



# BROOKDALE

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## COMMUNITY COLLEGE



## ANNUAL INSTITUTIONAL PROFILE

*September 2023*

## Preface

Each of New Jersey's public institutions of higher education is required to submit an annual report to the New Jersey Office of the Secretary of Higher Education that addresses several performance indicators. Submission of this report, entitled the Annual Institutional Profile (AIP), fulfills the mandate of state statute N.J.S.A. 18A:3B-43 to prepare and make available to the public an annual report on the condition of the institution. The form and content of the AIP is established by the Office of the Secretary of Higher Education. The Appendix contains the specific form and content required for the 2023 Profiles.

Situated in five locations in Monmouth County, Brookdale Community College offers degrees designed to transfer to four-year institutions, as well as degrees and certificates which prepare students to enter the workforce directly. Brookdale also provides a wide range of recreational and vocational courses and programs through our Division of Continuing and Professional Studies. In addition, the College offers extensive community services. We are proud to have earned the number one community college distinction in New Jersey on Niche's 2023 and 2024 Best Community Colleges in New Jersey list.

The Annual Institutional Profiles include a wide variety of Indicators such as accreditation status, number of credit and noncredit students served, academic preparedness of entering students, number of degrees conferred, graduation, transfer and retention rates, percentage of course sections taught by full-time faculty, characteristics of the Board of Trustees (e.g., race/ethnicity and affiliation), public service activities, degree and certificate programs offered, and major capital projects in fiscal year 2023.

As such, Brookdale's Annual Institutional Profile provides a summary of many of our fiscal year 2023 accomplishments and contributions to our community. We present this report to the State of New Jersey Office of the Secretary of Higher Education and to our public constituencies with the hope that this material will be informative and useful.

A handwritten signature in blue ink that reads "David M. Stout". The signature is written in a cursive style and is positioned above a horizontal line.

David Stout, Ph.D.  
President

**BROOKDALE COMMUNITY COLLEGE  
ANNUAL INSTITUTIONAL PROFILE  
2023**

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## SECTION A ACCREDITATION STATUS

### INSTITUTIONAL ACCREDITATION

Brookdale Community College is accredited by the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Brookdale is certified by the State of New Jersey and the United States Department of Education to grant associate degrees to students who complete formal programs of study. All of Brookdale's associate-degree programs are approved by the State of New Jersey Office of the Secretary of Higher Education.

### PROFESSIONAL ACCREDITATION OR CERTIFICATION

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

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

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

The **Nursing program** is accredited by the Accrediting Commission for Education in Nursing (ACEN) and by the New Jersey Board of Nursing (NJBON).

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

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



## SECTION B NUMBER OF STUDENTS SERVED

### **1. How many full and part time credit students were enrolled in Fall 2022?**

| <b><i>Student Status</i></b> | <b><i>Headcount</i></b> | <b><i>Percent of Total</i></b> |
|------------------------------|-------------------------|--------------------------------|
| Full-time                    | 4,059                   | 41.0%                          |
| Part-time                    | 5,837                   | 59.0%                          |
| <b>Total</b>                 | <b>9,566</b>            | <b>100.0%</b>                  |

### **2. How many non-credit students were served in FY 2022?**

There were just under 6,000 (**5,871**) enrollments in Brookdale non-credit open-enrollment courses in FY 2022, representing **3,925** different individuals. Approximately four out of 10 (2,540 or 43.3%) of these enrollments were in career-oriented or vocational courses and around 6 out of 10 (3,331 or 56.7%) were in leisure or recreational courses. The 3,925 registrants in non-credit open-enrollment courses enrolled for 211,383.4 clock hours or 469.7 FTEs.

| <b><i>Course Type</i></b>    | <b><i>Registrations</i></b> | <b><i>Course Category</i></b> | <b><i>Total Clock Hours</i></b> |
|------------------------------|-----------------------------|-------------------------------|---------------------------------|
| ABE / GED / ESL              | 473                         | Career                        | 34,056.0                        |
| Camps                        | 556                         | Recreational                  | 11,120.0                        |
| Open Enrollment - Career     | 2,067                       | Career                        | 151,449.0                       |
| Open Enrollment - Recreation | 2,775                       | Recreational                  | 14,758.4                        |
| <b>Total</b>                 | <b>5,871</b>                |                               | <b>211,383.4</b>                |

There were also **2,388** registrations in courses offered through Contracted Services in FY 2022. One hundred and twenty courses were delivered to **131 companies**, resulting in 69.6 training FTEs.

### **3. How many credit students enrolled in Fiscal Year 2022?**

The unduplicated credit enrollment for FY 2022 was 13,920. These students enrolled for a total of 204,349.0 credits or 6,811.6 FTEs between the Summer III 2021 term and the Summer II 2022 term.

