service and reducing wear and tear on College vehicles.

Green Initiatives:
- All student materials were printed on recycled paper.
- Recycled 500+ copier toner cartridges and consumables.

THE CENTER FOR WORLD WAR II STUDIES
AND CONFLICT RESOLUTION

BY-LAWS OF THE CENTER

ARTICLE I: NAME

The name of the organization for which these By-Laws are
created is "The Center for World War II Studies and
Conflict Resolution," hereinafter referred to as "The
Center."

ARTICLE II: MISSION

The Center is dedicated to fostering the study of the
historical, political, social, economic, cultural and military
aspects of the World War II era up through the Korean
War. The Center will educate the community about the
era and its impact on world history and help future
generations avoid armed conflict in the resolution of
global problems. It will stimulate the examination of the
key events of the time; the political and military leaders
who waged the wars, provided the leadership, made the
peace; and those who served on the battlefield and home
front. 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.

ARTICLE III: EXECUTIVE COUNCIL

A. Membership

The membership of the Executive Council shall consist of the Director of The Center and up to a maximum of twenty-five (25) at-large members. The at-large members shall be persons who have an interest in the mission of The Center and shall have been recommended by members of the Executive Council and approved by the Director.

1.) Director of The Center

The Director of The Center shall be a full-time member of the Brookdale Community College staff. In addition, the Director shall:

be appointed by the President of the College with input from the Council;

chair meetings of the Council;

be an ex-officio member of all standing and ad-hoc committees of the Council;

retain a right to vote on any committee recommendations;

perform other duties as indicated within these By-Laws.

2.) The Director shall seek approval from appropriate College officials, if necessary, on any matters where the responsibilities of both the College and The Center overlap.

B. Filling of Vacancies

A person recommended to fill a vacancy on the Executive Council may be nominated by any current member of the Council. The name shall be submitted to the Director for approval. The Director shall receive final approval from appropriate Brookdale Community College officials, if necessary.

C. Functions of the Executive Council

1. Review the fiscal year budget for The Center.
2. Receive and review reports from committee chairs.
3. Recommend programs for the coming year.
4. Serve as liaison with Brookdale Community College and the community at large.
5. Recommend fund raising programs.
6. Assume other responsibilities that are within the general scope of The Center mission with the approval of the Director.

ARTICLE IV: REMOVAL FROM THE EXECUTIVE COUNCIL

Members may be removed from the Executive Council for any of the following reasons:

A. For four (4) consecutive unexcused absences from Executive Council meetings;

B. For failure to serve as a member of an Executive Council committee or otherwise aid The Center mission;

C. For any other reason so determined at the rational discretion of the Director.

ARTICLE V: RESIGNATION FROM THE EXECUTIVE COUNCIL

Any member of the Executive Council may resign as a member by a written notice to the Director.

ARTICLE VI: MEETINGS

The Executive Council shall meet four (4) times a year to conduct ongoing business as deemed appropriate by the Director of The Center. The Director may call additional meetings as necessary.

ARTICLE VII: COMMITTEES

A. Standing Committees

1. Long Range Planning Committee-Responsible for recommending Council By-Laws and The Center's long range plans.
2. Fund Raising Committee-Responsible for planning and assisting in the conduct of The Center's annual fund raising campaign.
3. Program Committee-Responsible for recommending Center programs.
4. Service and Outreach Committee-Responsible for recommending and arranging for services to be provided to veterans and members of their families.
5. Dinner Dance Committee-Responsible for planning The Center's annual "Swing Era" dinner dance.
6. Conflict Resolution Forum Committee-Responsible for planning The Center's annual conflict resolution forum and other associated programs.
7. Commemoration Committee-Responsible for planning The Center's annual celebration of events, heroes, actions, and other significant aspects of the World War II era.

B. Ad hoc committees shall be appointed as deemed necessary by the Director.

ARTICLE VIII: POLICY

No policy statement shall be made in the name of The Center by any person without prior approval of the Director.

ARTICLE IX: AMENDMENTS

These By-Laws may be amended by the Director after Executive Council review.

Adopted by: The Center Executive Council
December 2, 2009

BROOKDALE COMMUNITY COLLEGE

October 10. 2014

Joseph M. Kyrillos, Jr.
10 State Highway 35
Red Bank, NJ 07701

Dear Senator Kyrillos,

Thank you for your recent communication regarding the Center for WWII Studies and Conflict Resolution (CWWIISCR). Recently, there has been much interest and misunderstanding about the activities and the College's commitment to the Center. I hope this brief overview of activities will address the more salient points.

The College hosted a meeting on September 26, 2014 regarding the Center. The meeting was led by Dr. Dianna Phillips the Executive Vice President for Educational Services and a 14-year U.S. Navy veteran. The meeting was attended by local Freeholder Mr. John Curley, veterans, community members and college faculty and staff members who are engaged in the operations, activities and programs of the Center. Mr. Neal O'Connor and Mr. Martin Spindel were also in attendance.

The entire College is undergoing deep analysis and significant transition. We are examining the business practices in every unit and redesigning organizational structures to enable us to serve our students and the community better. As a College sponsored extracurricular activity CWWIISCR is part of that process. Former Director Zigo, the History department and the Academic Dean worked for nearly a year to identify and recruit new leadership. That leadership was identified and new activities have been launched.

These include:
- Ten months of planning for the 70th Anniversary Commemoration of D-Day on June 6, 2014 with over 200 participants attending,
- Completing an inventory of books and memorabilia donated to the Center,
- Moving primary source materials and books into the Center space in the Library,
- Developing a database and catalog of books and memorabilia,
- Providing students and community members access to primary sources,
- Donating books not chosen for the Center collection to local Veteran's Organizations,
- Identifying and cataloging donations with their donors,
- Developing programs on topics related to the consequences of the war,
- Identifying topics and expertise to related to the consequences of the war,
- Recruiting faculty to integrate the Center's programs into their curriculum, and
- Developing a collaboration in programming with Chhange (formerly The Holocaust Center) and the International Education Center-Global Citizenship Project that promote diversity and inclusion, tolerance, global citizenship and engagement with an increased emphasis on conflict resolution.
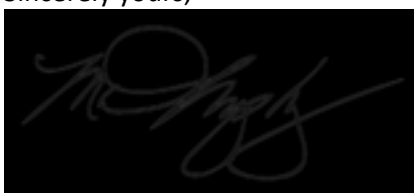
In compliance to an audit report more than a year ago, the funds remaining in the Center's account were moved to an account in Business and Community Development. That money is earmarked to support the Center's activities and those funds remain in that account today. A significant estate donation to the Center

last year is in a Brookdale Foundation Account to be drawn on to support specific Center activities. Profits from registration fees for last year's programs were added to the BCD account.

The College's commitment to these initiatives continues to be strong. The commitment of the leadership team, past and present, continues. Student workers and community volunteers staff the Center and provide students and community access to and utilization of the resources of the Center for World War II Studies and Conflict Resolution. We encourage supporters of the Center to become engaged in its activities and contribute their time and energy to this important work.

I appreciate your interest and continued support of the World War II Studies and Conflict Resolution.

Sincerely yours,

Maureen Murphy, Ph.D.
President
Brookdale Community College

CC: Dr. Dianna Phillips; Executive Vice President of Educational Services
     Dr. Franklyn Rother; Academic Division Dean-Social Sciences & Education
Enclosures: 1

September 2014 Meeting

Center for WWII Studies and Conflict Resolution

Frequently Asked Questions

1. Why isn't the Center offering as many programs as it has in the past?

A: The Co-Directors are modifying the Center's programs in order to meet the requirements of the new agenda set at the November 2013 Advisory Board meeting. That agenda emphasizes the international aspects of the Second World War, foregrounds conflict resolution, and seeks greater involvement for the college's students.

Center events are now planned in coordination with the International Studies Center and the CHHANGE Center, so new programming also reflects the interests of those organizations.

Furthermore, the Co-Directors have been allocating more of their time to other Center activities, such as managing student workers and cataloging the book and memorabilia collection. The number of events also reflects the time which the Co-Directors are able to allocate to program planning.

2. What is happening to the Center's memorabilia collection?

A: The Center must move the majority of its memorabilia holdings due to lack of storage space. No Center items have yet been removed, except for a small number of items returned at the behest of the original donors.

Our plan is reserve some items for a rotating display in the Library lobby; we will offer to return the remaining items to their donors. The unclaimed items will then be donated to an appropriate museum, although no decisions have yet been made about which institutions will receive them. Volunteer Paul Frisco is assisting us in deciding which items should be retained for the displays.

3. What has happened to the Center's book collection?

A: The Center has moved its entire book collection from storage into the Narozanick Room so that students may use the collection for research. We have liquidated certain books from the Center's collection because the physical space now available to the Center did not allow us to retain the entire collection. This summer, the Co-Directors culled the books which were of little academic value to students and donated them to Vietnam Veterans of America and the United War Veterans Council, two nonprofits dedicated to providing material support to veterans. Since

the Co-Directors teach History classes at Brookdale, they are aware of what books would prove useful to Brookdale students. For the first time, the Center's entire research collection is now available to students and the public in the Narozanick Room.

4. When is the next meeting of the Advisory Board?

A: At this transitional time in the Center's history, the Co-Directors do not feel an Advisory Board meeting is necessary. Necessary communication about the Center will be done each semester via a newsletter. This does not mean that there is no place for volunteers in the life of the Center. Volunteers can work in the Narozanick Room on projects such as book cataloging; veterans can still offer their time speaking to students when requested.

5. What has been going on at the Center lately?

A: Since the November 2013 Advisory Committee meeting, the Center has worked to enact the new mission statement adopted at the meeting. In Spring 2014, the Center sponsored two speaking events by area scholars; the events were well-attended. The Center was also staffed by two student workers and a volunteer, assisting students in research, and cataloging the book collection.

In March 2014, the Center interviewed two WWII veterans. As usual, copies of the interview were sent to the veterans and to the Library of Congress.

In the summer, the Center moved the research book collection from storage to the Narozanick Room, making the collection available to students and the public. It also revamped the rotating displays in the Bankier Library. Center volunteers also catalogued the video memoir collection and conducted a video memoir interview.

The Co-Directors have worked to advertise the usefulness of the Center to faculty and students in other programs and departments. They created a project template for faculty that enables students to use the Center's resources to conduct primary and secondary research. During the Spring 2014 semester, nearly 70 Brookdale students conducted research in the Center.

In June 2014, the Center sponsored a very successful commemoration of the 1944 landings in Normandy, France.

The Center has two speaking events planned for the Fall 2014 semester and is currently collaborating with the International Education Center and CHHANGE to organize programs for the Spring 2015 semester.

Critics: WWII getting muscled out of Brookdale museum

Ken Serrano, @KenSerranoAPP   *8:51 a.m. EST November 18, 2014*

(Photo: Staff photographer/Bob Bielk/Asbury Park Press)

The mannequin in the Navy uniform disappeared from the Center for World War II Studies and Conflict Resolution (http://www.brookdalecc.edu/community/world-war-i i-centerD at Brookdale Community College (http://www.brookdalecc.edu/ about a year ago.

Some veterans and volunteers at the center took that as a bad sign.

Other memorabilia on display at the center, in the lobby of Bankier Library (http://ux.brookdalecc.edu/librarvDat the college in the Lincroft section of Middletown.started to be removed as well, adding to their concern and anger.

Live 12:30 p.m. today: Brookdale student who claims police brutalitv talks to APP flstory/newsleducation/201 4111118/brookdale-oolice-brutalitvl19212161!)

With kamikaze bearing down. Toms River man stood strong (lstory/news/local/ocean-countv/2014/11/10/nj-wwi-vet-recalls-kamikaze-attack/188082930

But when a plan was floated to give a rusted piece of steel in a glass display case at the center back to the Navy those center volunteers started to mount a defense. The piece of steel is from the U.S.S. Arizona (http://www.history.navy.ml'photos/sh-usn/usnsh-a/bb39.htm>. the worst casualty of Imperial Japan's attack on Pearl Harbor and the tomb of nearly 1,000 saibrs.

"The Arizona, to people like me, is a shrine," said Paul Frisco, 89, of Leonardo in Middletown, a Navy veteran of the war and a longtime volunteer at the center whose uniform the manikin was wearing.

That relic was saved. But faced with a shift in focus at the center to add greater emphasis to conflict resolution, critics fear that the very war itself will be lost.

"Where did World War II (http://www.nationalww2museum.org/learn/education/for-students/ww2-historyDgo?" asked Neil O'Connor, an executive board member of the center. "Conflict resolution was only supposed to part of the center, not the entire center. They want to avoid any sort of mention of the war. Their program is 90 percent conflict resolution and 10 percent World War II."

The tussle over the relic of the Arizona was won, but distrust continues.

Manchester veteran honored 70 years after injury (lstory/news/local/jackson-lakewood/manchester/2014/10/18/manchester-vet-finally-gets-purol e-heart/175338730

'Reorganizing it into nothing'

"They'll tell you they're reorganizing it," said Martin Spindel, 74, of Manalapan. a retired history teacher and another executive board member of the center. 'They're reorganizing it into nothing."

Spindel said the change in direction came with the change in leadership at the college two and a half years ago when Maureen Murphy was named president, taking over from interim president William Toms. Toms took over from Peter Burnham who resigned after the discovery of thefts and official misconduct that he eventually pleaded guilty to.

Paul Zigo, a retired U.S. Army cobnel and an associate history professor at the school, resigned as director of the center in 2013. He declined to comment about his departure.

Paul Zigo, a retired U.S. Army colonel and an associate history professor at the Brookdale Community College, seen in this 2002 file photo, resigned as director of the Center for World War II Studies at Conflict Resolution in 2013. *(Photo: Digital Col/ections/IPTC)*

Spindel, who worked on programming, took that as a blow against the center.

"The new administration has silenced him," he wrote in a letter to center supporters.

Returning home: Stories of our veterans (/topic/e12389c9-f21a-482e -ad69-90fcdd82b18b/veterans-returni ng-homeD

The center also reduced the semester programs from four lectures and four films to three lectures marginally connected to World War II topics, and it has eliminated the films all together, he said.

Students, he said, were "press ganged" to events and publicity for those events dwindled.

Of the two lectures the center recently held, one was on conscientious objectors from World War I, another was whether there is such a thing as a just war.

"They simply are not putting anything on that is meat and potatoes that is the original focus of center, which is World War II," O'Connor said.

New agenda for center

Avis McMillon, spokeswoman for the college, said a new agenda was set in November 2013 stressing the international aspects of World War II and placing conflict resolution into the foreground of the center's mission. Center events are now planned in coordination with the International Studies Center and the Center for Holocaust, Human Rights and Genocide Education (http://www.chhange.orgD, she said.

"So new programming also reflects the interests of those organizations," she wrote.

And she acknowledged that some of the memorabilia such as uniforms donated over the years will be given back to the donors or to museums if no one claims their donations.

"The center does not have sufficient exhibit or storage space for all of the items donated," she said in an e-mail.

McMillon said the the center plans to keep the piece of the U.S.S. Arizona and maintain that and other artifacts in a temperature- and humidity-controlled environment.

Spindel doesn't buy it.

'That's baloney," he said.

Frisco, who calls himself no war hero, saw combat on a gun crew in the South Pacific, is maintaining a neutral stance when it comes to the change at the center.

He unaerstanas tne argument tnat some ot the memorao111a 1s not worth stonng,he sa1a.

"Some of the uniforms that people brought in looked like laundry they didn't want to wash," he said.

See other Veterans Day stories here (storv/news/2014/11/1O/all-about-our-veterans/188036650

Ken Serrano: 732-63-4029; kserrano@njpressmedia .com

Read or Share this story:http://on.app.com/1qANa6y

BROOKDALE COMMUNITY COLLEGE SCHEDULE OF BOARD OF TRUSTEE MEETINGS FOR 2015

2015 Workshop/Public Business Meetings (PBM)	Executive	Audit	Finance & Facilities	Policy & Education	Governance	Foundation Board Meetings	Nominating
DATES/LOCATIONS Public Workshop 5:30 PM Public Business Mtg. 7 PM	Agenda for Meetings: Emergent issues.	Shall meet minimum of five times per year or as requested.	Shall meet a minimum of four times per year or as requested.	Shall meet a minimum of four times per year or as requested.	Shall meet a minimum of four times per year or as requested		Appointed in September for October discussion & November vote.
Thursday, January 29 Lincroft – Navesink I & II	Jan. 15 5:30 –PM*		Jan. 20 6 PM	Jan. 8 5:30 PM	Jan. 7 5 PM		
Thursday, February 26 Lincroft- Navesink I & II	Feb. 17 5 PM*		Feb. 17 6 PM*		Feb. 12 5 PM		
Thursday, March 26 Lincroft – Twin Lights 1&2	March 12 5:30 PM*	March 23 5 PM	March 16 6 PM*	March 12 6 PM	March 18 5 PM	March 25 3 PM	
Thursday, April 30 Freehold Campus	April 16 5:30 PM*		April 21 6 PM	April 13 5:30 PM	April 14 5 PM		
Tuesday, May 19 Lincroft- Twin Lights 1&2	May 7 5:30 PM*	May 18 5 PM	May 11 6 PM*			May 14 4 PM	
Thursday, June 25 Lincroft, Navesink 1 & 2	June 11 5:00 PM*		June 16 6 PM	June 11 5:30 PM		June 25 4 PM	
Tuesday, August 25 Lincroft, Navesink I & II	Aug. 11 5:30 PM*	Aug. 17 5 PM	Aug. 12 6 PM*				
Thursday, September 17 Lincroft, Navesink I & II	Sept. 8 5 PM*		Sept. 8 6 PM*	Sept. 10 5:30 PM			
Tuesday, October 27 Lincroft – Navesink I&II	Oct. 8 5:30 PM*	Oct. 19 5 PM	Oct. 19 6 PM				
Monday, November 30 Lincroft, Navesink I & II	Nov. 12 5 PM*	Nov. 23 5 PM	Nov. 16 6 PM	Nov. 12 5:30 PM			
Thursday, December 17 Lincroft, Navesink I & II	Dec. 7 5 PM*		Dec. 8 6 PM				

Human Resources is a Committee of the whole: shall meet as required and/or requested

*Indicates Conference Call Conference Call Number is: 1-866-537-1618 - passcode: 6392 734#   Updated 01/16/15

5.1 Curriculum

The faculty and administration of the College have proposed to institute an Associate in Science in Homeland Security and Emergency Management. A Program Announcement for the new program has been sent to the Presidents of New Jersey's Colleges and Universities for their consideration and comment.

The Homeland Security and Emergency Management A.S. program is designed so students may transfer to baccalaureate programs. Articulation agreements with Monmouth University and New Jersey City University are in development. Graduates of the program will have gained a broad view of homeland security at the federal, state and local skills and acquired occupational skills for varied government and private sector employment such as in courtrooms, Immigration and Custom Enforcement (ICE), homeland security, emergency management, border patrol and national corporate security.

The curriculum for the program is composed of existing criminal justice courses, a new course in Principles of Emergency Management, a revised Homeland Security course, and other related career courses in International Relations, Introduction to Geographic Information Systems, and a networking-based Introduction to Security. Anticipated enrollment in the first year of implementation is expected to be 25 students increasing to 70 students by FY17.

The new program has been reviewed by an external consultant who found the curriculum covers "the core academic areas of professional homeland security." The consultant recommends reviewing the addition of courses in interdisciplinary approaches to homeland security or emergent topics by 2018.