## SECTION C CHARACTERISTICS OF UNDERGRADUATE STUDENTS

### FOUNDATIONAL STUDIES TESTING AND REMEDIATION

#### **1. What Foundational Studies placement test does Brookdale use? What criteria are used for selecting test takers?**

Brookdale Community College currently uses three different assessment tools. The Assessment and Learning in Knowledge Spaces (ALEKS) program is used to determine appropriate placement in mathematics. ALEKS is web-based and uses artificial intelligence and adaptive questioning to identify strengths and weaknesses in mathematics. An ALEKS score of 30 or higher waives students from having to take Foundational Studies math courses. In addition, students who have a recent SAT Math score of 530 or higher or ACT scores of 21 or higher are waived from Foundational Studies math.

Brookdale's Reading Placement Assessment is an institutionally developed 25-item test where students read passages and respond to multiple choice questions. A score of 68 or higher waives students from Foundational Studies Reading. Students with a recent SAT Evidence Based Reading and Writing (ERW) score of 480 or higher or an ACT Reading score of 23 or higher are also waived from Foundational Studies Reading.

Placement in English is determined primarily by high school grades and scores on recent standardized tests. Students with recent SAT scores of 480 or higher on Evidence Based Reading and Writing (ERW) or ACT Writing scores of 8 or higher are placed into college-level English.

All new degree-seeking students must take the Foundational Studies Placement Assessments or be waived from testing. Waivers of testing are available to the following students: (1) Those who have completed at least 24 college level credits with a grade of "C" or better at an accredited institution. The 24 credits must include English Composition and a mathematics course higher than Elementary Algebra. (2) Those who have taken the Accuplacer Next Generation test at another college. (3) Those with a four-year degree from an accredited college. (4) Those who are 65 and older as well as those who are non-native speakers of English may also be eligible for a test waiver.

#### **2. How many Fall 2022 students were enrolled in one or more Foundational Studies courses?**

Of the 9,896 students enrolled in Fall 2022, 1,628 (16.5%) were enrolled in at least one Foundational Studies course.

#### **3. How many first-time, full-time (FTFT) degree-seeking students were enrolled in Foundational Studies courses in Fall 2022?**

Of the 1,358 first-time, full-time, degree-seeking students enrolled in Fall 2022, 768 (56.6%) were enrolled in at least one Foundational Studies course.

**4. How many and what percent of Fall 2022 FTFT degree-seeking students were enrolled in Foundational Studies courses by subject area?**

**Number and Percent out of All FTFT Degree-Seeking Students (1,358)**

| <b>Subject Area:</b> | <b>N</b> | <b>%</b> |
|----------------------|----------|----------|
| Computation          | 303      | 22.3     |
| Algebra              | 316      | 23.3     |
| Reading              | 275      | 20.3     |
| Writing              | 383      | 28.2     |

**STUDENT DEMOGRAPHICS**

**1. What was the head count and percent by ethnicity and student status in Fall of 2022?**

**ETHNICITY**

| <b>STUDENT STATUS</b> | <b>NRA</b> |            | <b>Black</b> |            | <b>AI/AN</b> |            | <b>Asian/PI</b> |            | <b>Hispanic</b> |             | <b>White</b> |             | <b>Unknown*</b> |            | <b>TOTAL</b> |
|-----------------------|------------|------------|--------------|------------|--------------|------------|-----------------|------------|-----------------|-------------|--------------|-------------|-----------------|------------|--------------|
|                       | <b>N</b>   | <b>%</b>   | <b>N</b>     | <b>%</b>   | <b>N</b>     | <b>%</b>   | <b>N</b>        | <b>%</b>   | <b>N</b>        | <b>%</b>    | <b>N</b>     | <b>%</b>    | <b>N</b>        | <b>%</b>   |              |
| Full Time             | 139        | 3.4        | 271          | 6.7        | 9            | 0.2        | 139             | 3.4        | 916             | 22.6        | 2,338        | 57.6        | 247             | 6.1        | <b>4,059</b> |
| Part Time             | 111        | 1.9        | 518          | 8.9        | 11           | 0.2        | 282             | 4.8        | 1,032           | 17.7        | 3,352        | 57.4        | 531             | 9.1        | <b>5,837</b> |
| <b>TOTAL</b>          | <b>250</b> | <b>2.5</b> | <b>789</b>   | <b>8.0</b> | <b>20</b>    | <b>0.2</b> | <b>421</b>      | <b>4.3</b> | <b>1,948</b>    | <b>19.7</b> | <b>5,690</b> | <b>57.5</b> | <b>778</b>      | <b>7.9</b> | <b>9,896</b> |

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

**2. What was the headcount and percent by gender and student status in Fall 2022?**

**GENDER**

| <b>STUDENT STATUS</b> | <b>Male</b>  |             | <b>Female</b> |             | <b>Total</b> |
|-----------------------|--------------|-------------|---------------|-------------|--------------|
|                       | <b>N</b>     | <b>%</b>    | <b>N</b>      | <b>%</b>    | <b>N</b>     |
| Full Time             | 2,098        | 51.7        | 1,961         | 48.3        | <b>4,059</b> |
| Part Time             | 2,509        | 43.0        | 3,328         | 57.0        | <b>5,837</b> |
| <b>TOTAL</b>          | <b>4,607</b> | <b>46.6</b> | <b>5,289</b>  | <b>53.4</b> | <b>9,896</b> |

**3. What is the age breakdown of the Fall 2022 student body?**

**FULL VS PART TIME STATUS**

| AGE<br>CATEGORY | Full Time    |              | Part Time    |              | Total        |
|-----------------|--------------|--------------|--------------|--------------|--------------|
|                 | N            | %            | N            | %            | N            |
| Less than 18    | 152          | 3.7          | 1,655        | 28.4         | 1,807        |
| 18 – 19         | 2,396        | 59.0         | 864          | 14.8         | 3,260        |
| 20 – 21         | 838          | 20.7         | 974          | 16.7         | 1,812        |
| 22 – 24         | 314          | 7.7          | 760          | 13.0         | 1,074        |
| 25 – 29         | 167          | 4.1          | 565          | 9.7          | 732          |
| 30 – 34         | 68           | 1.7          | 357          | 6.1          | 425          |
| 35 – 39         | 45           | 1.1          | 205          | 3.5          | 250          |
| 40 – 49         | 36           | 0.9          | 237          | 4.1          | 273          |
| 50 – 64         | 13           | 0.3          | 142          | 2.4          | 155          |
| 65 and Over     | 3            | 0.1          | 48           | 0.8          | 51           |
| Unknown         | 27           | 0.7          | 30           | 0.5          | 57           |
| <b>Total</b>    | <b>4,059</b> | <b>100.0</b> | <b>5,837</b> | <b>100.0</b> | <b>9,896</b> |



## FINANCIAL AID

### 1. To what degree is your institution accessible to students of all economic backgrounds? Use FY22 Data.

| <i>Type of Financial Aid</i>         | <i>Number of Recipients</i> | <i>Total Amount Awarded</i> | <i>Average Amount Awarded Per Recipient</i> |
|--------------------------------------|-----------------------------|-----------------------------|---|
| <b>State Programs</b>                |                             |                             |   |
| Tuition Aid Grant (TAG)              | 1,337                       | \$2,537,000                 | \$1,897.53                                  |
| Educational Opp. Fund (EOF)          | 280                         | 278,000                     | 992.86                                      |
| CC Opportunity Grant (CCOG)          | 836                         | 1,916,000                   | 2,291.87                                    |
| NJCLASS                              | 3                           | 31,000                      | 10,333.33                                   |
| NJ STARS                             | 119                         | 423,000                     | 3,554.92                                    |
| <b>State Programs Total:</b>         |                             | <b>\$5,185,000</b>          |   |
| <b>Federal Programs</b>              |                             |                             |   |
| Pell Grants                          | 2,800                       | \$10,343,000                | \$3,693.93                                  |
| CARES Act – HEERF                    | 9,286                       | 10,602,000                  | 1,141.72                                    |
| College Work Study                   | 23                          | 86,000                      | 3,739.13                                    |
| SEOG                                 | 761                         | 400,000                     | 525.62                                      |
| Stafford Loans (Subsidized)          | 638                         | 2,007,000                   | 3,145.77                                    |
| Stafford Loans (Unsubsidized)        | 748                         | 2,711,000                   | 3,624.22                                    |
| PLUS Loans                           | 28                          | 150,000                     | 5,357.14                                    |
| <b>Federal Programs Total:</b>       |                             | <b>\$26,299,000</b>         |   |
| <b>Institutional Programs</b>        |                             |                             |   |
| Grants / Scholarships                | 455                         | \$503,000                   | \$1,105.49                                  |
| <b>Institutional Programs Total:</b> |                             | <b>\$503,000</b>            |   |
| <b>Total All Programs FY22:</b>      |                             | <b>\$31,987,000</b>         |   |

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

## RESIDENCY

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

- Among Brookdale's 9,896 Fall 2022 students, 9,552 (or **96.5%**) were New Jersey residents. Of these, 8,375 (or **87.7%**) were Monmouth County residents.
- Among Fall 2022 first-time, degree-seeking students (1,853), **95.8%** (or 1,776) were New Jersey residents, of whom 1,527 (or **86.0%**) were living in Monmouth County.

## SECTION D

### STUDENT OUTCOMES – GRADUATION, RETENTION AND TRANSFER



#### **1. What percentage of full-time freshmen graduate or transfer within 3 years?**

The figures below reflect **3-year** graduation and transfer rates for first-time, full-time matriculated students. The transfer rates include National Student Clearinghouse data on transfers to most baccalaureate-granting institutions. The reported transfer rates refer only to those students who *did not* graduate within 150% of time to degree completion. More specifically, if a student graduated within three years and then transferred to another institution, (s)he would be identified only in the graduation rate and not in the transfer rate. The data below have been reported on the annual Federal Graduation Rate Survey (GRS). On the Graduation Rate Survey, students have until the end of the Summer of their 3<sup>rd</sup> year to either graduate or transfer to another institution (e.g., members of the Fall 2019 cohort had until the end of Summer 2022 to graduate or transfer).