The Homeland Security and Emergency Management A.S. has been reviewed by Academic Division Deans, Academic Council, the Dean of Academic Affairs, the Registrar, the Executive Vice President for Educational Services, the President and the Policy and Education Committee of the Board.

The President recommends that the Board of Trustees adopt a resolution approving the Homeland Security and Emergency Management A.S.

RES150001

WHEREAS, the faculty and administration of the College have proposed to institute an Associate in Science in Homeland Security and Emergency Management; and

WHEREAS, The Homeland Security and Emergency Management A.S. is designed so students may transfer to baccalaureate programs, and articulation agreements with Monmouth University and New Jersey City University are in development; and

WHEREAS, graduates of the program will have gained a broad view of homeland security at the federal, state and local skills and acquired occupational skills for varied government and private sector employment such as in courtrooms, Immigration and Custom Enforcement (ICE), homeland security, emergency management, border patrol and national corporate security; and

WHEREAS, the curriculum for the program is composed of existing criminal justice courses, a new Principles of Emergency Management course, a revised Homeland Security course, and other related career courses in International Relations, Introduction to Geographic Information Systems, and a networking-based Introduction to Security; and

WHEREAS, anticipated enrollment in the first year of implementation is expected to be 25 students increasing to 70 students by FY17; and

WHEREAS, the new program has been reviewed by an external consultant who found the curriculum covers "the core academic areas of professional homeland security," and the consultant recommends reviewing the addition of courses in interdisciplinary approaches to homeland security or emergent topics by 2018; and

WHEREAS, The Homeland Security and Emergency Management A.S. has been reviewed by Academic Division Deans, Academic Council, the Dean of Academic Affairs, the Registrar,

RES150001

the Executive Vice President for Educational Services, the President and the Policy and Education

Committee of the Board;

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale

Community College that the Homeland Security and Emergency Management A.S. be and is hereby

approved.

29 January 2015

RES150001

PROGRAM ANNOUNCEMENT COVER PAGE

Date: <u>October 1, 2014</u>

Institution:	Brookdale Community College
New Program Title:	Homeland Security and Emergency Management
Degree Designation:	Associate in Science
Programmatic Mission Level for the Institution	Associate
Degree Abbreviation:	A.S.
CIP Code and Nomenclature (if possible) *If outside the classification indicate Not Applicable*	43.0301
Campus(es) where the program will be offered.	765 Newman Springs Road Lincroft, NJ 07738
Date when the program will begin (month and year).	January 2015
List the institutions with which articulation agreements will be arranged:	Monmouth University New Jersey City University

Is licensure required of program graduates to gain employment?   ❑ Yes ☑ No

Will the institution seek accreditation for this program?   ❑ Yes ☑ No
  ▪ If yes, list the accrediting organization:

Program Announcement narrative:
☑ Objectives   page(s)<u>1</u>
☑ Need   page(s)<u>4</u>
☑ Student enrollments   page(s)<u>6</u>
☑ Program resources   page(s)<u>6</u>

Brookdale Community College
Associate in Science
Homeland Security and Emergency Management

DESCRIPTIVE INFORMATION:

1. Objectives.

The Homeland Security and Emergency Management Program will prepare students to continue their education to earn a B.S. degree or to enter the workforce. Students in the program learn about issues and problems in society's response to terrorism and emergency situations. Coursework provides particular career-oriented skills for career opportunities in courtrooms, Immigration and Custom Enforcement (ICE), homeland security, emergency management, border patrol and national corporate security.

Articulation agreements with Monmouth University and New Jersey City University are in development.

The Homeland Security and Emergency Management A.S. program does not exceed the programmatic mission of Brookdale Community College.

2. Evaluation and Learning Outcomes Assessment plan for the program:

Graduates of this program will be able to:
- Distinguish the roles of federal, state, and local law enforcement agencies under the auspices of the U. S. Department of Homeland Security
- Utilize intelligence and technologies to enhance security
- Develop emergency operations plans related to the mitigation, preparation, response, and recovery strategies for all-hazards concepts, including: terrorism, natural and man-made disaster, emergency management, prevention and protection, preparedness and response
- Recognize how terrorism is investigated for homeland security and emergency management and share essential information for analysis
- Debate Twenty-First Century issues of civil liberties and civil rights, National Security concerns, and privacy rights
- Examine the issues of professional responsibility and ethical standards as they relate to Homeland Security and Emergency Management

Incorporation of Institutional-level Goals into the Program-level Learning Outcomes

Students who complete the A.S. program will achieve the institutional-level goals that represent the College's general education model as articulated by the Middles States Commission on Higher Education (MSCHE). Students in the A.S. program will achieve the following institutional-level goals which will prepare them to:

- Use appropriately mathematical and statistical concepts and operations to interpret data and to solve problems
- Use computer systems or other appropriate forms of technology to achieve educational and personal goals
- Analyze social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens

1

- Address an information need by locating, evaluating, and effectively using information
- Effectively communicate both in writing and in speech
- Think critically

Additionally, students will understand ethical issues and situations, an integrated course goal in this program.

Examples of how achievement of Learning Outcomes is assessed

Students' achievement of program learning outcomes is assessed using a variety of direct measures:

- Scores on written unit examinations of course content
- Scores on mid-term and final written examinations on course content
- Evaluation of students' emergency operations plans and group critique, journals, oral presentations, participation in group project, and research papers

Indirect measures of program effectiveness will be demonstrated by program graduation rates of students who enter the workforce and the matriculation rate of homeland security majors into baccalaureate programs. These indirect assessment measures will be obtained by exit and job placement interviews.

Sustainability of the assessment process

The direct methods of assessment are sustained by faculty assigned to teach the program curriculum, who are qualified professionals in the fields of homeland security, emergency management, and criminal justice.

The indirect methods of assessment will be supported by the College's Office of Planning, Assessment, and Research which administers surveys on students' satisfaction and reports data on the institutional effectiveness of the program. Brookdale's Center for Experiential Learning & Career Services and the College's Alumni Association may also sustain the program through additional support functions for program graduates.

Institutional Learning Goals	Program Learning Outcomes	How Program Learning Outcomes are Assessed
- Analyze social science theories and concepts to analyze human behavior and social and political institutions - Think critically	- Distinguish the roles of federal, state, and local law enforcement agencies under the auspices of the U.S. Department of Homeland Security	- Written examinations - Research papers - Group project and oral presentation
- Use computer systems or other appropriate forms of technology - Think critically	- Utilize intelligence and technologies to enhance security	- Written examinations - Hands-on and case project assignments
- Address an information need by locating, evaluating, and effectively using information - Communicate	- Develop emergency operations plans related to the mitigation, preparation, response, and recovery strategies for all-hazards concepts, including: terrorism,	- Written emergency operation plans for practical and table top exercises simulating incidents of national and man-made disasters

effectively in writing and in speech ▪ Think critically	natural and man-made disaster, emergency management, prevention and protection, preparedness and response	▪ Written journal capturing students' experience playing specific roles in the practical and table top exercises or attendance as a volunteer in practical exercises ▪ Participation in group critique of plan
▪ Use mathematical and statistical concepts and operations ▪ Communicate effectively in writing and in speech ▪ Think critically	▪ Recognize and share essential information for analysis	▪ Oral presentations of work to class ▪ Participation in group discussions
▪ Communicate effectively in writing and in speech ▪ Think critically	▪ Debate Twenty-First Century issues of civil liberties and civil rights, National Security concerns, and privacy rights	▪ Written examination
▪ Reason ethically an act accordingly	▪ Examine the issues of professional responsibility and ethical standards as they relate to Homeland Security and Emergency Management	▪ Written assignments ▪ Written examinations

3. Relationship of the program to institutional strategic plan and its effect on other institutional programs.

The Homeland Security and Emergency Management program aligns with Brookdale Community College's mission to provide "a comprehensive array of quality, affordable educational choices leading to transfer and career opportunities, certificates and associate degrees, access to post-associate learning, lifelong learning, and community development. Goal 1 of the College's Strategic Plan is to inspire student success and learning with "effective teaching and a dynamic curriculum" and Goal 3 is to strengthen and expand Brookdale's alliances and partnerships.

The College offers AS degree programs in Criminal Justice and Corrections that focus on the criminal justice and court systems and/or institutional and community based correctional programs. The Homeland Security and Emergency Management AS differs in that the core of the program is homeland security and emergency management and the focus is on prevention and protection, preparedness and response, information sharing and analysis.

This contemporary program provides an excellent opportunity for Brookdale to further develop partnerships with the community, specifically local law enforcement agencies, and higher education institutions.

4. Need.

The State of New Jersey has created the Office of Homeland Security and Preparedness (OHSP) and the New Jersey State Police (NJSP) has created a new Homeland Security Branch. Both of these

agencies work closely with the US Department of Homeland Security (DHS), which was created pursuant to the Homeland Security Act of 2002.

Homeland security is a concerted national effort by federal, state and local governments, by the private sector, and by individuals to prevent terrorist attacks within the United States, reduce America's vulnerability to terrorism, and minimize the damage and recover from attacks that do occur.

Throughout the State of New Jersey, municipalities and counties have developed emergency management agencies and departments to address threats, crimes and hazards in their jurisdiction.

Homeland security is the goal of the Department of Homeland Security — supported by other federal agencies —to prevent, respond to, and recover from terrorist and catastrophic events that affect the security of the United States. Since the Homeland Security Act of 2002, the Department has grown and has become one of the largest Cabinet level departments in the Country. The Department of Homeland Security continues to look for trained professionals to fulfill its mission to protect this country and its citizens from terrorist attacks. In the post-911 era, the US government created the Department of Homeland Security, which prepares for, prevents, and responds to domestic emergencies.

Few people in the United States had heard the words 'homeland security' prior to the September 11 terrorist attacks, but today, that phrase is part of our reality, and we are educating those who will keep America safe. The Department of Homeland Security was formed in response to the attacks, was created through the merger of 22 federal agencies. Units responsible for counterterrorism, critical infrastructure protection, disaster preparedness, border security, and immigration control and transportation security were combined to better protect U.S. citizens and property.

A degree in homeland security can prepare students for numerous, sometimes unexpected career possibilities. Homeland security concerns have created an urgent need for emergency management professionals in both government and private sectors. The need for security will continue to increase as the world changes around us impervious to economic downturns. Students who complete the A.S. in Homeland Security and Emergency Management will be prepared to transfer to a four-year university to obtain a B.S. in Homeland Security.

Students graduating from the Homeland Security and Emergency Management A.S. program will have gained a broad view of homeland security and emergency preparedness at the federal, state, and local levels. Students' knowledge will encompass counter-terrorism, planning for natural disasters, and terrorism response. Graduates of the program develop the knowledge, skills and abilities needed for leadership in homeland security including international and domestic terrorism, infrastructure protection, strategic planning for security, international relations, intelligence operations and evaluation and program management.

The U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Quarterly-Summer 2006 *Careers in Homeland Security* (http://www.bls.gov/opub/ooq/2006/summer/art01.pdf) (Quarterly) states that careers in homeland security employment are varied. Jobs are available in federal, state and local agencies as well as in private industry and nonprofits. Examples are first responders, air marshals, special agents, law enforcement workers, border control, security agents and emergency management specialists. The Quarterly states that "security is one of the biggest areas of private sector employment" and the efforts of emergency management specialists involved in preparedness, response or recovery are "critical to homeland security."

Brookdale is seeking articulation agreements with Monmouth University and New Jersey City University.

The Homeland Security and Emergency Management AS program aligns with Brookdale's mission to provide an "array of quality, affordable educational choices leading to transfer and career opportunities" and to the College's Strategic Plan to inspire student success through a dynamic curriculum and strengthen and expand partnerships.

Similar offerings at New Jersey Community Colleges:

A.S. Degrees
- Cumberland County College – Justice Studies/Homeland Security
- Ocean County College – Homeland Security
- Passaic County Community College – Homeland Security
- Salem Community College – Homeland Security

Certificate Programs:
- Bergen Community College
  - Certificate of Achievement – Homeland Security & Emergency Management
- Camden County College
  - Certificate of Achievement – Emergency and Disaster Management
- Cumberland County College
  - Certificate of Achievement – Justice Studies: Homeland Security
  - Certificate of Achievement – Justice Studies/Emergency Management
  - Certificate – Justice Studies: Homeland Security
- Passaic County Community College
  - Certificate – Emergency Management
- Raritan Valley Community College
  - Certificate of Achievement – Homeland Security and Emergency Management
- Union County College
  - Certificate – Homeland Security

5. **Students**. Estimate anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached.

Enrollment for this program is expected to increase as transfer agreements are established and varied career opportunities increase for the protective services sector.

Academic Year FY15   25 students
Academic Year FY16   50 students
Academic Year FY17   70 students

6. **Program Resources.** Briefly describe the additional resources needed to implement and operate the program during the program's first five years, e.g., the number of full-time faculty, number of adjunct faculty, computer equipment, print and nonprint material.

The five full-time faculty and 20 adjunct faculty in the criminal justice department are sufficient to implement the program in the first year. The addition of a full time faculty who specializes in homeland security and emergency management will be required as the program grows.

Homeland Security and Emergency Management A.S.
Curriculum

The Homeland Security and Emergency Management Program will prepare students to continue their education to earn a B.S. degree or to enter the workforce. Students in the program learn about issues and problems in society's response to terrorism and emergency situations. Coursework provides particular career-orientated skills for career opportunities in courtrooms, Immigration and Custom Enforcement (ICE), homeland security, emergency management, border patrol and national corporate security.

Graduates of this program will be able to:
- Distinguish the roles of federal, state, and local law enforcement agencies under the auspices of the U. S. Department of Homeland Security
- Utilize intelligence and technologies to enhance security
- Develop emergency operations plans related to the mitigation, preparation, response, and recovery strategies for all-hazards concepts, including: terrorism, natural and man-made disaster, emergency management, prevention and protection, preparedness and response
- Recognize how terrorism is investigated for homeland security and emergency management and share essential information for analysis
- Debate Twenty-First Century issues of civil liberties and civil rights, National Security concerns, and privacy rights
- Examine the issues of professional responsibility and ethical standards as they relate to Homeland Security and Emergency Management

General Education – 30-32 Credits:

Course Code	Title	Credits
Communications		
ENGL 121	English Composition: The Writing Process	3
ENGL 122	English Composition: Writing and Research	3
Humanities (any)		3-4
(Recommended: ENGL 235 World Literature I or ENGL 236 World Literature II, or ENGL 245 American Literature I)		
Social Science		
PSYC 105	Introduction to Psychology I or PSYC 106 Introduction to Psychology II	3
POLI 105	American National Government	3
Mathematics/Science		
MATH 145	Algebraic Modeling	4
Lab Science		4
Any General Education Science or Math course or COMP 129 Information Technology (based on transfer requirements)		3-4
Cultural and Global Awareness		
SOCI 105	Intercultural Communication	3
General Education (any)		0-3
(Recommended: HIST 105 World Civilization I or HIST 106 World Civilization II)		

Career Studies – 30 credits:

CRJU 101	Introduction to Criminal Justice System	3
CRJU 204	Forensic Investigation	3
CRJU 229	Criminal Due Process	3
CRJU 236	Counter Terrorism	3
CRJU 237	Homeland Security	3
CRJU 2XX	Principles of Emergency Management	3
ENVR 126	Introduction to Geographic Information Systems (GIS)	3
NETW 107	Introduction to Security	3
POLI 225	International Relations	3
SPCH 130	Interpersonal Communications	3

Total Program Credits: **60-62**

Sequence:
Fall Term – 1st Semester

ENGL 121	English Composition: The Writing Process	3
CRJU 101	Introduction to Criminal Justice System	3
PSYC 105 or	Introduction to Psychology I or	
PSYC 106	Introduction to Psychology II	3
MATH 145	Algebraic Modeling	4
POLI 105	American National Government	3
	Total credits for semester	**16**

Spring Term – 2nd Semester

ENGL 122	English Composition: Writing and Research	3
CRJU 236	Counter Terrorism	3
CRJU 237	Homeland Security	3
SPCH 130	Interpersonal Communications	3
Science or Math GE	Humanities Science	
Or COMP 129	Information Technology	3-4
	Total credits for semester	**15-16**

Fall Term – 3rd Semester

CRJU xxx	Principles of Emergency Management	3
CRJU 229	Criminal Due Process	3
SOCI 105	Intercultural Communication	3
NETW 107(t)*	Introduction to Security	3
Lab Science	General Education Lab Science	4
	Total credits for semester	**16**

Spring Term – 4th Semester

CRJU 204	Forensic Investigation	3
ENVR 126(t)	Introduction to Geographic Information Systems (GIS)	3
POLI 225**	International Relations	3
Humanities	General Education Humanities	3-4
General Education		0-3
	Total credits for semester	**12-16**

(t) Career studies course that satisfies technological competency
* Offered Fall term only   ** Offered Spring term only

Course descriptions:

CRJU 101 Introduction to Criminal Justice (Cr3) - The social and institutional response to crime is discussed topically in this interdisciplinary survey of the American Criminal Justice System. Students are required to formulate views on controversial issues and concerns such as plea bargaining, the exclusionary rule, the insanity defense and the death penalty. This course is a prerequisite for all 200 level courses in the Criminal Justice program.

CRJU 204 Forensic Investigation (Cr3) - Forensic Investigation constructs a bridge between basic criminal investigation and forensic science. The course will take forensic evidence, amplify it, collect it, process it and bring it into a Forensic Laboratory. Scientific methods will be explained and evidence examination techniques will be explored.

CRJU 229 Criminal Due Process - Due process is the essence of justice in the American Criminal Justice System. Students will be introduced to the significant constitutional cases which define due process of law in the justice system. Important cases will be read and analyzed. Historical trends in constitutional law will be reviewed. Students will complete the course with a fundamental understanding of the impact of due process issues on the operation of the American Criminal Justice System.

CRJU 236 Counter Terrorism (Cr3) - The course begins by examining the political and historical roots of international terrorism. The structure and dynamics of international and domestic terrorist groups will be described. Counterterrorism strategies and the responses to the terrorist threat in the United States will be a major focus of the course. September 11, 2001 has changed the perception of the dangers faced by the country. The USA Patriot Act has created new authority for federal agents in combating terrorism. Enhanced intelligence and expanded surveillance authority will create a more efficient response to the terrorist threat. Students will be introduced to new technologies in counter terrorism as well as new career opportunities

CRJU 237 Homeland Security (Cr3) – The various threats to the security of our nation are ever-growing, but so are the strategies, tactics, and will of the nation to meet those threats. This course will examine the role of the U.S. Department of Homeland Security, as well as the role of local law enforcement and state fusion centers in protecting the nation. It will review new technologies to enhance national security and cyber-security. Students will investigate future concerns and challenges in national security, as well as Twenty-First Century issues of civil liberties, rights, and privacy. Issues of ethics and professional responsibility, as they relate to the subject matter of the course, will be discussed.

CRJU XXX Principles of Emergency Management (Cr3) – This course introduces students to the background components and systems involved in the management of disasters and other emergencies. Focusing on the United States, the course will illustrate current practices, strategies, and the key players involved in Emergency Management. A primary focus of the course is for students to recognize the importance of incident preparation, and consequence management and to develop relevant strategies emphasizing the four aspects of Emergency Management (mitigation, preparedness, response, and recovery).

ENVR 126 Introduction to Geographic Information Systems (GIS) (Cr3) - Introduction to Geographic Information Systems (GIS) is a non-lab science course aimed at both science and non-science majors. Although there is no separate lab time scheduled, this course will focus on computer mapping exercises, so it will meet in a computer lab. The student will be introduced to the field of GIS and how GIS relates to the real world. After learning mapping basics, the student will

learn how data is gathered, stored, edited, mapped and analyzed using GIS. Since GIS is now important in almost every aspect of our technologically oriented world we will examine important applications of GIS in various fields of study including environmental studies, health, business, geography and criminal justice.