#### **2010 – 2019 Entering Cohorts:**

| <b>Entering Cohort</b> | <b>Total in Cohort</b> | <b>Graduates within 3 years</b> | <b>Graduation Rate</b> | <b>Transfers (non graduates)</b> | <b>Transfer Rate</b> | <b>Combined Graduates + Transfers</b> | <b>Combined Graduation + Transfer Rate</b> |
|------------------------|------------------------|---------------------------------|------------------------|----------------------------------|----------------------|---------------------------------------|--|
| 2010                   | 3,056                  | 654                             | 21.4%                  | 547                              | 17.9%                | 1,201                                 | 39.3%                                      |
| 2011                   | 2,633                  | 592                             | 22.5%                  | 470                              | 17.9%                | 1,062                                 | 40.3%                                      |
| 2012                   | 2,705                  | 627                             | 23.2%                  | 472                              | 17.4%                | 1,099                                 | 40.6%                                      |
| 2013                   | 2,519                  | 646                             | 25.6%                  | 413                              | 16.4%                | 1,059                                 | 42.0%                                      |
| 2014                   | 2,245                  | 617                             | 27.5%                  | 362                              | 16.1%                | 979                                   | 43.6%                                      |
| 2015                   | 2,028                  | 563                             | 27.8%                  | 332                              | 16.4%                | 895                                   | 44.1%                                      |
| 2016                   | 1,973                  | 530                             | 26.9%                  | 334                              | 16.9%                | 864                                   | 43.8%                                      |
| 2017                   | 1,908                  | 558                             | 29.2%                  | 283                              | 14.8%                | 841                                   | 44.1%                                      |
| 2018                   | 1,792                  | 457                             | 25.5%                  | 256                              | 14.3%                | 713                                   | 39.8%                                      |
| 2019                   | 1,729                  | 495                             | 28.6%                  | 223                              | 12.9%                | 718                                   | 41.5%                                      |

**2. What are Brookdale's three-year graduation and transfer rates by ethnic group for the Fall 2019 entering cohort of first-time, full-time freshman?**

| <b>Ethnic Group</b> | <b>Total in Cohort</b> | <b>Graduates within 3 years</b> | <b>Graduation Rate</b> | <b>Transfers (non graduates)</b> | <b>Transfer Rate</b> | <b>Combined Graduates + Transfers</b> | <b>Combined Graduation + Transfer Rate</b> |
|---------------------|------------------------|---------------------------------|------------------------|----------------------------------|----------------------|---------------------------------------|--|
| Am Ind              | 4                      | 1                               | 25.0%                  | 0                                | 0.0%                 | 1                                     | 25.0%                                      |
| Asian*              | 68                     | 29                              | 42.6%                  | 10                               | 14.7%                | 39                                    | 57.4%                                      |
| Black               | 143                    | 25                              | 17.5%                  | 17                               | 11.9%                | 42                                    | 29.4%                                      |
| Hispanic            | 423                    | 100                             | 23.6%                  | 38                               | 9.0%                 | 138                                   | 32.6%                                      |
| NRA                 | 18                     | 5                               | 27.8%                  | 2                                | 11.1%                | 7                                     | 38.9%                                      |
| Two Plus            | 44                     | 11                              | 25.0%                  | 3                                | 6.8%                 | 14                                    | 31.8%                                      |
| White               | 974                    | 311                             | 31.9%                  | 144                              | 14.8%                | 455                                   | 46.7%                                      |
| Unknown             | 55                     | 13                              | 23.6%                  | 9                                | 16.4%                | 22                                    | 40.0%                                      |
| <b>Total</b>        | <b>1,729</b>           | <b>495</b>                      | <b>28.6%</b>           | <b>223</b>                       | <b>12.9%</b>         | <b>718</b>                            | <b>41.5%</b>                               |

\*Includes Pacific Islanders

**3. What are Brookdale's two- and three- year graduation rates for the Fall 2010 – Fall 2019 entering cohorts of first-time, full-time freshman?**

| <b>Entering Cohort</b> |          | <b>Graduate After Two Years</b> |          | <b>Graduate After Three Years</b> |          |
|------------------------|----------|---------------------------------|----------|-----------------------------------|----------|
| <b>Fall Term</b>       | <b>N</b> | <b>N</b>                        | <b>%</b> | <b>N</b>                          | <b>%</b> |
| 2010                   | 3,056    | 251                             | 8.2%     | 654                               | 21.4%    |
| 2011                   | 2,633    | 209                             | 7.9%     | 592                               | 22.5%    |
| 2012                   | 2,705    | 262                             | 9.7%     | 627                               | 23.2%    |
| 2013                   | 2,519    | 263                             | 10.4%    | 646                               | 25.6%    |
| 2014                   | 2,245    | 241                             | 10.7%    | 617                               | 27.5%    |
| 2015                   | 2,028    | 241                             | 11.9%    | 563                               | 27.8%    |
| 2016                   | 1,973    | 238                             | 12.1%    | 530                               | 26.9%    |
| 2017                   | 1,908    | 263                             | 13.8%    | 558                               | 29.2%    |
| 2018                   | 1,792    | 218                             | 12.2%    | 457                               | 25.5%    |
| 2019                   | 1,729    | 252                             | 14.6%    | 495                               | 28.6%    |