NETW 107 Introduction to Security (Cr3) - This course provides a fundamental understanding of network security principles and implementation through lecture, hands-on activities, and case studies. Topics covered include: authentication, types of attacks, malicious code, email threats and countermeasures, Web applications, remote access, and file and print services, intrusion detection systems, firewalls, and physical security concepts, security policies, disaster recovery, and computer forensics. Security topologies are discussed as well as technologies used and principles involved in creating secure computer networking environments such as providing secure communications channels, secure internetworking devices, and network medium and the daily tasks involved with managing and troubleshooting these technologies. Hands-on and case project assignments will reinforce each of the concepts.   This course is offered only in the Fall term.

POLI 225 International Relations (Cr3) - In this course students will be exposed to various theories of international relations, learn about concepts like the state, the nation, the nation-state, sovereignty, and power, investigate the causes of war, examine the role of international law, international organizations and diplomacy in world politics, and explore such issues as arms races, disarmament, and human rights. NOTE: This course is offered only in the Spring term.

SPCH 130 Interpersonal Communications (Cr3) - This course will introduce students to the study of interpersonal communication. Students will be provided with an opportunity to improve their theoretical understanding and practical application of interpersonal skills. Specific focus on dyadic communication relationships will include aspects of initiation, maintenance and closure within situation specific contexts. An oral skill building approach to this course and its material will require that students participate in class activities that emphasize effective listening and speaking. Additionally written assignments and/or tests accompany each unit.

COMP 129 Information Technology (Cr3) - This course is a rigorous introduction to computer science and computer applications. This course emphasizes common computer/technology skills and helps students access, process and present information. This course contains a component that helps the student to recognize analyze and assess ethical issues and situations in computer science.

ENGL 121 English Composition: The Writing Process (Cr3) - ENGL 121 is an introductory writing course where students compose and revise narrative and expository essays and prepare for the study of literature by using writing to analyze texts. Through a writers' workshop approach, students explore the writing process, respond to a variety of texts and learn to communicate their ideas effectively and confidently in writing.

ENGL 122 English Composition: Writing and Research (Cr3) - This course teaches techniques and strategies for conducting research and for writing effectively on a range of subjects. Students learn to write and revise convincing papers using critical thinking skills and information they find to support an assertion or position. Related reasoning and support for papers necessitates inquiry into social ethics and moral situations. Students learn to analyze and process this information using foundational principles of logic, ethical reasoning, and social morals. Students also learn and demonstrate proper documentation style.

MATH 145 Algebraic Modeling (Cr4) - This course is an intermediate algebra course in which examples are drawn from real life and skills are learned in the context of these applications. Topics include functions and their properties and associated algebraic skills, and modeling using linear, exponential, logarithmic, quadratic, rational, and radical functions. Problems are approached from a variety of perspectives, including graphical, numerical, verbal, and algebraic. A graphing calculator is required - the specific model is determined by the department.

POLI 105 American National Government (Cr3) - Students in American National Government study the structure and philosophy of the United States government, including themes of national economy, energy, environment, health, education, welfare, civil rights, civil liberties, foreign policy and political parties. Course activities include the use of teacher and guest lectures, small group discussion, student presentations and video offerings.

PSYC 105 Introduction to Psychology I (Cr3) - Students will demonstrate an understanding of psychology as a science. They will complete exercises covering fundamental areas of the discipline: history of psychology, scientific method, sensation and perception, learning and memory, IQ and personality testing. Students will gain the ability to examine these subjects from a critical as well as diverse point of view; the roles of gender, cultural and individual differences are systematically explored. Service-learning is an option.

PSYC 106 Introduction to Psychology II (Cr3) - Students will demonstrate an understanding of Psychology as an applied science. They will complete exercises covering the relevant areas: social and interpersonal behavior, motivation, emotion, psychological disorders, personality theories and the psychotherapies. Students will gain the ability to analyze a variety of theoretical perspectives from critical and diverse points of view while applying them to problems of daily living. Service-learning is an option.

SOCI 105 Intercultural Communication: The Person and the Process (Cr3) - Culture influences all aspects of our behavior including how we communicate, how we see ourselves, and how we see those who are different from us. By acquiring an interdisciplinary knowledge of culture and how it operates in our lives, students will learn to think critically about how cultural differences within societal groups can form the basis for communication patterns that can develop both between groups of Americans and also cross-nationally.

5.2 Curriculum

The faculty and administration of the College have proposed to offer a Generalist Option and Addiction Studies Option within the existing Human Services A.S. program.

The Generalist and Addiction Studies Options have been developed as transferable programs and will replace the career focused Generalist and Addiction Studies Options in the Human Services A.A.S. program. The Human Services A.A.S. program is proposed for deletion.

The development of transferable options in the field of human services provides students the opportunity to continue their education toward completion of bachelor's degree programs in social work or human services. Bachelor's degrees are required for employment in many human services occupations as well as for state drug and alcohol counseling certification.

Students completing the Addiction Studies Option will have earned credits toward certification as a Certified Alcohol and Drug Counselor (CADC). In both options, students are required to spend 285 hours through a combination of classroom work and fieldwork in human services agencies such as hospitals, mental health centers, social service agencies, counseling sites and other facilities.

The Human Services A.S. Generalist Option and Addiction Studies Option have been reviewed by Academic Division Deans, Academic Council, the Dean of Academic Affairs, the Registrar, the Interim Executive Vice President-Educational Services, the President, and the Policy and Education Committee of the Board.

The President recommends that the Board of Trustees adopt a resolution approving the Human Services A.S. Generalist Option and Human Services A.S. Addiction Studies Option.

RES150003

WHEREAS, the faculty and administration of the College have proposed to implement a Generalist Option and Addiction Studies Option within the existing Human Services A.S. program; and

WHEREAS, the Generalist and Addiction Studies Options have been developed as transferable programs and will replace the career focused Generalist and Addiction Studies Options in the Human Services A.A.S. program; and

WHEREAS, the Human Services A.A.S. program is proposed for deletion; and

WHEREAS, the development of transferable options in the field of human services provides students the opportunity to continue their education toward completion of bachelor's degree programs in social work or human services, and bachelor's degrees are required for employment in many human services occupations as well as for state drug and alcohol counseling certification; and

WHEREAS, students completing the Addiction Studies Option will have earned credits toward certification as a Certified Alcohol and Drug Counselor (CADC); and

WHEREAS, in both options, students are required to spend 285 hours through a combination of classroom work and fieldwork in human services agencies such as hospitals, mental health centers, social service agencies, counseling sites and other facilities; and

WHEREAS, the Human Services A.S. Generalist Option and Addiction Studies Option have been reviewed by Academic Division Deans, Academic Council, the Dean of Academic Affairs, the Registrar, the Interim Executive Vice President-Educational Services, the President, and the Policy and Education Committee of the Board.

RES150003

BROOKDALE

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale

Community College that the Human Services A.S. Generalist Option and Human Services A.S.

Addiction Studies Option are approved.

January 29, 2015

RES150003

Curriculum
Human Services Program, Addiction Studies Option, A.S.
The Human Services A.S. Addiction Studies Option prepares students to transfer to a Bachelor of Social Work (BSW) or other closely related program while earning addiction certification credits simultaneously. Human services is a creative, innovative field for persons who work with, and give support to, other human beings who are experiencing problems with addictions. The courses provide a comprehensive approach to addiction studies. In addition to time spent in the classroom, students spend 285 hours in hospitals, mental health centers, social service agencies, substance-abuse counseling sites and other facilities.

Graduates of this program will be able to:
- Serve Human Services clients or carry out other supportive human service agency functions
- Explain the historical and philosophical foundation of Human Services
- Identify human systems, discuss their interaction, and recognize the conditions that promote or limit optimal human functioning
- Analyze service problems, select appropriate strategies, services, or interventions, and evaluate outcomes
- Apply human service ethics, values, and attitudes in personal, educational, and professional settings with an understanding of cultural/ethnic diversity
- Evaluate their own values, personalities, reaction patterns, interpersonal styles, and limitations
- Apply interventions with individual clients and therapeutic groups as it relates to drug and alcohol addictions

Requirements
General Education 30-32 credits
The following general education course are required:
- ENGL 121 English Composition: The Writing Process   3
- ENGL 122 English Composition: Writing and Research   3
- BIOL 108 Human Biology   4

The following general education courses are recommended:
- COMP 129 Information Technology   3
- ENGL 235 World Literature I or ENGL 236 World Literature II   3
- POLI 105 American National Government   3
- ANTH 105 Cultural Anthropology   3
- SOCI 101 Principles of Sociology   3
- MATH 131 Statistics   4
- SPCH 115 Public Speaking or ECON 105 Macro Economics or HIST 105 World Civilization I or HIST 106 World Civilization II   3

Career studies – 30 credits:
- PSYC 106 Introduction to Psychology II   3
- PSYC 111 Introduction to Human Services   3
- PSYC 125 Introduction to Addiction Studies   3
- PSYC 127 Evaluation and Diagnosis of the Addicted Client   3
- PSYC 212 Community Agencies and Human Service Systems   3
- PSYC 215 Counseling Techniques   3
- PSYC 221 Individual Counseling for the Addicted Client   3

RES150003

- PSYC 222 Social, Cultural, and Familial Aspects of Addiction   3
- PSYC 235 Group Dynamics   3
- PSYC 285 Human Services Practicum   3

Total credits required for degree: 60-62

Suggested Sequence:
The following sequence is an example of how this degree can be completed in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall term start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your counselor for other options and to monitor your progress.

Semester 1 – Fall Term
- PSYC 106 Introduction to Psychology II   3
- PSYC 111 Introduction to Human Services   3
- PSYC 125 Introduction to Addiction Studies   3
- ENGL 121 English Composition: The Writing Process   3
- General Education Information Technology   3

Semester 2 Spring Term
- PSYC 212 Community Agencies and Human Service
  Systems   3
- General Education Social Science   3
- PSYC 127 Evaluation and Diagnosis of Addicted Client   3
- PSYC 215 Counseling Techniques   3
- ENGL 122 English Composition: Writing and Research   3

Semester 3 Fall Term
- General Education Humanities or Social Science   3-4
- General Education Mathematics   3-4
- PSYC 221 Individual Counseling for Addicted Client   3
- PSYC 235 Group Dynamics   3
- General Education Humanities   3-4

Semester 4 Spring Term
- PSYC 222 Social, Cultural, and Familial Aspects of
  Addiction   3
- PSYC 285 Human Services Practicum   3
- General Education   6
- BIOL 108 Human Biology   4

RES150003

Human Services Program, Generalist Option, A.S.

Human Services is a creative, innovative field for persons who work with, and give support to, other human beings. The Human Services A.S. Generalist Option prepares students to transfer to a Bachelor of Human Services or closely related degree program. The required coursework is designed to help students develop an understanding of human and social systems, as well as the ethics and values that guide human services practitioners. Students learn through a combination of classroom and fieldwork, spending 285 hours in human service agencies such as hospitals, mental health centers, social service agencies, counseling sites and other facilities.

Graduates of this program will be able to:
- Serve Human Services clients or carry out other supportive human service agency functions
- Explain the historical and philosophical foundation of Human Services
- Identify human systems, discuss their interaction, and recognize the conditions that promote or limit optimal human functioning
- Analyze service problems, select appropriate strategies, services, or interventions, and evaluate outcomes
- Apply human service ethics, values, and attitudes in personal, educational, and professional settings with an understanding of cultural/ethnic diversity
- Evaluate their own values, personalities, reaction patterns, interpersonal styles, and limitations

Requirements
General Education 30-32 credits

Career studies – 30 credits:
- PSYC 105 Introduction to Psychology I   3
- PSYC 111 Introduction to Human Services   3
- PSYC 208 Life Span Development   3
- PSYC 212 Community Agencies and Human Service Systems   3
- PSYC 215 Counseling Techniques   3
- PSYC 216 Abnormal Psychology   3
- PSYC 217 Social Psychology   3
- PSYC 235 Group Dynamics   3
- PSYC 285 Human Services Practicum   3
- PSYC 125 Introduction to Addiction Studies or PSYC 205 Industrial/Organizational Psychology   3

Total credits required for degree: 60-62

Suggested Sequence:
The following sequence is an example of how this degree can be completed in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall term start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your counselor for other options and to monitor your progress.

Semester 1 – Fall Term
- PSYC 105 Introduction to Psychology I   3
- PSYC 111 Introduction to Human Services   3
- ENGL 121 English Composition: The Writing Process   3

RES150003

- General Education Mathematics   3-4
- General Education Humanities   3-4

Semester 2 Spring Term
- PSYC 208 Life Span Development   3
- General Education Social Science   3
- PSYC 212 Community Agencies and Human Service
  Systems   3
- PSYC 215 Counseling Techniques   3
- ENGL 122 English Composition: Writing and Research   3

Semester 3 Fall Term
- PSYC 235 Group Dynamics   3
- PSYC 216 Abnormal Psychology   3
- General Education Social Sciences or Humanities   3-4
- PSYC 217 Social Psychology   3
- General Education Lab Science   4

Semester 4 Spring Term
- PSYC 125 Introduction to Addiction Studies or
  PSYC 205 Industrial/Organizational Psychology   3
- PSYC 285 Human Services Practicum   3
- General Education   6
- General Education Math, Science or Technology   3-4

RES150003

5.3 Curriculum

The faculty and administration of the College have proposed to discontinue the Human Services A.A.S. program including all options: Generalist, Addiction Studies, and Corrections.

The Corrections Option is proposed for deletion due to low enrollment. There have been less than ten majors in this option for the last five academic years.

The Generalist and Addiction Studies Options will be converted to new transferable options in the Human Services A.S. program providing students the opportunity to continue toward completion of a bachelor's degree. Bachelor's degrees are required for employment in many human services occupations as well as for state drug and alcohol counseling certification.

All required courses in the three options will continue to be offered so that matriculated students in the Human Services A.A.S. options will be able to complete their programs.

The discontinuances of the Human Services A.A.S. Generalist, Addiction Studies, and Corrections Options have been reviewed by Academic Division Deans, Academic Council, the Dean of Academic Affairs, the Registrar, the Interim Executive Vice President-Educational Services, the President, and the Policy and Education Committee of the Board.

The President recommends that the Board of Trustees adopt a resolution discontinuing the Human Services A.A.S. Generalist, Addiction Studies, and Corrections Options.

RES150002

WHEREAS, the faculty and administration of the College have proposed to discontinue the Human Services A.A.S. program including all options: Generalist, Addiction Studies and Corrections; and

WHEREAS, the Corrections Option is proposed for deletion due to low enrollment; there have been less than ten majors in the option for the last five academic years; and

WHEREAS, the Generalist and Addiction Studies Options will be converted to new transferable options in the Human Services A.S. program providing students the opportunity to continue toward completion of a bachelor's degree; and

WHEREAS, Bachelor's degrees are required for employment in many human services occupations as well as for state drug and alcohol counseling certification; and

WHEREAS, all required courses in the three options will continue to be offered so that matriculated students in the Human Services A.A.S. options will be able to complete their program; and

WHEREAS, the discontinuances of the Human Services A.A.S. Generalist, Addiction Studies, and Corrections Options have been reviewed by Academic Division Deans, Academic Council, the Dean of Academic Affairs, the Registrar, the Interim Executive Vice President-Educational Services, the President, and the Policy and Education Committee of the Board.

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale Community College that the Human Services A.A.S. Generalist, Addiction Studies and Corrections Options be discontinued.

January 29, 2015
RES150002

Accreditation and Accountability Reporting at Brookdale

Institutional Accreditation

Middle States Commission on Higher Education
> Compliance Submission Prior to Self-Study
> Self-Study
> Self-Study Progress or Supplemental Reports
> Periodic Review Report
> Periodic Review Report Progress or Supplemental Reports
> Annual Institutional Profile
> Substantive Change Requests
> Accreditation Liaison Officer (ALO) Responsibilities*
>> http://www.msche.org/documents/6B---5-ALO-guidelines-122109.pdf
> Dues and Fees

State of New Jersey, Office of the Secretary of Higher Education
> Licensure via NJ Administrative Code Title 9A – Higher Education

US Department of Education / National Center for Education Statistics Mandatory Annual Submissions
(Examples from 2014 – 2015 Reporting Year)
> Institutional Characteristics
> Completions, FY 2013-2014
> 12-Month Enrollment, FY 2013-2014
> Student Financial Aid, AY 2013-2014
> Graduation Rates, 2014
> Admissions, Fall 2014
> Finance, FY 2013-2014
> Human Resources, Fall 2014
> Academic Libraries, 2014-2015
> Equity in Athletics Disclosure Act (EADA) Survey
> Campus Safety and Security Survey
> Gainful Employment Reporting (Title IV Eligible Programs)

Brookdale Community College: September 2014
Drs. Nancy Kegelman and Laura Longo

Accreditation and Accountability Reporting at Brookdale

New Jersey Office of the Secretary of Higher Education

9A:1-1.3 Licensure (f) *As a condition of licensure, institutions of higher education that receive direct state support and/or participate in state student assistance grant and scholarship programs shall participate in the Commission's Student Unit Record Enrollment (SURE) data system within one year of initial licensure. The Commission shall enter into a memorandum of understanding with institutions participating in the SURE system with regard to the uses of data and protections of student privacy*

> *Annual Mandatory Surveys* (Examples from 2014-2015 Reporting Year)
> NJIPEDS Form #14- Tuition and Required Fees, AY 2014-15
> NJIPEDS Form #20- Preliminary Fall 2014 Enrollment
> NJIPEDS Form #11- Applications and Admissions, Fall 2014
> NJIPEDS Form #41- Student Financial Aid Report, AY 2013-14
> NJIPEDS Form #23-2- All Students Enrolled by Residence, Fall 2014
> NJIPEDS Form #31- Customized Training, FY 2013-14
>
> *Annual Mandatory SURE (Student Unit Record Enrollment) Data Files*
> SURE Social Security Number Updates
> SURE Completions File, FY 2013-14
> SURE 12-Month Enrollment File, FY 2013-14
> SURE Non-Credit Open Enrollment File, FY 2013-14
> SURE Summer Completions File, July 1, 2014 - August 31, 2014
> SURE Fall Enrollment File, Fall 2014
> SURE Spring Enrollment File, Spring 2015
>
> Institutional Profile Report [N.J.S.A. 18A:3B-35]

New Jersey Department of Education
> Vocational Education Data Set (VEDS) – determines proportion of Perkins sector funding and provides outcome data for students in CTE programs
> Grants
> Perkins
> Annual Report

New Jersey Presidents' Council
New Programs

New Jersey Council of County Colleges
Student Success Model

Higher Education Student Assistance Authority
Graduation and Transfer Rates

Other Areas to Consider in Terms of Accountability
> Athletics; Disability Services; Distance Education (Regulation compliance for out-of-state students) Finance; Financial Aid; Institutional Review Board

Brookdale Community College: September 2014
Drs. Nancy Kegelman and Laura Longo

Accreditation and Accountability Reporting at Brookdale

Program Accreditation and Approval
Credit / Traditional Degree Programs

Automotive AAS
National Automotive Technicians Education Foundation (NATEF)
- Full Self Study every 5 years or so
- Faculty have to have ASE Certification (Automotive Service Excellence) in the courses they teach. Many full time faculty are current on the 8 ASE tests relevant to our program.

Culinary AAS
Currently seeking Accreditation from American Culinary Federation (ACF). Site visit in November 2014.
- Seeking accreditation for AAS and Certificates.
- As part of program, students earn ServSafe Certification

Health Information Technology AAS
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).
- Accreditation cycle / self-study not on regular cycle (e.g., every 5th year)

Human Services AAS
Council for Standards for Human Services Education

Nursing AAS
State Board of Nursing, Department of Law & Public Safety Division of Consumer Affairs, and the Accreditation Commission for Education in Nursing (ACEN) (formerly National League for Nursing Accrediting Commission)
- Annual updates required to accrediting agencies that include student demographic, progress and success indicators
- Full accreditation / self-study every 7 years
- Center for Excellence (voluntary; Certification through National League for Nursing; Five year self-assessment cycle)
- Monmouth County Safety Commission inspects labs for Hazardous Material
- Clinical site placements at 7 hospitals; Placements require background checks, vaccines, drug tests;

Paralegal Studies AAS & Certificates

American Bar Association Standing Committee on Legal Assistants
- Full Self Study every 7 years as well as interim reports
- Entire department engaged in program approval
- There is a designated ABA Program Coordinator / Director from the program

Radiologic Technology AAS
Joint Review Committee on Education in Radiologic Technology
- Self-study on 5-10 year cycle
- Clinical site placements at 10 hospitals; Placements require background checks, vaccines, drug tests

Respiratory Care AAS

Brookdale Community College: September 2014
Drs. Nancy Kegelman and Laura Longo

Accreditation and Accountability Reporting at Brookdale

Commission on Accreditation for Respiratory Care
- Self-study on 5-10 year cycle
- Clinical site placements at 10 hospitals; Placements require background checks, vaccines, drug tests

Med Lab Tech AAS
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

Continuing Education / Alternative Pathways
Programs appear in bold; followed by Credentialing / Accrediting / Approval body

Business Programs
Program approval and certifications coordinated by Manager, Business Training.

Certified Bookkeeper
American Institute of Professional Bookkeepers

Real Estate Principals and Practices
NJ Real Estate Commission

ServSafe Food Service Manager Certification
National Restaurant Association

Small Animal Massage Practitioner Certification
Northwest School of Animal Massage

Solar Energy: Entry Level Photovoltaic
North American Board of Certified Energy Practitioners

Healthcare Programs

Program accreditation, approval, data submissions, fees are coordinated by the Manager, Health Care Training

Alzheimer's and Dementia (CDP)
National Council of Certified Dementia Practitioners

Certified Home Health Aide (CHHA)
NJ Board of Nursing

Certified Nurse Aide in Long Term Care (CCNA)
NJ Department of Health

Dental Radiology (DRT)
NJ Radiologic Technology Board of Examiners

Diagnostic Medical Sonography (ARRT)

Brookdale Community College: September 2014
Drs. Nancy Kegelman and Laura Longo

Accreditation and Accountability Reporting at Brookdale

American Registry of Radiologic Technologists in Sonography

Dialysis Nurse (CHN)
Board of Nephrology Examiners Nursing Technology

Dialysis Nurse (CDN)
Nephrology Nursing Certification Commission

EKG / Monitor Technician (NCET)
National Center for Competency Testing

Healthcare Provider CPR (CPR/AED)
American Heart Association

Heart Saver CPR (CPR/AED)
American Heart Association

Hemodialysis Technician (CHT)
Board of Nephrology Examiners Nursing Technology

Hemodialysis Technician (CCHT)
Nephrology Nursing Certification Commission

Hemodialysis Technician (CNT)
National Nephrology Certification Organization

Medical Assistant (NCMOA)
National Center for Competency Testing

Medical Coding and Billing (CPC and/or CCA)
American Association of Professional Coders & American Health Information Management Association

Patient Care Technician (NCPCT)
National Center for Competency Testing

Personal Trainer (NCPT)
World Instructor Training Schools

Pharmacy Technician (CPhT & NJ Licensed)
Pharmacy Technician Certification Board & NJ Pharmacy Tech Boar

Phlebotomy Technician (PBT)
American Society of Clinical Pathologists Board of Certification

Refresher Course for RN's (RN)
NJ Board of Nursing

Sterile Processing Technician (CRCST)
International Association of Healthcare Central Service Materiel Management

Veterinary Assistant (AVA)
National Association of Veterinary Technicians in America

Yoga Teacher Training PT I & PT II (RYT200)
Yoga Alliance

Computer Programs
Certifications coordinated by Program Manager, Technology Services

CompTIA™ A+
CompTIA™ Healthcare IT Technician
CompTIA™ Network+
CompTIA™ Security+
Credentialing Body: CompTIA™

Cisco® CCNA®
Credentialing Body: Cisco®

Microsoft Access 2010
Microsoft Certified Solutions Associate (MCSA): Windows 7
Microsoft Certified Solutions Associate (MCSA): SQL Server 2008
Microsoft Certified Solutions Associate (MCSA): Server 2008
Microsoft Excel 2010 Certification Training (MOS)
Microsoft Office 2010 Master Certification Training
Microsoft Office Specialist 2010 (MOS) Certification Training
Microsoft Outlook 2010 Certification Training (MOS)
Microsoft PowerPoint 2010 Certification Training (MOS)
Microsoft SharePoint 2010 Certification Training (MOS)
Microsoft Word 2010 Certification Training (MOS)
Credentialing Body: Microsoft

Teacher Education
Coordinated by Director, BCD Education Grant

Annual Priorities 2014-2015

1. **Inspire Student Success**
   - Completion Outcome*: Each institute has mapped a two-year template for one or more degree programs; or, a one-year template for one or more certificate programs.
   - Learning Outcome*: Benchmarked, strong levels of student learning expected in courses, programs, and college-wide
     - Review Mission-based Indicators. What 2-3 indicators do we want to track over the next 3 years that can show measurable improvements in learning for all students?
   - Equity Outcome*: Benchmarked levels of access and success expected for low-income and minority students.
     - Review Mission-based Indicators. What 2-3 indicators do we want to track over the next three years that can show measurable improvements in learning for under-represented minorities?

2. **Maximize Resources**
   - Human Resources Priorities
     - All employees directly affected by organizational changes will be presented with clear options and transitional support.
     - Determine next steps for the 21st Century Workforce Team
     - Determine next steps for Communications Team
   - Fiscal Priorities
     - Revise the General Ledger to reflect the college's focus on its mission

3. **Strengthen & Expand Alliances & Partnerships**
   Create College Readiness initiative with at least one additional school district.

4. **Leverage Brookdale's Excellence**
   Align new collegial Governance structure with Institutes by September 2015.

*Aspen Outcomes

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2014

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (http://collegenavigator.ed.gov), an online tool to aid in the college search process. For more information about IPEDS, see http://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2013-14 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Institutions have the opportunity to create its comparison group instead of using the IPEDS pre-selected comparison group through the Customize Data Feedback Report functionality located in the IPEDS Data Center. Customized comparison groups allow institutional executives to quickly produce customizable reports using different comparison groups and accessing a wider range of IPEDS variables. The Data Center can be accessed at http://nces.ed.gov/ipeds/datacenter.

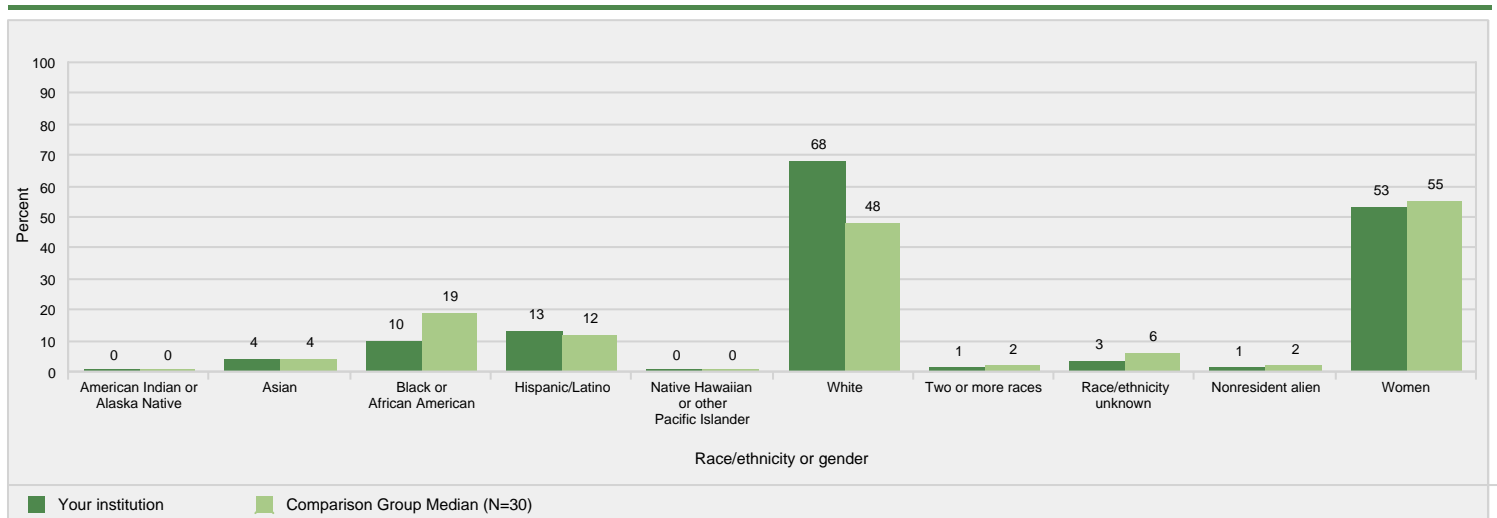*Brookdale Community College*
Lincroft, NJ

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter/) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Brookdale Community College includes the following 30 institutions:

▶ Anne Arundel Community College (Arnold, MD)
▶ Bergen Community College (Paramus, NJ)
▶ Bucks County Community College (Newtown, PA)
▶ Burlington County College (Pemberton, NJ)
▶ Camden County College (Blackwood, NJ)
▶ Community College of Allegheny County (Pittsburgh, PA)
▶ Community College of Philadelphia (Philadelphia, PA)
▶ County College of Morris (Randolph, NJ)
▶ CUNY Borough of Manhattan Community College (New York, NY)
▶ CUNY Kingsborough Community College (Brooklyn, NY)
▶ CUNY LaGuardia Community College (Long Island City, NY)
▶ CUNY Queensborough Community College (Bayside, NY)
▶ Delaware County Community College (Media, PA)
▶ Erie Community College (Buffalo, NY)
▶ Essex County College (Newark, NJ)
▶ Harrisburg Area Community College-Harrisburg (Harrisburg, PA)
▶ Hudson Valley Community College (Troy, NY)
▶ Mercer County Community College (West Windsor, NJ)
▶ Middlesex County College (Edison, NJ)
▶ Monroe Community College (Rochester, NY)
▶ Montgomery College (Rockville, MD)
▶ Montgomery County Community College (Blue Bell, PA)
▶ Nassau Community College (Garden City, NY)
▶ Ocean County College (Toms River, NJ)
▶ Onondaga Community College (Syracuse, NY)
▶ Prince George's Community College (Largo, MD)
▶ Suffolk County Community College (Selden, NY)
▶ SUNY Westchester Community College (Valhalla, NY)
▶ The Community College of Baltimore County (Baltimore, MD)
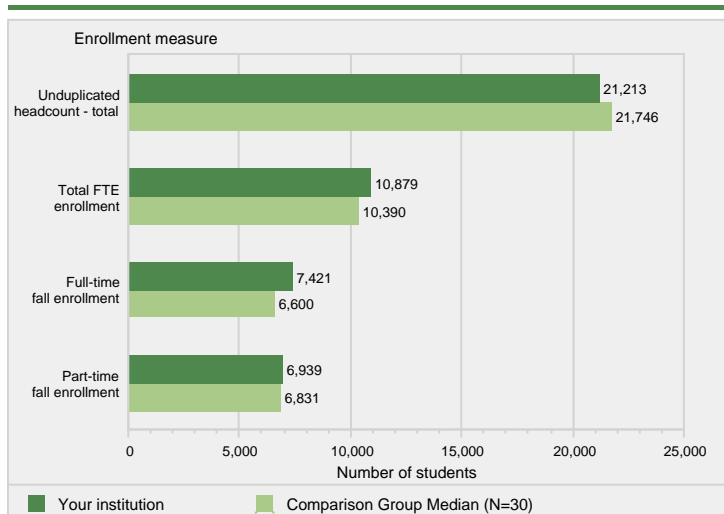▶ Union County College (Cranford, NJ)

Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2013

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Fall Enrollment component.

Figure 2. Unduplicated 12-month headcount (2012-13), total FTE enrollment (2012-13), and full- and part-time fall enrollment (Fall 2013)

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, 12-month Enrollment component and Spring 2014, Fall Enrollment component.

Figure 3. Number of subbaccalaureate degrees and certificates awarded, by level: 2012-13

NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Completions component.

Figure 4. **Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2010-11 to 2013-14**

Academic year

Year	Your institution	Comparison Group Median
2013-14	$3,437	$4,485
2012-13	$3,437	$4,119
2011-12	$3,527	$3,939
2010-11	$3,527	$3,607

■ Your institution ■ Comparison Group Median (N=30)

NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.
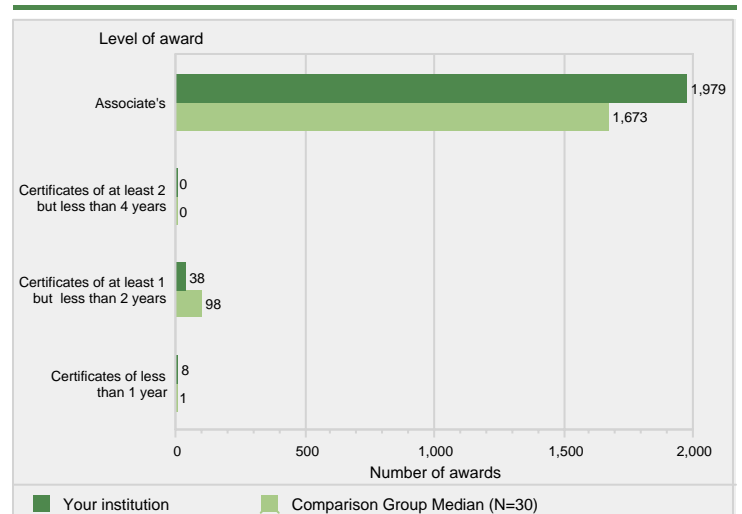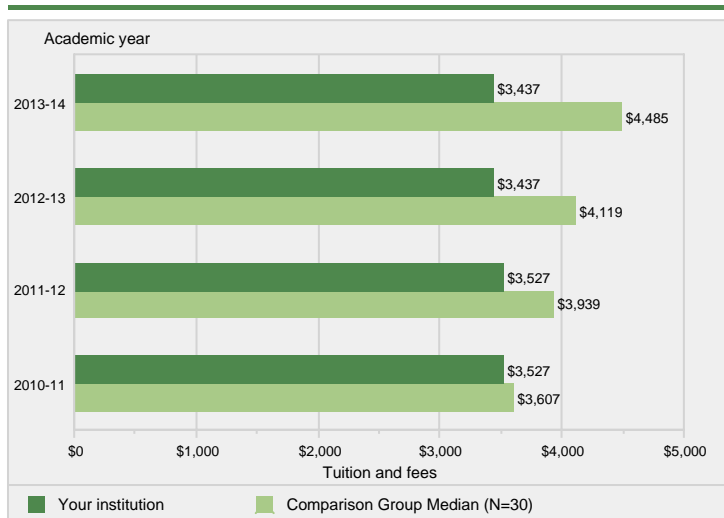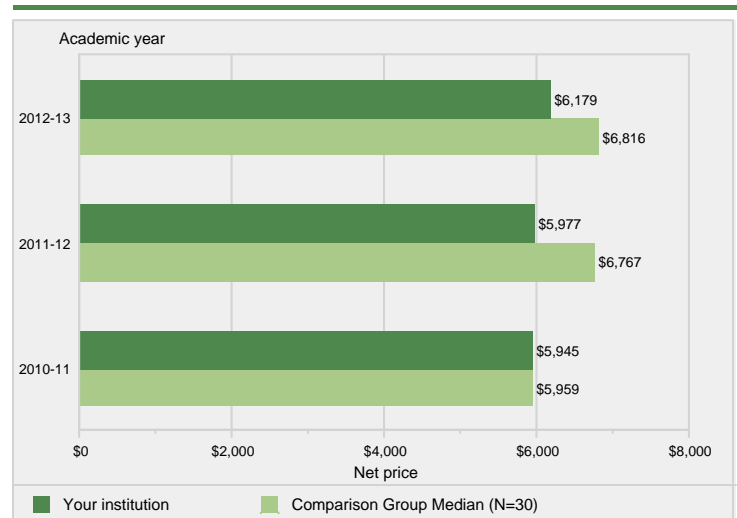SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Institutional Characteristics component.