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

| <b>Full-Time Entering Cohort</b> |          | <b>Number and Percent Retained in Third Semester</b> |          |          |
|----------------------------------|----------|--|----------|----------|
| <b>Term</b>                      | <b>N</b> | <b>Third Semester</b>                                | <b>N</b> | <b>%</b> |
| Fall 2012                        | 2,705    | Fall 2013  | 1,855    | 68.6%    |
| Fall 2013                        | 2,519    | Fall 2014  | 1,748    | 69.4%    |
| Fall 2014                        | 2,245    | Fall 2015  | 1,534    | 68.3%    |
| Fall 2015                        | 2,028    | Fall 2016  | 1,427    | 70.4%    |
| Fall 2016                        | 1,973    | Fall 2017  | 1,399    | 70.9%    |
| Fall 2017                        | 1,908    | Fall 2018  | 1,374    | 72.0%    |
| Fall 2018                        | 1,792    | Fall 2019  | 1,261    | 70.4%    |
| Fall 2019                        | 1,729    | Fall 2020  | 1,133    | 65.5%    |
| Fall 2020                        | 1,439    | Fall 2021  | 963      | 66.9%    |
| Fall 2021                        | 1,290    | Fall 2022  | 878      | 68.1%    |

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

| <b>Part-Time Entering Cohort</b> |              | <b>Number and Percent Retained in Third Semester</b> |          |          |
|----------------------------------|--------------|--|----------|----------|
| <b>Term</b>                      | <b>Total</b> | <b>Third Semester</b>                                | <b>N</b> | <b>%</b> |
| Fall 2012                        | 535          | Fall 2013  | 253      | 47.3%    |
| Fall 2013                        | 533          | Fall 2014  | 237      | 44.5%    |
| Fall 2014                        | 482          | Fall 2015  | 254      | 52.7%    |
| Fall 2015                        | 559          | Fall 2016  | 295      | 52.8%    |
| Fall 2016                        | 486          | Fall 2017  | 286      | 58.8%    |
| Fall 2017                        | 548          | Fall 2018  | 290      | 52.9%    |
| Fall 2018                        | 448          | Fall 2019  | 237      | 52.9%    |
| Fall 2019                        | 403          | Fall 2020  | 246      | 61.0%    |
| Fall 2020                        | 380          | Fall 2021  | 243      | 63.9%    |
| Fall 2021                        | 417          | Fall 2022  | 229      | 54.9%    |

**6. How many degrees were awarded to the graduating Class of 2023 (by ethnicity and degree type)?**

| <b>AWARDS</b> | <b>Am Ind*</b> | <b>Asian**</b> | <b>Black</b> | <b>Hispanic</b> | <b>Two Plus</b> | <b>White</b> | <b>Unknown</b> | <b>TOTAL</b> |
|---------------|----------------|----------------|--------------|-----------------|-----------------|--------------|----------------|--------------|
| Certificates  | 0              | 0              | 2            | 1               | 0               | 10           | 4              | 17           |
| Associates    | 2              | 53             | 99           | 254             | 34              | 874          | 110            | 1,426        |
| <b>TOTAL</b>  | <b>2</b>       | <b>53</b>      | <b>101</b>   | <b>255</b>      | <b>34</b>       | <b>884</b>   | <b>114</b>     | <b>1,443</b> |

\*American Indian

\*\*Includes Native Hawaiian / Pacific Islander





**7. What percentage of the Class of 2023 were female? Male?**

| AWARDS       | Men        |             | Women      |             | TOTAL        |
|--------------|------------|-------------|------------|-------------|--------------|
|              | N          | %           | N          | %           |              |
| Certificates | 6          | 35.3        | 11         | 64.7        | 17           |
| Associates   | 632        | 44.3        | 794        | 55.7        | 1,426        |
| <b>TOTAL</b> | <b>638</b> | <b>44.2</b> | <b>805</b> | <b>55.8</b> | <b>1,443</b> |