Figure 5. **Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2012-13**

Academic year

Year	Your institution	Comparison Group Median
2012-13	$6,179	$6,816
2011-12	$5,977	$6,767
2010-11	$5,945	$5,959

■ Your institution ■ Comparison Group Median (N=30)

NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, Institutional Characteristics component; Winter 2013-14, Student Financial Aid component.
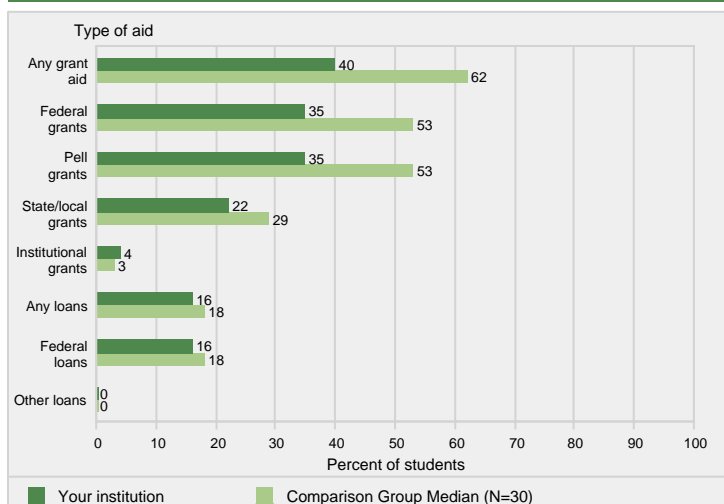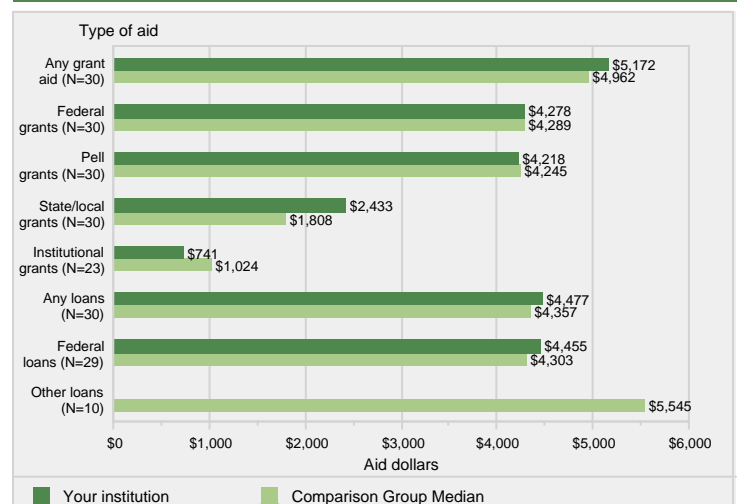
Figure 6. **Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2012-13**

Type of aid

Type of aid	Your institution	Comparison Group Median
Any grant aid	40	62
Federal grants	35	53
Pell grants	35	53
State/local grants	22	29
Institutional grants	4	3
Any loans	16	18
Federal loans	16	18
Other loans	0	0

■ Your institution ■ Comparison Group Median (N=30)

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 7. **Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2012-13**

Type of aid

Type of aid	Your institution	Comparison Group Median
Any grant aid (N=30)	$5,172	$4,962
Federal grants (N=30)	$4,278	$4,289
Pell grants (N=30)	$4,218	$4,245
State/local grants (N=30)	$2,433	$1,808
Institutional grants (N=23)	$741	$1,024
Any loans (N=30)	$4,477	$4,357
Federal loans (N=29)	$4,455	$4,303
Other loans (N=10)		$5,545

■ Your institution ■ Comparison Group Median

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.
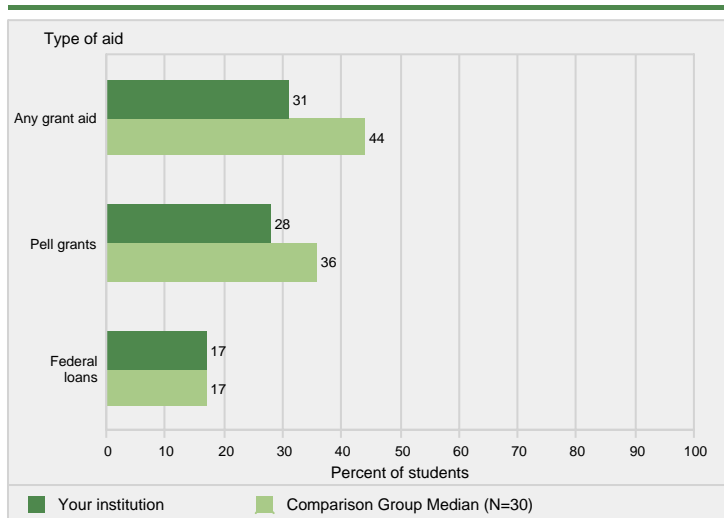
Figure 8. Percent of all undergraduates receiving aid by type of aid: 2012-13

Type of aid

Any grant aid
- Your institution: 31
- Comparison Group Median: 44

Pell grants
- Your institution: 28
- Comparison Group Median: 36

Federal loans
- Your institution: 17
- Comparison Group Median: 17

Percent of students (0 to 100)

■ Your institution   ■ Comparison Group Median (N=30)

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
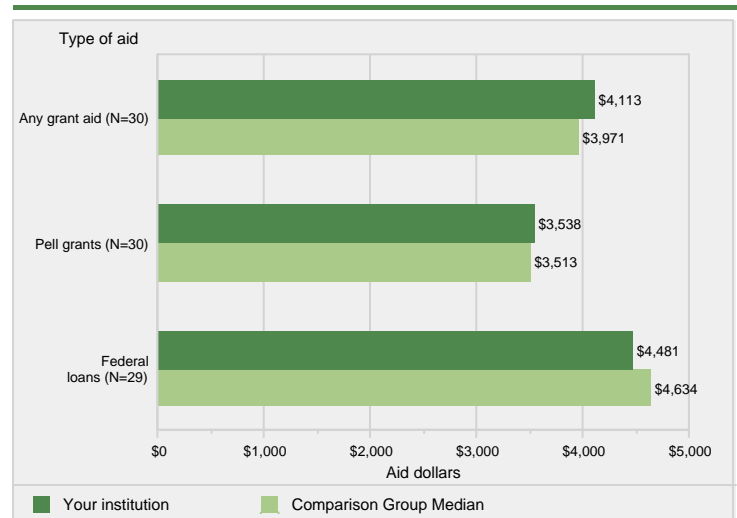SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2012-13

Type of aid

Any grant aid (N=30)
- Your institution: $4,113
- Comparison Group Median: $3,971

Pell grants (N=30)
- Your institution: $3,538
- Comparison Group Median: $3,513

Federal loans (N=29)
- Your institution: $4,481
- Comparison Group Median: $4,634

Aid dollars ($0 to $5,000)

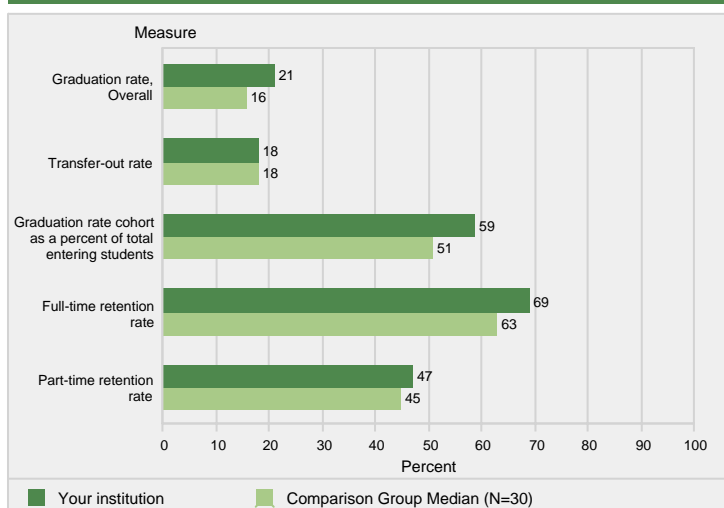■ Your institution   ■ Comparison Group Median

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Student Financial Aid component.
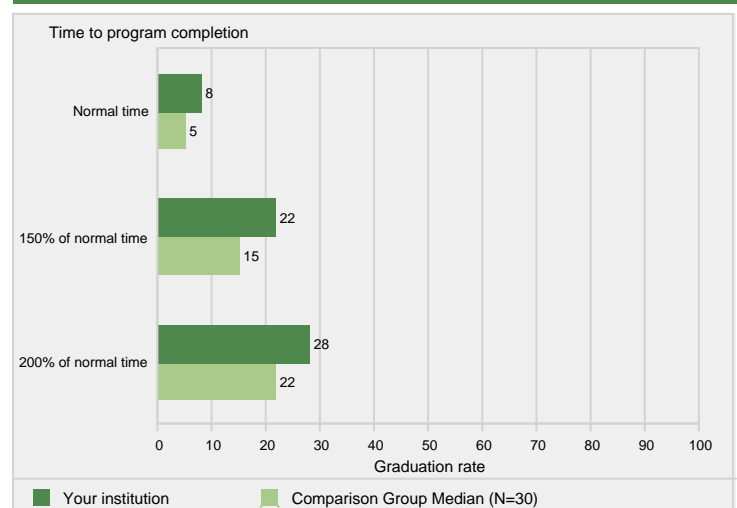
Figure 10. Graduation rate and transfer-out rate (2010 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2013)

Measure

Graduation rate, Overall
- Your institution: 21
- Comparison Group Median: 16

Transfer-out rate
- Your institution: 18
- Comparison Group Median: 18

Graduation rate cohort as a percent of total entering students
- Your institution: 59
- Comparison Group Median: 51

Full-time retention rate
- Your institution: 69
- Comparison Group Median: 63

Part-time retention rate
- Your institution: 47
- Comparison Group Median: 45

Percent (0 to 100)

■ Your institution   ■ Comparison Group Median (N=30)

NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfers out. Retention rates are measured from the fall of first enrollment to the following fall. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, Graduation Rates component and Spring 2014, Fall Enrollment component.
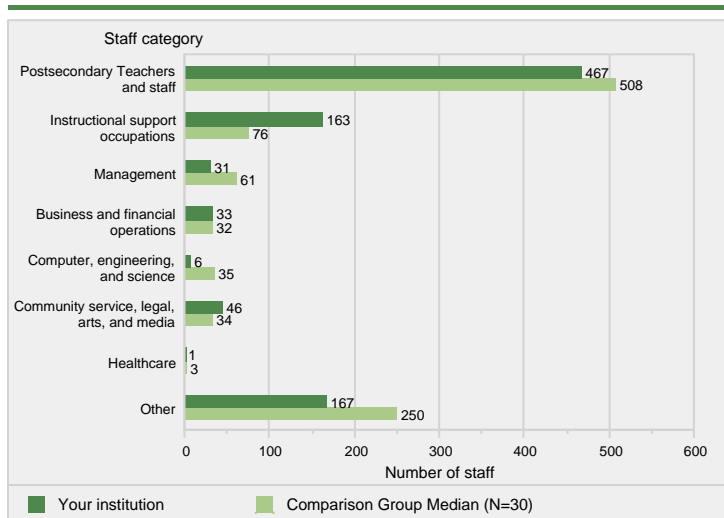
Figure 11. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2009 cohort

Time to program completion

Normal time
- Your institution: 8
- Comparison Group Median: 5

150% of normal time
- Your institution: 22
- Comparison Group Median: 15

200% of normal time
- Your institution: 28
- Comparison Group Median: 22

Graduation rate (0 to 100)

■ Your institution   ■ Comparison Group Median (N=30)

NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
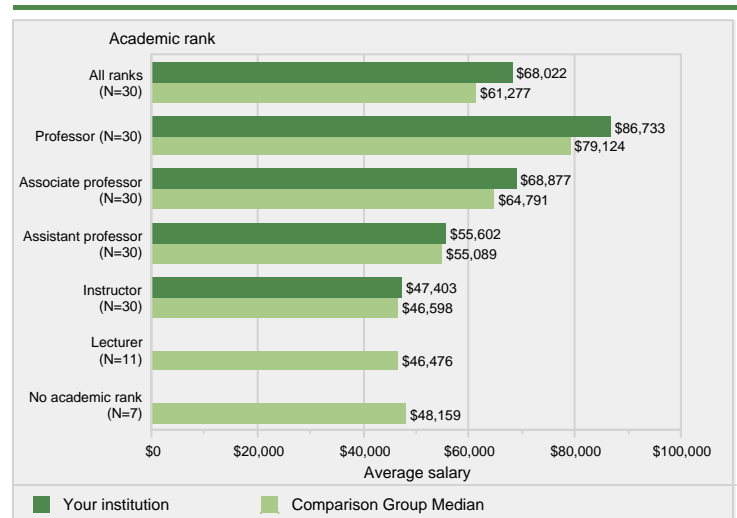SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, 200% Graduation Rates component.

Figure 12. Full-time equivalent staff, by occupational category: Fall 2013
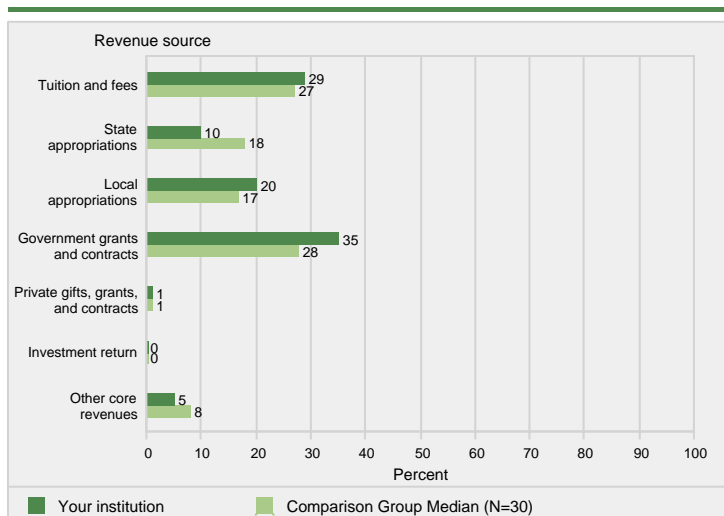

NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2013-14
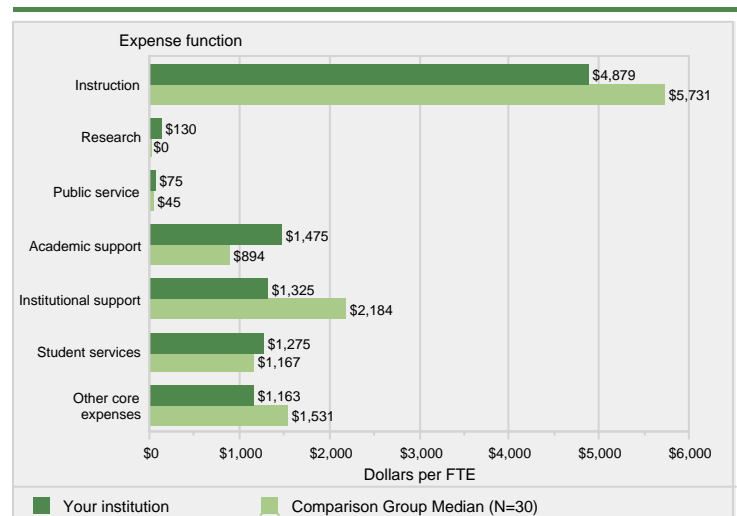

NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

Figure 14. Percent distribution of core revenues, by source: Fiscal year 2013

NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2013

NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2013, 12-month Enrollment component and Spring 2014, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2013-14 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at http://nces.ed.gov/ipeds/reic/resource.asp.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Admissions and Test Score Data
Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. Institutions report test scores only if they are required for admission.

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do no report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2013; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the

percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.
Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.

BOARD OF TRUSTEES AGENDA ITEM

_____

SUBJECT: **HUMAN RESOURCES
RECOMMENDATIONS**

DATE: January 29, 2015

CATEGORY: **Human Resources**

ITEM & FILE #: 3.2

REASON FOR BOARD CONSIDERATION: **APPROVAL**

ENCLOSURE(S): Policy 2.1000

BACKGROUND:

In May, 2014, with the endorsement of the Board of Trustees and College administration, the Brookdale Community College Police Department embarked on a year-long process, preparing for New Jersey State Association of Chiefs of Police (NJSACOP) accreditation approval. As part of that process, the Board Policy that established a police department for the College needs to be updated.

The revised Policy 2.1000 reflects the statute authority of the Board, the administrative oversight structure, and the responsibilities of the Office in Charge (OIC). These revisions are recommended by the accreditation consultant, The Rodgers Group, and have been reviewed by the Police Captain who is the OIC, the Police Lieutenant who is the Accreditation Manager, and the Dean of Human Resources who has administrative oversight of the department.

RECOMMENDATION: The President recommends the Policy changes for the Board's approval as part of the police department accreditation requirements for Standard 1.5.4.

INITIATOR OF ITEM: Patricia Sensi

BOARD ACTION DATE: January 29, 2015

EFFECTIVE DATE: As Indicated

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POLICY 2.1000

I. Title of Policy

College Security

II. Objective of Policy

To establish a Board of Trustees Policy to ensure maximum protection of personal rights and physical safety of staff and students of the College, for the care, preservation and protection of College property, and for the control of the conduct of those on said property.

III. Authority

N.J.S. 18A:6-4.2 et seq.

IV. Policy Statement

Recognizing it is essential to secure the successful operation of the College, protect personal rights and physical safety of students and staff, protect College property, maintain good order, promote designated educational objectives of the College and to obviate unnecessary and improper interference with College activities, the Board delegates to the President the authority for effecting and implementing a College wide security program through a Police Department ~~in accordance with N.J.S. 18A:6-4.2 et seq.~~ The Brookdale Community College Police Department is legally established in accordance with the provisions of NJSA Title 18A, specifically 18A:6-4.2–6-4.12.

Title 18A, specifically 18A:6-4.2 and 18A:6-4.5 gives Brookdale Community College the authority to appoint persons to act as police officers for the institution, and gives those so appointed and commissioned the authority to act as police officers and constables in criminal cases and offenses against the law anywhere in the State of New Jersey, pursuant to any limitations as may be imposed by the appointing authority of the institution (Board of Trustees).

The appointment of police officers to said Police Department shall be made by the Board of Trustees upon nomination of the President and, upon approval of such person so appointed under the provisions of N.J.S. 18A:6-4.3, the President or Dean of Human Resources shall issue in the name of the Board of Trustees a commission to such person as a Police Officer of Brookdale Community College subject to and under the terms of the Schedule of Salary and Conditions for such Police Officers.

Brookdale Community College Police Officers will be permitted to carry College-approved firearms on and off duty.

The President has delegated the reporting line of the Police Department to the Dean of Human Resources.

The President or designee, is further authorized to adopt and maintain College Security Regulations and Procedures relevant to the conduct of all persons on College property. Such Regulations and Procedures shall be known to all students and staff of the College. Additionally, the President or designee, shall establish Police Department Rules and

Regulations, including the establishment of procedures for the discipline of Police Department members.

The Police Department will, in compliance with federal law, specifically the Higher Education Opportunity Act (Student Right-to-Know) and Crime Awareness and Campus Security Act of 1990, Public Law 101-542, as amended to the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act of 1998; and the Violence Against Women Reauthorization Act (VAWA) SaVE Act provision, maintain and disclose annually College crime statistics and security information, in a report to be made available and accessible to the public.

V. Chief of Police (or Officer in Charge, If a Chief Is Not Named)

A Chief of Police (or Officer in Charge, if a Chief is not named) shall be appointed by the Board of Trustees and shall:

- Administer and enforce rules and regulations and special emergency directives for the disposition and discipline of the force and its officers and personnel;
- Have, exercise, and discharge the functions, powers and duties of the force;
- Prescribe the duties and assignments of all subordinates and other personnel;
- Delegate such authority as may be deemed necessary for the efficient operation of the force to be exercised under the Chief/OIC's direction and supervision; and
- Report at least monthly to the Dean of Human Resources in such form as shall be prescribed by such authority on the operation of the force during the preceding month, and make such other reports as may be requested by such authority.

VI. Responsibility for Implementation

President

Approved: Board of Trustees 1/18/73
Revised: 7/26/79
Rev. Lodged: 11/20/04
Revised: 12/9/05
Revised: 19 June 2014
Approved: 19 June 2014
Rev. Lodged: 1/29/15

Crossed out = deleted
Underlined = new

Brookdale Community College Police Department
Structural Change Summary

The purpose of the Brookdale Community College Police Department is to ensure a safe environment, remain above reproach, and to be an integral part of the college community. The Department has undergone significant change over the past year and has excelled in managing departmental change without losing focus on its community policing role. The Captain has received accolades from the County Prosecutor's Office for the work done within the Department in such a short timeline and has been very supportive of our PD leadership. The hard work and dedication of Captain Kimler, Lieutenant Halpin, the sergeants and the police officers are evident as they manage NJSACOP Accreditation, adopting and implementing best practices and raising the bar for police department professionalism. (The policy revision before you this month is part of the Accreditation process.) Following is a timeline of the structural changes that have occurred.

- Captain and Chief retired 2013
- Interim Captain appointed effective January 1, 2014
- Proposed reorganization to Board, November 2013
- Board recommendation made for further review of structure, Nov 2013
- College consultation with approximately 10 law enforcement leaders between December 2013-March 2014
- Decision to restructure internally, filling Captain and Lieutenant positions and officer vacancies, April 2014
- Appointment of first new officer, April 2014
- Appointment of Captain as Officer in Charge, May 2014
- Accreditation of Police Department initiated May 2014
- On-line training software installed, June 2014
- Initiation of police communications management program, June 2014
- Appointment of 2 additional Police Officers to fill vacancies, August 2014
- Initial discussion with Monmouth County Undersheriff to transfer 911 calls to County Call Center and to explore expansion of dispatch to County on 24/7 basis, August 2014
- Appointment of Lieutenant, Oct, 2014
- Appointment of Sergeants from within to replace Lieutenant and Captain, Nov 2014
- Continuing fire and lockdown drills in all buildings and at all locations. More than 450 employees participated in group training; hundreds more have participated in department specific assessments to reduce risk, through Fall, 2014
- Ongoing identification of priority projects to improve security based on confidential Vulnerability Study
- Assignment of lead police officers to various departmental priorities such as Emergency Management, Bias Crimes, Domestic Violence, Juvenile/School Resource Officer, Higher Education Centers/Branch Campus Liaison Officer, Student Judicial Affairs Liaison
- 911 calls transferred to County Call Center, Jan 2015
- Implementation of shared service for dispatch scheduled for July 2015

Dean Patricia L. Sensi, January 29, 2015

WHEREAS, in May, 2014 with the endorsement of the Board of Trustees and College administration, the Brookdale Community College Police Department embarked on a year-long process, preparing for New Jersey State Association of Chiefs of Police (NJSACOP) accreditation;

WHEREAS, as part of the process, Board Policy 2.1000 needs to be updated;

WHEREAS, the revised Policy 2.1000 reflects the statute authority of the Board of Trustees, the administrative oversight structure, and the responsibilities of the Office in Charge (OIC);

WHEREAS, these revisions are recommended by the accreditation consultant, The Rodgers Group;

WHEREAS, these revisions have been reviewed by the Police Captain who is the OIC, the Police Lieutenant who is the Accreditation Manager, the Dean of Human Resources who has administrative oversight of the department, the President and the Policy & Education Committee of the Board;

NOW THEREFORE BE IT RESOLVED by The Board of Trustees of Brookdale Community College that Board Policy 2.1000 will be lodged for subsequent vote of approval at the following Board of Trustee meeting.

BROOKDALE

AGENDA for January 29, 2015
7:30 p.m.   BOARD OF TRUSTEE PUBLIC BUSINESS MEETING

A. Call to Order
B. Pledge of Allegiance
C. Reading of Statement and Roll Call
D. Acknowledgement of Past Members of the Board of Trustees - Joan Raymond and Peter Kapsales
E. Public Hearing of Tuition and Fees for FY15/16
F. Public Comment on Agenda Items
G. Approval of Minutes of the December 11, 2014 Workshop/Public Meeting   **Minutes Tab**

H. **APPROVAL ITEMS**   **Consent Agenda Tab**

Consent Agenda	Mission-Based Indicators	Jubilee Plan Goals	Tab
(2.1) Acceptance of Grants	Quality and Excellence Value Added to the Community	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence	**Grants Tab**
(3.1) Approval of Human Resources	Quality and Excellence	Goal 2: Maximize Resources	**HR Tab**
(4.1) Monthly Financial Report	Quality and Excellence Access	Goal 2: Maximize Resources	**Finance Tab**
(4.2) Purchases in Excess of $34,100 and NJ "Pay-to-Play" bids, and Pursuant to the NJ "Pay-to-Play" Process, in Excess of $17,500	Quality and Excellence	Goal 2: Maximize Resources	**Finance Tab**
(4.2a) Change Order Request Report	Quality and Excellence	Goal 2: Maximize Resources	**Finance Tab**

Brookdale Community College Board of Trustee Meeting   January 29, 2015 AMENDED 01/22/15

BROOKDALE

AGENDA for January 29, 2015

(4.2b) Open Invoice Payment Requests for Vendor, Student, and Employee Payments	Quality and Excellence	Goal 2: Maximize Resources	**Finance Tab**

H. ADDITIONAL APPROVAL ITEMS

Items removed from the consent agenda will be considered at this time

(1.1) Appointment of Ad-Hoc Police Committee	Value Added to Community Quality and Excellence	Goal 4: Leverage Brookdale's Excellence	**Police Dept. Tab**
(2.2) Lodging of Board Policy 2.1000	Value Added to Community Quality and Excellence	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence	**Police Dept. Tab**
(4.3) Approval of a Schedule of Tuition and Fees for FY15/16	Quality and Excellence Access	Goal 2: Maximize Resources	**Finance Tab**
(5.1) Approval of Homeland Security and Emergency Management A.S.	Student Success and Progress Value Added to Community Quality and Excellence Access	Goal 1: Inspire Student Success Goal 2: Maximize Resources Goal 3: Strengthen and expand Brookdale's alliances and partnerships	**Policy & Ed. Tab**

Goal 1: Inspire Student

AGENDA for January 29, 2015

(5.2) Approval of Human Services A.S. Generalist Option and Human Services A.S. Addiction Studies Option	Student Success and Progress Value Added to Community Quality and Excellence Access	Success Goal 2: Maximize Resources Goal 3: Strengthen and expand Brookdale's alliances and partnerships	Policy & Ed. Tab
(5.3) Discontinuance of the Human Services A.A.S. Generalist, Addiction Studies, and Corrections Options	Student Success and Progress Quality of Excellence	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence	Policy & Ed. Tab

I. Public Comment
J. Old/New Business
K. Resolution to Hold a Closed Discussion (if needed)
L. Motion to Re-Open the Meeting to the Public (if needed)
M. Adjournment

BROOKDALE COMMUNITY COLLEGE
Board of Trustees
Workshop Meeting

Thursday, December 11, 2014

Brookdale Community College
Lincroft Campus – Student Life Center – Navesink Rooms
765 Newman Springs Rd.
Lincroft, New Jersey 07738

A.   Chair Guzzo called the meeting to order at 5:01 P.M.
B.   Ms. Gruskos then read the following statement: "In compliance with the Open Public Meetings
       Act, N.J.S. 10:4-6 et seq., advance written notice of this meeting of the Board of Trustees was
       provided in the following manner:
       1.   On December 8, 2014, advance written notice of this meeting was posted at Brookdale
              Community College on the first floor of the Brookdale Administrative Center.
       2.   On December 8, 2014, advance written notice of this meeting was emailed to *The
              Asbury Park Press and the Star Ledger.*
       3.   On December 8, 2014, advance written notice of this meeting was filed with the Clerk of
              the County of Monmouth."

Roll Call:

Present:	Ms. Abby-White	Ms. Campbell
	Dr. Cram (5:05 PM)	Mr. Crupi
	Mr. Dalton	Mr. DiBella
	Mr. Flaherty (5:05 PM)	Mr. Karcher
	Mr. Passiment	Mr. McConnell (5:20 PM)
	Mr. Tolchin	Chair Guzzo
	Dr. Murphy	Recorder: Ms. Gruskos
		Mr. Hoffman, College Counsel

C.   It was MOVED by Trustee DiBella and seconded by Trustee Abby-White that the following
       resolution be approved.

       WHEREAS, the Board of Trustees of Brookdale Community College proposes to discuss the
following subjects: Personnel Matters, Labor Negotiations and Possible Litigation;
       WHEREAS, the Board of Trustees has determined that within the provisions of Subsection 7(b)
of the Open Public Meetings Law, the public should be excluded from the discussion of said subjects;

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale Community College that a meeting of said Board shall be held, at which the public shall be excluded, on Thursday, December 11, 2014 at approximately 5:00 p.m. for the purpose of discussing Personnel Matters, Labor Negotiations and Possible Litigation.

BE IT FURTHER RESOLVED that the discussions on Personnel Matters, Labor Negotiations and Possible Litigation can be disclosed to the public when the matters have been concluded.

Motion carried by the following vote:
AYES: Trustees Abby-White, Campbell, Crupi, Dalton, DiBella, Karcher, Passiment, Tolchin, and Chair Guzzo
NAYS: None
ABSTENTIONS:

PLEASE TAKE NOTE: Professor Jack Ryan objected to the closed meeting based on that Rice Notice letters had been sent and many personnel had opted for an open discussion and therefore any RIF discussion should have been done in an open public forum. He also objected upon the return of the Board, that the previous closed meeting was in violation of the Open Public Meetings Act, if there was any discussion of the RIF.

D. A motion was made by Trustee DiBella and seconded by Trustee Abby-White to re-open the meeting to the public.

Motion carried by the following vote:
AYES: Trustees Abby-White, Campbell, Cram, Crupi, Dalton, DiBella, Flaherty, Karcher, Passiment, McConnell, Tolchin and Chair Guzzo
NAYS: None
ABSTENTIONS: None

E. Review and Adoption of Consent Agenda and Business Meeting Agenda

There was no discussion on the consent agenda or business agenda. No items were removed.

F. Information and Discussion Items
   a. Center for World War Ii Studies & Conflict Resolution – Chair Guzzo announced that this item would be discussed at a later meeting.
   b. Schedule of Meetings of the Board of Trustees – Future Board of Trustees meetings were scheduled on Thursday and Tuesday nights with a start time of 5:30 PM. There will be one Monday meeting on November 30. The June meeting will meet the same day as the Foundation Board meeting to allow Trustees to meet the Foundation Board of Trustees.
   c. Appointments to Board Committees – Chair Guzzo asked for any discussion from Trustees on their committee assignments and there was no discussion.
   d. Revisions to Board Bylaws – Chair Guzzo remanded the revisions to the Bylaws to the next Policy & Education meeting. Tonight, the consent agenda includes the formation of an Ad Hoc Committee on Bylaws and Board Policies, chaired by Trustee Campbell, and includes Trustees Dalton, DiBella and McConnell. Vice Chair Abby-White will participate as well.

e. Report on Finance & Facilities Committee – Trustee DiBella reported on the Special Budget Workshop Meeting which was held on December 2. He highlighted the following;

- 79% of the college's operating budget is entirely tied to cost of salaries and health benefits and the remainder of budget leaves very little to discretion.
- The projected FY16 budget (begins in July 2015) based on the current arrangement of the college (tuition fees, state and county aid, misc. revenue) we will have a 5 million dollar shortfall and our reserve will be exhausted in two years if we continue to depend on our reserve to balance the budget.
- Tuition – we could raise tuition by $15 a credit to eliminate budget shortfall which would increase the average student's annual tuition by $600
- There is a need to develop a multiple year tuition plan. Some tuition increase is warranted.
- Infrastructure challenges - An infrastructure plan needs to be made to address investment in our facilities and the utilization of Chapter 12 funding to reduce our debt service.
- There will be a full board discussion of the FY16 budget and it will be provided for review 2 weeks in advance of the January 29, 2015 meeting. Budget needs to be approved at the January 29, 2015 meeting to allow the college to bring it forward at the Board of School Estimate in February.

f. Chair Guzzo read the following prepared statement on the RIF proposal and alternatives.

On November 13, the Board of Trustees declared the need for a reduction in force and directed the President to develop a plan and to consult with the college community for valid alternative proposals. The President distributed a proposal, and received input through Governance forum and email input from faculty and staff. The three NJEA associations submitted a 96 page document, the Student Life Board submitted ideas, and individual faculty, staff, and community members submitted over 400 pages of input.

The Board has reviewed all submissions and asked college administration to prepare a grid of actionable input with brief responses to provide context. President Murphy has prepared a plan, based on the original proposal, but modified to include the viable input. In addition, the College's affirmative action officer, Sondra Cannon, has prepared the affirmative action analysis, as required by NJAC 9A.

The Board has reviewed all documents and will act on the original proposal with the following modifications, included in the recommendations presented by President Murphy.

First, the plan will add two academic tutors for English as a Second Language and reinstate an eliminated Senior Production Specialist.

Second, the Board has received a viable proposal from the Division of Outreach, Business, and Community Development for the Fitness Center. This proposal does not maintain current staffing levels and shifts the focus of the center to health and wellness non-credit programs. It also maintains services to students, faculty, and staff and also general public on

a fee basis. The Board also directs the President to explore potential partnerships with the Monmouth County Parks system for a potential public partnership.

Third, the Board recognizes that Brookdale Television may be a community asset and that there is interest from Monmouth County in developing partnerships. As mentioned above, the Board will reinstate the eliminated Senior Production Specialist position and directs the President to do due diligence regarding the value of the television station and to reach out to Monmouth County to determine the terms of a potential partnership.

Lastly, he wanted to mention the Children's Learning Center. The plan that has come forth, is not what many of you believe it to be. We are worried very much about the humane aspects of the situation and the need for people to make appropriate and alternative plans. We are looking for other potential avenues for the Children's Learning Center.

This is a summary of the plan, presented by the President, and the Board will act on it at the regular meeting.

The Trustees discussed the RIF proposal and clarified key points in the plan. Chair Guzzo and the Trustees thanked the college community, the President and her staff for their input.

President Murphy further elaborated on the plans for the Children's Learning Center which were to privatize the center and the RFP will give preference to providers who will keep our current staff, maintain reduced tuition to our students and will maintain our educational partnerships with our nursing, psychology and education programs.

It was moved by Trustee Dalton and seconded by Trustee Flaherty that the Workshop be adjourned at 8:01 PM. Approval was unanimous.

Respectfully submitted

Maureen Murphy, Ph.D., Secretary

BROOKDALE COMMUNITY COLLEGE

Board of Trustees
Public Business Meeting

Thursday, December 11, 2014
Brookdale Community College
Lincroft Campus – Student Life Center – Navesink Rooms
765 Newman Springs Road
Lincroft, NJ 07738

A.   Chair Guzzo called the meeting to order at 8:01 P.M. and the group made the Pledge of
          Allegiance.

B.   Ms. Gruskos then read the following statement: "In compliance with the Open Public Meetings
          Act, N.J.S. 10:4-6 et seq., advance written notice of this meeting of the Board of Trustees was
          provided in the following manner:
          1.   On December 8, 2014, advance written notice of this meeting was posted at Brookdale
                  Community College on the first floor of the Brookdale Administrative Center.
          2.   On December 8, 2014, advance written notice of this meeting was emailed to *The
                  Asbury Park Press and the Star Ledger.*
          3.   On December 8, 2014, advance written notice of this meeting was filed with the Clerk of
                  the County of Monmouth.

          Roll Call:

Present:	Ms. Abby-White	Ms. Campbell
	Dr. Cram	Mr. Crupi
	Mr. Dalton	Mr. DiBella
	Mr. Flaherty	Chair Guzzo
	Mr. Karcher	Mr. Passiment
	Mr. McConnell	Mr. Tolchin
Ex-Officio	Dr. Murphy	Ms. Gruskos, Recorder
		Mr. Hoffman, College Counsel

C.

Topic and Discussion	Votes Taken	Action and Follow-up Actions
Public Comment on Agenda Items: **Chair Guzzo recognized Trustee McConnell for his acceptance and admission to Columbia University.**		Trustee Abby-White will create a committee comprised of parents and employees to evaluate alternatives to closing or privatizing the

37 concerned staff, faculty, students, alumni and community members spoke of their concerns on the following issues on the Reduction In Force Plan: a. **Student success will suffer because of RIF.** b. **Learning Assistants, Student Development Specialists, TLC and ETS each have a critically unique essential role to faculty and students.** c. **Time period for review of the President's Proposal was too short.** d. **Budget shortfall should not be remedied by RIF but by tuition increase.** e. **Children's Learning Center would suffer if privatized.** f. **Fitness Center quality** g. **Ineffectual leadership** h. **Students felt that they were not adequately informed of RIF.** **Freeholder Curley addressed the Board and encouraged them to revamp the college. He feels that he has not had a great deal of communication with the board and he deserves the respect of contact. He encouraged the board to raise tuition by $15.00 and he would encourage his fellow Freeholders to vote for a $15.00 tuition increase at the Board of School Estimate.**		Children's Learning Center
Formal Approval of Board Schedule	A motion was made by Trustee Dalton and seconded by Trustee Abby-White to approve the board schedule for 2015. AYES: Trustees Abby-White, Campbell, Cram, Crupi, Dalton, DiBella, Flaherty, Karcher, Passiment,	

	McConnell, Tolchin and Chair Guzzo NAYS: None ABSTENTIONS: None	
Reduction In Force Plan – **Chair Guzzo made the following statement:** **The Board has reviewed all of the letters, emails and other materials submitted as RIF input. We have consulted with our attorneys, and President Murphy has spoken with Dr. Andrea Lex, our liaison with Middle States – all have assured us that we are doing the right thing. We have made this decision after much thought, and we regret that it is necessary. But, as a Board, we are entrusted with ensuring that the College is well positioned to align its resources behind our current fiscal reality, and to plan for our long-term future. We simply need to do something about the deficit.** **Labor Counsel, Matthew Giacobbe addressed the Board regarding the RIF.** **The Trustees directed the Administration to meet with the union leadership to discuss a severance package for those employees that would be adversely affected by the RIF. They met on 5 separate occasions to develop an agreement and package. Today we received an email at 3:47 PM from the 3 Union Leaders, and he read the following email:** Upon the advice of our attorneys we are asking you to cease and desist on the Full and Final Severance Agreement and Release or we will file an unfair labor practice. There are terms and conditions of this agreement that were never negotiated and we feel that they are harmful and improper.	A motion was made by Chair Guzzo and seconded by Trustee Abby-White to approve the Reduction in Force Plan, as recommended by President Murphy. AYES: Trustees Abby-White, Cram, Crupi, Dalton, DiBella, Flaherty, Karcher, Passiment, McConnell, Tolchin & Chair Guzzo NAYS: Trustee Campbell ABSTENTIONS: None **Trustee Campbell made the following statement, prior to voting No.** Our goal as board members is to provide the best educational service to our students and to do so in a fiscally responsible way. Based on our decreased enrollment and the increased cost of benefits and the maintenance of this institution it became obvious that we had to make some changes. Dr Murphy advised this board that the school needed to be updated with a new reorganization. We	

Unless these items are changed we will not endorse this agreement.

Based on this email, the Trustees will cede to the union requests to cease and desist on the severance agreement at this time.

The Trustees had a discussion on the RIF.

Counsel, John Hoffman read the resolution:

WHEREAS, by Resolution dated November 13, 2014 ("Resolution"), the Board of Trustees ("Board") declared the need for a reduction in force and directed the President to prepare a plan and recommendations to implement a reduction in force to be considered at the December 11, 2014 Board meeting; and

WHEREAS, the President distributed the President's proposal entitled "Proposal for Reduction in Force" dated November 13, 2014 ("President's Proposal") to the Board and College community and the College community submitted alternate suggestions and plans which were distributed to the Board; and

WHEREAS, the President's Proposal provides for a major restructuring of the College and a net reduction of fifty-three (53) employees as set forth in the President's Proposal and Exhibits; and

WHEREAS, as a result of consideration of the suggestions and alternate plans for the College community, the President has modified the Proposal as indicated by a document dated December 11, 2014 entitled "Plan for Reduction in Force" ("President's Plan"); and

were guaranteed that this realignment would not affect the services being provided to the students and it would save the college millions of dollars. However, after hearing the students, teachers and county residents speak over the last few meetings, I knew I could not support the original proposal presented by Dr. Murphy. Because of these concerns Chair Guzzo has made many changes to the original plan. Two of these changes include keeping the fitness center open as well as the childcare center. However it is important to keep in mind that these programs will need to be changed so they will no longer cause debt to the college. As one professor indicated, we do not want to be moving chairs around on the Titanic. For that reason we need to look at other options and innovative ways to save money. I believe there is money to be saved and income to be generated. We need to have the financial structure of Brookdale analyzed and determine where we

WHEREAS, the number of employees to be reduced changes from fifty-three (53) to forty-seven (47) employees in the December 11, 2014 President's Plan; and

WHEREAS, the Board has considered the President's Plan and determined that the reduction in force should have minimal impact on programs and functions which are of a major instructional significance to the College; and

WHEREAS, the Affirmative Action Officer has prepared an assessment of the President's Plan ("Affirmative Action Assessment") and the Board has considered the assessment and affirmative action impact of the President's Plan, which Affirmative Action Assessment is annexed to the Plan.