**8. How many degrees / certificates were awarded to the Class of 2023 by General Field?**

| <b>IPEDS CIP Code Major Category</b>        | <b>Certificates<br/>Awarded</b> | <b>Associates<br/>Awarded</b> | <b>Total</b> |
|---|---------------------------------|-------------------------------|--------------|
| 03 Natural Resources & Conservation         | 0                               | 7                             | 7            |
| 04 Architecture                             | 0                               | 11                            | 11           |
| 05 Area Ethnic, Cultural and Gender Studies | 1                               | 0                             | 1            |
| 09 Communication / Journalism               | 1                               | 0                             | 1            |
| 10 Communication Technologies               | 0                               | 20                            | 20           |
| 11 Computer and Information Sciences        | 4                               | 64                            | 68           |
| 12 Personal and Culinary Services           | 4                               | 14                            | 18           |
| 13 Education                                | 0                               | 83                            | 83           |
| 14 Engineering                              | 0                               | 31                            | 31           |
| 15 Engineering Technologies                 | 0                               | 32                            | 32           |
| 22 Legal Professions                        | 5                               | 14                            | 19           |
| 24 Liberal Arts / Sciences                  | 0                               | 201                           | 201          |
| 30 Multi / Interdisciplinary Studies        | 0                               | 70                            | 70           |
| 43 Homeland Security / Law Enforcement      | 0                               | 64                            | 64           |
| 44 Public Administration                    | 0                               | 16                            | 16           |
| 45 Social Sciences                          | 0                               | 321                           | 321          |
| 46 Construction Trades                      | 0                               | 16                            | 16           |
| 47 Mechanic / Repair Technologies           | 1                               | 0                             | 1            |
| 50 Visual / Perform Arts                    | 1                               | 35                            | 37           |
| 51 Health Professions                       | 0                               | 151                           | 151          |
| 52 Business / Management                    | 0                               | 276                           | 276          |
| <b>Total:</b>                               | <b>17</b>                       | <b>1,426</b>                  | <b>1,443</b> |

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

- The table on page 11 contains the number and percent of degrees conferred in each discipline for the Classes of 2019 through 2023.



## Brookdale Community College

### Number and Percent of Degrees Conferred by Program

| BCC DEGREE PROGRAM                | 2022-2023   |              | 2021-2022   |              | 2020-2021   |              | 2019-2020   |              | 2018-2019   |              |
|-----------------------------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
|                                   | No.         | %            | No.         | %            | No.         | %            | No.         | %            | No.         | %            |
| <b><u>Transfer Programs:</u></b>  |             |              |             |              |             |              |             |              |             |              |
| Architecture                      | 11          | 0.8          | 10          | 0.6          | 19          | 1.1          | 11          | 0.6          | 11          | 0.6          |
| Art                               | 7           | 0.5          | 9           | 0.5          | 7           | 0.4          | 12          | 0.7          | 11          | 0.6          |
| Business Administration (AA)      | 2           | 0.1          | 3           | 0.2          | 13          | 0.7          | 32          | 1.8          | 91          | 4.9          |
| Business Administration (AS)      | 231         | 16.0         | 246         | 15.0         | 267         | 15.4         | 261         | 15.0         | 214         | 11.6         |
| Computer Science                  | 42          | 2.9          | 63          | 3.8          | 38          | 2.2          | 50          | 2.9          | 46          | 2.5          |
| Criminal Justice                  | 59          | 4.1          | 79          | 4.8          | 86          | 5.0          | 113         | 6.5          | 143         | 7.7          |
| Education (AA)                    | 80          | 5.5          | 110         | 6.7          | 118         | 6.8          | 122         | 7.0          | 125         | 6.8          |
| Education (AS)                    | 3           | 0.2          | 3           | 0.2          | 3           | 0.2          | 0           | 0.0          | 0           | 0.0          |
| Engineering                       | 31          | 2.1          | 29          | 1.8          | 23          | 1.3          | 23          | 1.3          | 30          | 1.6          |
| Environmental Science             | 7           | 0.5          | 10          | 0.6          | 13          | 0.7          | 9           | 0.5          | 6           | 0.3          |
| Fashion Merchandising (AS)        | 15          | 1.0          | 16          | 1.0          | 17          | 1.0          | 18          | 1.0          | 5           | 0.3          |
| Homeland Security                 | 5           | 0.3          | 18          | 1.1          | 21          | 1.2          | 12          | 0.7          | 14          | 0.8          |
| Hospitality Management (AS)       | 15          | 1.0          | 16          | 1.0          | 18          | 1.0          | 13          | 0.7          | 4           | 0.2          |
| Humanities                        | 201         | 13.9         | 220         | 13.4         | 189         | 10.9         | 207         | 11.9         | 207         | 11.2         |
| Human Services (AS)               | 16          | 1.1          | 34          | 2.1          | 30          | 1.7          | 30          | 1.7          | 29          | 1.6          |
| Math / Science                    | 70          | 4.9          | 71          | 4.3          | 77          | 4.4          | 96          | 5.5          | 104         | 5.6          |
| Public Health                     | 2           | 0.1          | 6           | 0.4          | 11          | 0.6          | 4           | 0.2          | 2           | 0.1          |
| Social Science                    | 321         | 22.2         | 303         | 18.5         | 357         | 20.6         | 330         | 18.9         | 333         | 18.0         |
| Transfer Total                    | 1118        | 77.5         | 1246        | 76.0         | 1307        | 75.3         | 1343        | 77.0         | 1375        | 74.5         |
| <b><u>Career Programs:</u></b>    |             |              |             |              |             |              |             |              |             |              |
| Accounting                        | 0           | 0.0          | 1           | 0.1          | 0           | 0.0          | 0           | 0.0          | 15          | 0.8          |
| Automotive Technology             | 30          | 2.1          | 35          | 2.1          | 39          | 2.2          | 21          | 1.2          | 34          | 1.8          |
| Business                          | 12          | 0.8          | 14          | 0.9          | 11          | 0.6          | 4           | 0.2          | 3           | 0.2          |
| Business Management               | 1           | 0.1          | 2           | 0.1          | 3           | 0.2          | 9           | 0.5          | 14          | 0.8          |
| Communications Media              | 10          | 0.7          | 17          | 1.0          | 10          | 0.6          | 11          | 0.6          | 21          | 1.1          |
| Computer Science                  | 6           | 0.4          | 10          | 0.6          | 16          | 0.9          | 14          | 0.8          | 17          | 0.9          |
| Culinary Arts                     | 18          | 1.2          | 21          | 1.3          | 36          | 2.1          | 15          | 0.9          | 46          | 2.5          |
| Cybersecurity                     | 4           | 0.3          | 5           | 0.3          | 5           | 0.3          | 3           | 0.2          | 2           | 0.1          |
| Digital Animation & 3-D Design    | 10          | 0.7          | 13          | 0.8          | 12          | 0.7          | 10          | 0.6          | 9           | 0.5          |
| Digital Drawing for Int Des/Arch  | 0           | 0.0          | 1           | 0.1          | 1           | 0.1          | 0           | 0.0          | 3           | 0.2          |
| Education/Instructional Assist.   | 0           | 0.0          | 1           | 0.1          |             |              |             |              |             |              |
| Electric Utility Technology       | 16          | 1.1          | 8           | 0.5          | 24          | 1.4          | 9           | 0.5          | 12          | 0.7          |
| Electronics Technology            | 2           | 0.1          | 3           | 0.2          | 2           | 0.1          | 7           | 0.4          | 13          | 0.7          |
| Fashion Design                    | 1           | 0.1          | 1           | 0.1          |             |              |             |              |             |              |
| Fashion Merchandising             | 0           | 0.0          | 0           | 0.0          | 0           | 0.0          | 4           | 0.2          | 9           | 0.5          |
| Game Design                       | 4           | 0.3          | 1           | 0.1          | 2           | 0.1          |             |              |             |              |
| Graphic Design                    | 9           | 0.6          | 13          | 0.8          | 7           | 0.4          | 10          | 0.6          | 12          | 0.7          |
| Health Information Technology     | 0           | 0.0          | 0           | 0.0          | 1           | 0.1          | 7           | 0.4          | 13          | 0.7          |
| Interior Design                   | 5           | 0.3          | 9           | 0.5          | 16          | 0.9          | 9           | 0.5          | 7           | 0.4          |
| Marketing                         | 0           | 0.0          | 0           | 0.0          | 0           | 0.0          | 4           | 0.2          | 15          | 0.8          |
| Medical Coding                    | 0           | 0.0          | 0           | 0.0          | 0           | 0.0          | 1           | 0.1          | 4           | 0.2          |
| Music Technology                  | 10          | 0.7          | 11          | 0.7          | 11          | 0.6          | 11          | 0.6          | 5           | 0.3          |
| Network Information Technology    | 17          | 1.2          | 33          | 2.0          | 18          | 1.0          | 14          | 0.8          | 16          | 0.9          |
| Nursing                           | 111         | 7.7          | 124         | 7.6          | 140         | 8.1          | 157         | 9.0          | 134         | 7.3          |
| Paralegal Studies                 | 19          | 1.3          | 22          | 1.3          | 21          | 1.2          | 24          | 1.4          | 27          | 1.5          |
| Radiologic Technology             | 17          | 1.2          | 19          | 1.2          | 28          | 1.6          | 25          | 1.4          | 17          | 0.9          |
| Respiratory Care / Therapy        | 21          | 1.5          | 22          | 1.3          | 20          | 1.2          | 30          | 1.7          | 20          | 1.1          |
| Social Media                      | 1           | 0.1          | 0           | 0.0          | 1           | 0.1          | 0           | 0.0          | 1           | 0.1          |
| Teacher / Instructional Assistant | 0           | 0.0          | 2           | 0.1          | 4           | 0.2          | 1           | 0.1          | 1           | 0.1          |
| Technical Studies                 | 0           | 0.0          | 1           | 0.1          | 1           | 0.1          | 1           | 0.1          | 0           | 0.0          |
| Women's & Gender Studies          | 1           | 0.1          | 4           | 0.2          |             |              |             |              |             |              |
| Obsolete Programs - Misc.         | 0           | 0.0          | 0           | 0.0          | 0           | 0.0          | 0           | 0.0          | 1           | 0.1          |
| Career Total                      | 325         | 22.5         | 393         | 24.0         | 429         | 24.7         | 401         | 23.0         | 471         | 25.5         |
| <b>TOTAL</b>                      | <b>1443</b> | <b>100.0</b> | <b>1639</b> | <b>100.0</b> | <b>1736</b> | <b>100.0</b> | <b>1744</b> | <b>100.0</b> | <b>1846</b> | <b>100.0</b> |

## SECTION E FACULTY CHARACTERISTICS

### 1. Provide a profile of Fall 2022 full-time faculty & instructional staff at your institution.

The table below provides a breakdown of Fall 2022 faculty & instructional staff by gender, ethnicity, academic rank, and tenure status.