NOW THEREFORE BE IT RESOLVED that the Board, after considering the President's Plan along with other suggestions and alternative plans from the College community and the Affirmative Action Assessment, hereby resolves as follows:

1.   The President's Plan is hereby adopted and the President is instructed to implement the Plan and report back to the Board on the results of the implementation of the Plan.

2.   The Board instructs the President to review the suggestions and alternate plans from the College community and report back to the Board on alternate revenue and cost containment strategies.

3.   This Resolution shall take effect immediately.

can save money. We need to carefully consider an increase in tuition to offset all of these increasing costs. However the financial burden should not fall on the students alone. We need to increase enrollment. I have listened carefully to all who have spoken. Please understand that change is difficult but it is necessary. The board has the same goals as the students and the teachers and that is to provide the best educational services for its students at the best cost possible. However I cannot approve this plan until further research and analysis takes place.

Consent Agenda: **Accepted:** **1.4 Addition of Ad Hoc Committee on Bylaws and Board Policies** **1.51 – Acceptance of Gifts – Engineering Journals by Ralph Wyndrum** **2.1 – Acceptance of Grants –** • **SBDC awarded grant $133,000** • **NJ Department of Children and Families, Displaced Homemakers awarded grant $120,575** • **NJ Department of Children and Families, Displaced Homemakers Sandy Fund awarded $25,714** **3.1 Human Resources:** **Change of Status – 9** **Separations – 7** **4.1 Financial Report** **4.2 Purchases in Excess of $34,100** **4.2b Payments to Vendors, Students and Employees**	A motion was made by Trustee Abby-White and seconded by Trustee DiBella to accept the consent agenda. AYES: Trustees Abby-White, Campbell, Cram, Crupi, Dalton, DiBella, Flaherty, Karcher, Passiment, McConnell, Tolchin and Chair Guzzo NAYS: None ABSTENTIONS: None	
Public Comment Public comment was made on the RIF resolution. Concerns voiced were: • Loss of co-workers • Impact on educational quality and support • Loss of employment • Loss of quality and affordable childcare • Reconsider vote based on By-Law 1.5100 • Increase enrollment by changing the perception of a Brookdale education being at the high school level. • Tuition can be raised • Fitness Center – marketing ideas never entertained in the past		

• Students stressed on the future changes to the college • BCD take into consideration the current employees for their input • Demand for counseling services will exceed the number of counselors • Black male role models for our students are important • Concerns of how media technology support will be provided without ETS • Asked Dr. Murphy to discuss with ETS the decision to eliminate the whole team. Union Leaders, Helen Vota and Karen Arnold, spoke regarding the severance package. They stated they had 3 separate discussions times and not negotiations. They received the actual severance package last Friday and it was sent to their attorney on the Wednesday prior to the meeting. They appreciate the severance offer and hope to come to an agreement.		
Old/New Business – No old or new business.		

D.   It was MOVED by Trustee Abby-White and seconded by Trustee Flaherty that the meeting be adjourned at 11:00 PM. Approval was unanimous.

Respectfully submitted

Maureen Murphy, Ph.D., Secretary

January 29, 2015 Consent Agenda

Consent Agenda	Mission-Based Indicators	Jubilee Plan Goals
(2.1) Acceptance of Grants	Quality and Excellence Value Added to the Community	Goal 2: Maximize Resources Goal 4: Leverage Brookdale's Excellence
(3.1) Approval of Human Resources	Quality and Excellence	Goal 2: Maximize Resources
(4.1) Monthly Financial Report	Quality and Excellence Access	Goal 2: Maximize Resources
(4.2) Purchases in Excess of $34,100 and NJ "Pay-to-Play" bids, and Pursuant to the NJ "Pay-to-Play" Process, in Excess of $17,500	Quality and Excellence	Goal 2: Maximize Resources
(4.2a) Change Order Request Report	Quality and Excellence	Goal 2: Maximize Resources
(4.2b) Open Invoice Payment Requests for Vendor, Student, and Employee Payments	Quality and Excellence	Goal 2: Maximize Resources

BROOKDALE

**2.2   Acceptance of Grants
        Executive Summary**

Grant Award and College Contribution Analysis

	Grant award	In-kind	Cash	Total
NASA NJ Space Grant sub-contract with Rutgers University	$ 30,000	$ -	$ -	$ 30,000
US DOL Round 4 TAACCCT sub-contract with Bergen Community College	$ 236,812	$ -	$ -	$ 236,812
				$ 266,812

RES150005
January 2015: Director of Grants and Institutional Development, Laura Qaissaunee

BROOKDALE

NJ SPACE Grant Consortium
Brookdale has been awarded a sub-contract from the Rutgers University NJ Space Grant Consortium funded by the National Aeronautics Space Administration (NASA). Funding will enable the college to expand STEM initiatives and services, which will include outreach to local disadvantaged middle schools and afterschool programming, enhancement of the existing Women in Engineering, Science, and Technology Club (WEST), and to establish a STEM Council to coordinate and refine the activities of all STEM student clubs across campus. The project will be under the direction of Anoop Ahluwalia, Assistant Professor of Mathematics.

The total grant award is **$30,000** and does not require an institutional match**.**

Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round IV
Brookdale has been awarded a sub-contract from Bergen Community College from funding awarded under the US Department of Labor's TAACCCT grant program. Brookdale is one of twelve community college consortium members to receive funding from the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program. The New Jersey Health Professional Pathway to Regional Excellence Project (NJ-PREP) consortium is led by Bergen Community College and was awarded a total of $15 million over the life of the grant. The program will be administered by Dominic Latorraca, Director of Workforce Training.

Funding for the first year of the award is **$236.812** and does not require an institutional match.

Recommendation:
The President recommends that the Board of Trustees adopt a resolution accepting the funds listed and authorizing the President to sign funding notification forms and any appropriate amendments.

RES150005
January 2015: Director of Grants and Institutional Development, Laura Qaissaunee

R E S O L U T I O N

WHEREAS, the Board of Trustees of Brookdale Community College has applied for the grant funds listed below:

	Amount
NJ Space Consortium Sub-contract with Rutgers	$30,000
TAACCCT Sub-contract with Bergen	$236,812

WHEREAS, the College has been notified that the funds have been approved; and

WHEREAS, Board Policy 2.0000 requires Board acceptance of all grants received by Brookdale Community College; and

WHEREAS, the President recommends acceptance of said grant funds;

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of Brookdale Community College authorizes the President to accept the grant funds listed above and to sign the funding notification forms and any appropriate amendments thereto.

RES150005
January 2015: Director of Grants and Institutional Development, Laura Qaissaunee

BROOKDALE

Hires, Change of Status & Separations - This month there are a total of 12 recommended items. A summary of the action items is listed below with supporting documentation attached.

A. Hires	**Recommendations**
Faculty	1
Coaches	1

B. Change of Status	**Recommendations**
Faculty	1
Administrative	3
Support Staff	1

C. Separations	**Recommendations**
Support Staff	5

January 29, 2015: Dean of Human Resources, Patricia Sensi

December 2014 HR Actions

A.   HIRES

FACULTY

1.   Name: Joan Raso
      Department: Nursing
      Position: Instructor, temporary spring semester
      Salary: $27,114 prorated from an annual base of $52,575
      Effective: 1/20/15 – 6/30/15
      Education: M.S.N., 1989, Nursing Education, Seton Hall University
                       B.S.N., 1981, Nursing, Hartwick College

      FACULTY DEGREE SUMMARY
      Masters
      1

COACHES

1.   Name: Erika Jones
      Department: Athletics
      Position: Assistant Coach, Women's Basketball
      Salary: $1,150
      Effective: 10/1/14 – 3/30/15

B.   CHANGE OF STATUS

FACULTY

1.   Name: Townsend Weeks
      Department: Environmental
      Position: Associate Professor
      Action: Schedule reduced by 40%, disability
      New Salary: No change
      Effective: 1/20/15 – 5/12/15

ADMINISTRATIVE

1.   Name: Christopher Boud
      Department: Counseling
      Position: Academic Advisor
      Action: Special purpose leave, unpaid
      Effective: 1/1/15 - until further notice but not later than 4/30/15

2.   Name: Richard Pfeffer
      Department: Campus Dean
      Position: Brookdale at Freehold
      Action: Change in position from Dean, Enrollment Development & Student Affairs
      New Salary: No change
      Effective: 2/1/15

3.   Name: David Stout
      Department: Enrollment Development & Student Affairs
      Position: Dean, Enrollment Development & Student Affairs
      Action: Change in position from Campus Dean, Brookdale at Freehold
      New Salary: No change
      Effective: 2/1/15

BOARD OF TRUSTEES
General Functions
Administration
HUMAN RESOURCES
Finance & Facilities
Policy & Education

SUPPORT STAFF

1. Name: Jeanne McCarthy
    Department: Reading
    Position: Learning Assistant
    Action: Extension of temporary assignment
    New Salary: $19,848 prorated from an annual base of $41,229
    Effective: 12/24/14 until further notice but not later than 6/15/15

C.   SEPARATIONS

SUPPORT STAFF

1. Name: Kevin Chen
    Department: College Store
    Position: Textbook Specialist
    Action: Resignation
    Effective: 1/22/15

2. Name: Margaret Fischer Jones
    Department: Adult Basic Education
    Position: A.B.E. Specialist
    Action: Retirement
    Effective: 6/30/15

3. Name: Clare Freeman
    Department: Disability Services
    Position: Learning Assistant
    Action: Retirement
    Effective: 6/30/15

4. Name: Sharon Perdichizi
    Department: Reading
    Position: Learning Assistant
    Action: Resignation
    Effective: 12/29/14

5. Name: Leila Wollman
    Department: Anthropology
    Position: Learning Assistant
    Action: Retirement
    Effective: 6/30/15

January 29, 2015: Dean of Human Resources, Patricia Sensi

4.1   *Monthly Financial Report*

Operating and payroll disbursements for the month ending November 30, 2014, were $8,068,319.56.

The Monthly Financial Report contains summary information regarding all financial transactions of the College for the month of November. This report is submitted to the Board for information in accordance with Board policy and consists of the following schedules (enclosed):

1. Monthly Analysis of Change
2. Current Operating Budget Summary
3. Current Operating Income Summary
4. Cash & Investment Summary
5. Capital Commitment Summary
6. Capital Income Summary
7. Grant Summary

Brookdale Community College
Monthly Analysis of Change

	11/30/14	10/31/14	CHANGE
OPERATING EXPENDITURES *			
Educational Services Division	$38,129,002	$ 35,680,368	$ 2,448,634
Benefits & General Institutional	9,778,878	8,285,205	1,493,673
Sub Total	47,907,880	43,965,573	3,942,307
All other divisions	18,892,608	18,107,757	784,851
Total Operating Expenses	66,800,488	62,073,330	4,727,158
OPERATING REVENUE			
Tuition	28,108,119	20,187,067	7,921,052
General Service Fees	3,146,083	2,268,702	877,381
Sub Total	31,254,202	22,455,769	8,798,433
State Appropriations	4,288,445	3,430,756	857,689
County Appropriations	8,344,591	6,675,673	1,668,918
All other revenue	5,899,831	4,789,727	1,110,104
Total Operating Revenue	49,787,069	37,351,925	12,435,144
CASH & INVESTMENTS			
Cash	11,954,821	13,500,711	(1,545,890)
Investments	6,000,000	6,000,000	–
Total Cash & Investments	17,954,821	19,500,711	(1,545,890)
CAPITAL EXPENDITURES *			
Renewals & Replacements	2,781,315	2,663,294	118,021
Minor Capital	3,035,358	3,053,769	(18,411)
Total Capital Expenses	5,816,673	5,717,063	99,610
CAPITAL REVENUE			
State	218,504	179,207	39,297
County	218,504	179,207	39,297
Other	2,949,309	2,748,776	200,533
Total Capital Revenue	3,386,317	3,107,190	279,127
GRANTS			
Federal Grants	1,348,665	1,073,702	274,963
State Grants	419,274	401,353	17,921
Other Grants	126,068	161,032	(34,964)
Total Grants	$ 1,894,007	$ 1,636,087	$ 257,920

Note:

* includes year-to-date actual and committed expenses.

ENCL. NO. 2

Brookdale Community College
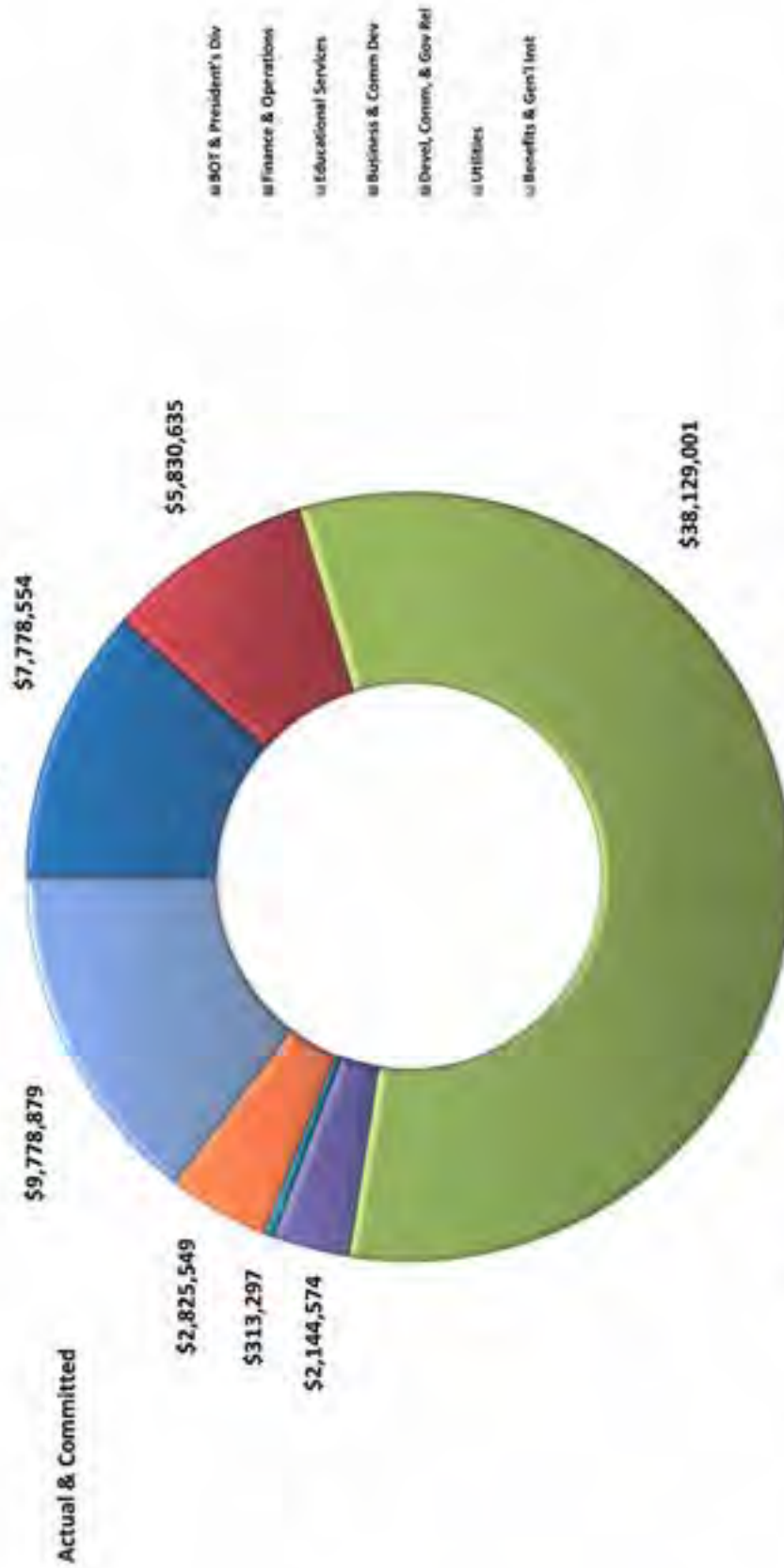**Operating Fund**
Budget Summary Report
FY15

AS OF NOVEMBER 30, 2014

	BUDGET	ADJUST*	TOTAL AVAILABLE	YTD ACTUAL	COMMIT**	BALANCE
BOT & President's Div	$ 7,852,035	$ 42,224	$ 7,894,259	$ 3,065,359	$ 4,713,195	$ 115,705
Finance & Operations	6,680,062	58,638	6,738,700	2,304,757	3,525,878	908,065
Educational Services	43,383,882	233,988	43,617,870	14,989,784	23,139,218	5,488,869
Business & Comm Dev	2,825,071	22,951	2,848,022	1,147,901	996,572	703,448
Devel, Comm, & Gov Rel	507,767	3,800	511,567	140,394	172,903	198,270
Utilities	2,908,700	-	2,908,700	995,375	1,830,174	83,151
Bnfts & Gen'l Inst	23,559,886	(361,601)	23,198,285	8,312,746	1,466,132	13,419,406
Total	$ 87,717,403	$ -	$ 87,717,403	$ 30,956,316	$ 35,844,172	$ 20,916,915

Notes:

* Adjustments represent budget transfers between divisions for salary increases and departmental transfers.
** Committed represents total funds encumbered for a good or service.

Brookdale Community College
Operating Fund
As of November 30, 2014
FY15

Actual & Committed

$9,778,879

$2,825,549

$313,297

$2,144,574

$7,778,554

$5,830,635

$38,129,001

- BOT & President's Div
- Finance & Operations
- Educational Services
- Business & Comm Dev
- Devel, Comm, & Gov Rel
- Utilities
- Benefits & Gen'l Inst

The overall FY15 projected operating budget is $87,717,403; as of November 30, 2014, 76.2% or $66,800,488 was spent and/or obligated.

Brookdale Community College
Expenditures vs. Budget
As of November 30, 2014
FY15

Actual $30,956,316
Budget $87,717,403

Benefits & Gen'l Inst
Utilities
Devel, Comm, & Gov Rel
Business & Comm Dev
Educational Services
Finance & Operations
BOT & President's Div

ENCL. NO. 3

Brookdale Community College
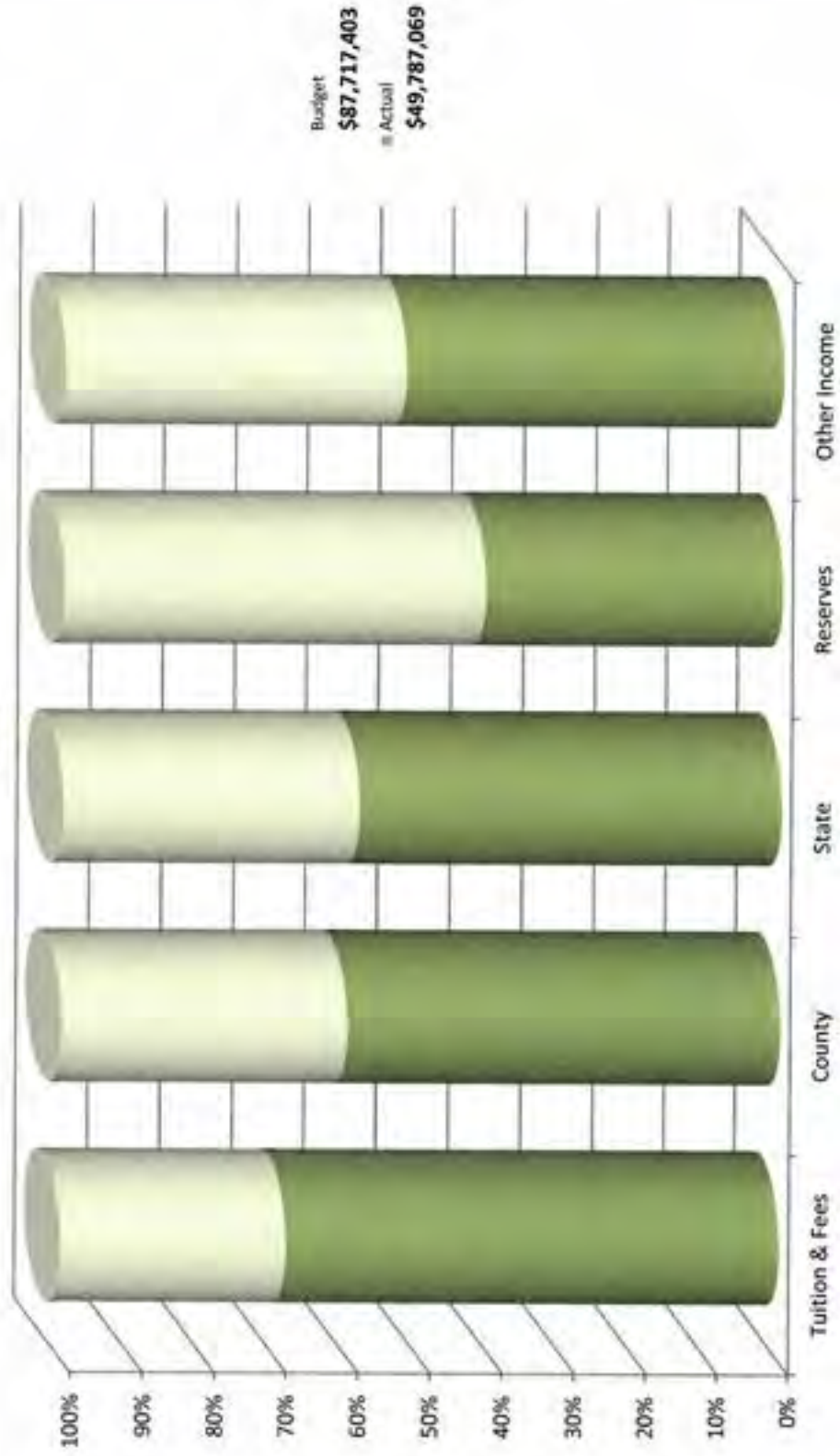**Operating Fund**
Income Summary Report
FY15

AS OF NOVEMBER 30, 2014

	BUDGET	ADJUST	TOTAL AVAILABLE	YTD ACTUAL	BALANCE
State of New Jersey	$10,293,332	$ —	$ 10,293,332	$ 4,288,445	$ 6,004,887
County of Monmouth	20,027,019		20,027,019	8,344,591	11,682,428
Student Tuition	40,948,750		40,948,750	28,108,119	12,840,631
General Service Fee	4,706,875		4,706,875	3,146,083	1,560,792
Other Student Fees	1,450,000		1,450,000	1,171,689	278,311
Business & Comm Dev	2,960,000		2,960,000	1,740,453	1,219,547
Approp from Reserve	6,356,427		6,356,427	2,648,511	3,707,916
Miscellaneous	975,000	—	975,000	339,177	635,823
Total	$87,717,403	$ —	$ 87,717,403	$ 49,787,069	$ 37,930,334

Brookdale Community College
Operating Income
As of November 30, 2014
FY15

Budget $87,717,403
Actual $49,787,069

Categories: Tuition & Fees, County, State, Reserves, Other Income

ENCL. NO. 4

Brookdale Community College
Summary of Cash & Investments
FY15

AS OF NOVEMBER 30, 2014

Cash:

Operating	$ 11,951,264.71	
Payroll	3,556.25	
	$	11,954,820.96

Certificates of Deposit: 6,000,000.00

$ 17,954,820.96

Investment Details:

The College currently has three $2M CDs, all for 12 month terms purchased between December 2013 and November 2014.

The three CDs are with First Choice Bank.

The rate is .80 percent

Interest at maturity totals $48,000.

Total amount redeemed through November 30, 2014, is $6,000,000 with earned interest of $34,057.52.

Brookdale Community College
Capital Fund
Budget Summary Report
FY15

AS OF NOVEMBER 30, 2014
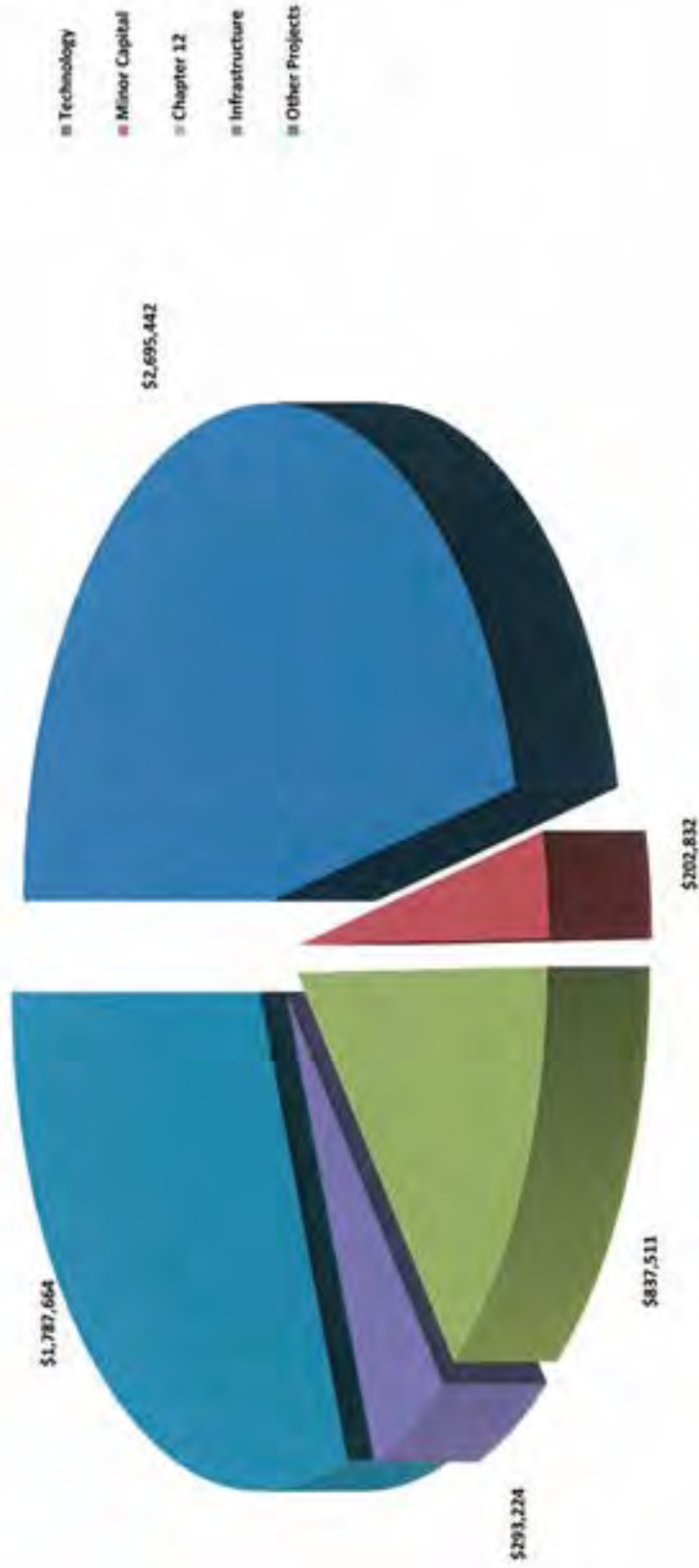
	BUDGET	ALLOCATED	ACTUAL & COMMIT	BALANCE
FY12 Chapter 12 Projects	$ 5,233,820		$ -	$ 4,400,522
8120520 - Gorman Hall	-	410,951	182,397	228,554
8120530 - Energy Efficiency	-	237,507	138,376	99,131
8120535 - Window Replacement WM	-	214,525	214,525	-
8120540 - Megastructure Water Main	-	298,000	298,000	-
FY13 Chapter 12 Projects	1,500,000	-	-	1,495,787
8130505 - Freehold Campus Parking Lot	-	310,000	4,213	305,787
FY14 Chapter 12 Projects	4,250,000	-	-	4,250,000
FY15 Chapter 12 Projects*	3,200,000	-	-	3,200,000
FY15 Capital Projects	-	-	-	-
8102410 - ADA Compliance	323,372	-	7,605	315,767
8131005 - Higher Ed Bond Administration	12,000,000	-	-	12,000,000
8132450 - College GO Bond Match	3,374,648	-	931,470	2,443,178
8131010 - Equipment Leasing Fund (ELF)	2,727,303	-	-	2,727,303
8131015 - Hi Ed Technology Infrastructure (HETI)	1,160,562	-	-	1,160,562
8132455 - College HETI Match	1,160,562	-	-	1,160,562
8142425 - Fascia Project	113,018	-	113,018	-
8152405 - Poseidon	547,151	51,336	598,487	-
FY15 Infrastructure Projects	1,000,000	-	-	-
8152415 - General	-	969,677	262,901	706,776
8132416 - Central Utility Plant Roof	-	30,323	30,323	-
Renewals & Replacements	36,590,436	2,522,319	2,781,315	34,493,929
SLC/B4 Debt Service	1,135,547	-	117,011	1,018,536
Brookdale @ Freehold Debt Service	886,247	-	20,073	866,174
Minor Capital	400,000	-	202,832	197,168
TIP	750,000	-	481,299	268,701
Student & BCD Tech Fee	2,271,094	-	2,214,143	56,951
Minor Capital	5,442,888	-	3,035,358	2,407,530
Total	$ 42,033,324	$ 2,522,319	$ 5,816,673	$ 36,901,459

* Pending State Approval

Brookdale Community College
Capital Fund
As of November 30, 2014
FY15

Actual and Committed

$1,787,664

$2,695,442

$837,511

$293,224

$202,832

Legend:
- Technology
- Minor Capital
- Chapter 12
- Infrastructure
- Other Projects

The overall FY15 capital budget is $42,033,324; as of November 30, 2014, 13.8% or $5,816,673 was spent and/or obligated.

ENCL NO. 6

Brookdale Community College
Capital Fund
Income Summary Report
FY15

AS OF NOVEMBER 30, 2014

	BUDGET	ADJUST *	PROJECTED REVENUE	YTD ACTUAL	BALANCE
State of New Jersey	$ 1,600,000	$ 20,945,284	$ 22,545,284	$ 218,504	$ 22,326,780
County of Monmouth	1,600,000	6,333,187	7,933,187	218,504	7,714,683
Other	6,442,888	5,111,965	11,554,853	2,949,309	8,605,544
Total	$ 9,642,888	$ 32,390,436	$ 42,033,324	$ 3,386,317	$ 38,647,007

* Adjustments reflect prior year capital funding balances

ENCL. NO 7

Brookdale Community College
Grants
Budget Summary Report
FY15

AS OF NOVEMBER 30, 2014

	BUDGET	ADJUST	FUNDS AVAILABLE	ACTUAL & COMMIT	BALANCE
Federal Grants					
Brookdale	$ 3,071,889	$ -	$ 3,071,889	$ 1,322,465	$ 1,749,424
Subgrants	192,000	-	192,000	26,200	165,800
SUBTOTAL	3,263,889	-	3,263,889	1,348,665	1,915,224
State Grants	689,807	7,437	697,244	419,274	277,970
Other Grants	205,316	94,387	299,703	126,068	173,635
TOTAL	$ 4,159,012	$ 101,824	$ 4,260,836	$ 1,894,007	$ 2,366,829

4.2   *Purchases in Excess of $34,100 and*
        New Jersey "Pay-to-Play" bids, and
        Pursuant to the New Jersey "Pay to
        Play" Process, in Excess of $17,500

Enclosed is a resolution with an attached list indicating proposed Public Contracts for Brookdale Community College in excess of $34,100. These proposed contracts have been bid in accordance with "County College Contracts Law," N.J.S. Chapter 64A-Title 18A, and Board of Trustees' Policy No. 4.2000, are under State contract or are legal exceptions to the Public Contracts Law.

Also listed are bids and proposals over $17,500 that met the New Jersey State "Pay-to-Play" Law, N.J.S.A. 19:44a-20.1 et seq., Chapters 51 and 271.

RES150006 - January 29, 2015: Vice President, Finance & Operations, Maureen Lawrence

R E S O L U T I O N

WHEREAS, County College Contracts Law, Chapter 64A, title 18A, requires Board approval for any purchase in excess of $34,100, or purchases with a combined total in excess of $34,100; and

WHEREAS, the New Jersey State "Pay-to-Play" Law, N.J.S.A. 19.44a-20.1 et seq, Chapters 51 and 271, requires Board of Trustee approval for any purchase over $17,500, that is not awarded pursuant to a "fair and open" process; and

WHEREAS, the Director of Materiel and Printing Services has determined and certified in writing that the value of the acquisition will exceed $17,500; and

WHEREAS, the vendor has completed and submitted a Political Contribution Disclosure, and a Business Entity Disclosure Certification; and

BE IT FURTHER RESOLVED that the Business Disclosure Entity Certification and the Determination of Value be placed on file in the Purchasing Office with this resolution; and

WHEREAS, the Board of Trustees has reviewed the purchases on the list attached hereto and made a part hereof; and

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of Brookdale Community College that Purchases as indicated on the attached list have been reviewed and the same are hereby approved.

RES150006

Agenda for Purchases in Excess of $34,100

January 29, 2015

* Estimated expense based on historical data

Board Item No.	Vendor/Contractor	Category / Description	Basis of Award	Amount of Purchase
Capital				
1	Partner Assessment Corp. DBA Partner Engineering and Science, Inc.	**Architectural and Construction Administration Services for Back Campus Street Renovation, RFP No. 01-15** / Notice was sent to 15 vendors, received 4 replies. This contract is for architectural and construction administration services for the renovation of the Back Campus Street on the Lincroft Campus . This includes the schematic design, construction documents, and bid evaluation services. This contract is funded by the capital budget.	RFP	$ 84,700.00
Grant				
2	Regents of the University of Minnesota	**Evaluation Consultant Services for Career and Technical Education (CTE) Provisional Teacher Pilot Program** / Exempt 18A:64A-25.5.a.(15) (Professional consulting services). This contract, which is funded by the Career & Technical Teacher Pilot Grant, is for evaluation consulting services required for the alternate route teaching program. Brookdale Community College has a contract with the NJ Department of Education to train Career and Technical Education alternate route teachers. Implementation includes evaluation of the program by a third party nationally-recognized consultant with experience in Career and Technical Education. The National Research Center for Career and Technical Education (NRCCTE) is located at the University of Minnesota.	Exempt	$ 21,861.00
3	Products Unlimited, Inc.	**Refurbished Siemens Mobile C-Arm X-ray System, Bid No. 15-19**/ Notice was sent to 9 vendors, received 4 replies. This instructional equipment, which is funded by the Perkins Grant, will be utilized by students to gain experience with an x-ray system.	Bid	$ 24,975.50
Operating				

RES150006

4	Insurance Buyers' Council	**Consulting Services** / Exempt 18A:64A-25.5.a.(15) (Professional consulting services). This contract is for consulting and evaluation services of property and casualty insurance proposals for FY16. This contract is funded by the General Institutional's operating budget.	Exempt	$ 17,430.00	
5	Worldwide Gear.com Corp.	**Caps and Gowns, Bid No. 15-13** / Notice was sent to 9 vendors, received 5 replies. This is a 1 year contract with an option for a 2nd year for the supply and delivery of caps and gowns. This contract is funded by Commencement's revenue generating budget.	Bid	$ 25,280.00	*
6	Calumet Communications Group	**Consulting Services** / Exempt 18A:64A-25.5.a.(15) (Professional consulting services). This contract is for public relations consulting services and is funded by the Institutional Marketing's operating fund.	Exempt	$ 10,000.00	*
7	Brown & Brown Metro, Inc. Gallagher Bollinger Inc. Alamo Insurance Group, Inc.	**Employee Benefits Consultancy Services, RFQ 05-2014** / Notice was sent to 28 vendors, received 7 replies. This is a 1 year contract with an option for a 2nd year for consulting services in obtaining and the evaluation of health related insurance coverage for medical, prescription, dental and/or disability. These vendors have been pre-qualified for future services, as necessary.	RFQ		
8	R. Helfrich & Son Inc. Suburban Trails, Inc.	**Bus Services for Tour & Talk Trips, Spring 2015, Bid No. 15-20** / Notice was sent to 8 vendors, received 3 replies. This contract is for bus services for Tour & Talk trips which are funded by OBCD's revenue generating programs.	Bid	$ 17,184.00	
9		**Microscopes, Bid No. 15-20** / Notice was sent to 11 vendors, received 2 replies. Bid was rejected due to non-compliance with bid requirements. **Unless otherwise exempt, bids were publicly advertised according to law.			

RES150006

BROOKDALE

4.2a   *Change Order Request Report*

The Change Order Request Report contains summary information and a resolution for increases to existing Blanket Purchase Orders.

This report is submitted to the Board of Trustees to provide background information to enable the approval of the change requests.

Additional details for these proposed purchases are available in the Purchasing Office for review by the Board of Trustees.

Change Order Reconciliation
January 29, 2015

	Vendor Name	Description	Contract Award	Change Orders Approved	Current Contract Value	Proposed C/Os	Contract Total	Proposed % Increase
1	Frank Lurch Demolition Company LLC	Wall Project - Camp Evans	$ 716,230.00	$ -	$ 716,230.00	$ 35,780.00	$ 752,010.00	5%
2	Frank Lurch Demolition Company LLC	Concrete demolition, removal and disposal.	$ 752,010.00	$ -	$ 752,010.00	$ 212,500.00	$ 964,510.00	28%

Change Order Justification

1. Cost for demolition of two structures, Buildings 9105 and 9392, which were not part of the original bid specifications.
2. Cost for the removal and disposal of hazardous materials in excess of original bid estimates (an additional 2,500 tons of materials).

4.2b   *Payments to*
          Vendors, Students, and Employees

Payments to vendors, students, and employees are contained in this report as summary information for all payment transactions of the College including payments made on previously approved purchase orders. This report serves as background information for the transactions.

Additional documentation for payments is available in the Accounts Payable Department.

Brookdale Community College
Paid Invoice Register
January 29, 2015

	Student	Vendor	Employee	Totals
ASBCC	$ 814.00	$ 11,826.55	$ 349.25	$ 12,989.80
Athletics	245.00	20,982.42	4,875.54	26,102.96
Bookstore	-	718,975.76	-	718,975.76
College	-	2,353,664.33	51,036.12	2,404,700.45
OBCD	206.99	63,279.15	4,004.08	67,490.22
	$ 1,265.99	$ 3,168,728.21	$ 60,264.99	$ 3,230,259.19

4.3 *Approval of a Schedule of Tuition and Fees for FY15/16*

BACKGROUND

State regulations require each County College to annually file a schedule of tuition and fees to be charged during the following academic year. It is also required that the schedule of tuition and fees be reviewed at a public meeting of the Board of Trustees at which time the College Community can be heard.

The Approval of a Schedule of Tuition and Fees for FY15/16 will be discussed at the Board of Trustees Workshop on January 29, 2015. There will be a public hearing on the Schedule of Tuition and Fees for FY15/16 at the Public Business Meeting on January 29, 2015.

RES150007