#### Fall 2022 Faculty & Instructional Staff Status by Gender and Ethnicity

|                        | <i>White</i> |           | <i>Black</i> |          | <i>Hispanic</i> |          | <i>Asian*</i> |           | <i>Unknown*</i> |          | <i>Total</i> |            |
|------------------------|--------------|-----------|--------------|----------|-----------------|----------|---------------|-----------|-----------------|----------|--------------|------------|
| <i>TENURED</i>         | <i>M</i>     | <i>F</i>  | <i>M</i>     | <i>F</i> | <i>M</i>        | <i>F</i> | <i>M</i>      | <i>F</i>  | <i>M</i>        | <i>F</i> | <i>M</i>     | <i>F</i>   |
| Professors             | 34           | 36        | 0            | 1        | 1               | 1        | 0             | 4         | 1               | 2        | 36           | 44         |
| Associate Professors   | 8            | 21        | 1            | 2        | 1               | 0        | 0             | 5         | 0               | 1        | 10           | 29         |
| Assistant Professors   | 15           | 17        | 3            | 1        | 0               | 0        | 0             | 1         | 0               | 0        | 18           | 19         |
| All Others             | 0            | 0         | 0            | 0        | 0               | 0        | 0             | 0         | 0               | 0        | 0            | 0          |
| <b>TOTAL</b>           | <b>57</b>    | <b>74</b> | <b>4</b>     | <b>4</b> | <b>2</b>        | <b>1</b> | <b>0</b>      | <b>10</b> | <b>1</b>        | <b>3</b> | <b>64</b>    | <b>92</b>  |
| <i>WITHOUT TENURE</i>  | <i>M</i>     | <i>F</i>  | <i>M</i>     | <i>F</i> | <i>M</i>        | <i>F</i> | <i>M</i>      | <i>F</i>  | <i>M</i>        | <i>F</i> | <i>M</i>     | <i>F</i>   |
| Assistant Professors   | 2            | 2         | 0            | 0        | 0               | 0        | 0             | 0         | 0               | 0        | 2            | 2          |
| All Others             | 11           | 15        | 0            | 1        | 0               | 0        | 1             | 0         | 1               | 0        | 13           | 16         |
| <b>TOTAL</b>           | <b>13</b>    | <b>17</b> | <b>0</b>     | <b>1</b> | <b>0</b>        | <b>0</b> | <b>1</b>      | <b>0</b>  | <b>1</b>        | <b>0</b> | <b>15</b>    | <b>18</b>  |
| <i>COMBINED TOTALS</i> | <i>M</i>     | <i>F</i>  | <i>M</i>     | <i>F</i> | <i>M</i>        | <i>F</i> | <i>M</i>      | <i>F</i>  | <i>M</i>        | <i>F</i> | <i>M</i>     | <i>F</i>   |
| Professors             | 34           | 36        | 0            | 1        | 1               | 1        | 0             | 4         | 1               | 2        | 36           | 44         |
| Associate Professors   | 8            | 21        | 1            | 2        | 1               | 0        | 0             | 5         | 0               | 1        | 10           | 29         |
| Assistant Professors   | 17           | 19        | 3            | 1        | 0               | 0        | 0             | 1         | 0               | 0        | 20           | 21         |
| All Others             | 11           | 15        | 0            | 1        | 0               | 0        | 1             | 0         | 1               | 0        | 13           | 16         |
| <b>TOTAL</b>           | <b>70</b>    | <b>91</b> | <b>4</b>     | <b>5</b> | <b>2</b>        | <b>1</b> | <b>1</b>      | <b>10</b> | <b>2</b>        | <b>3</b> | <b>79</b>    | <b>110</b> |

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

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

- More than six out of ten course sections (61.5%) are taught by full-time Brookdale faculty.

#### Number and Percent of Fall 2022 Sections Taught by Each Group\*

| <i>Faculty Group</i> | <i>N</i>     | <i>%</i>     |
|----------------------|--------------|--------------|
| Full-Time            | 880          | 61.5         |
| Part-Time            | 495          | 35.4         |
| Other                | 44           | 3.2          |
| <b>Total</b>         | <b>1,399</b> | <b>100.0</b> |

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

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

- There is one full-time faculty member to every 2.2 part-time faculty members. More specifically, in the Fall 2022 term, there were 189 full-time and 422 part-time faculty members.

## SECTION F

### CHARACTERISTICS OF THE TRUSTEES OR GOVERNORS

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

**Mr. Paul Crupi** is Chair of the Board of Trustees and Chair of the Executive Committee. In addition, Mr. Crupi serves as an ex-officio member of all Board committees and is on the Board of School Estimate Team. Mr. Crupi, Senior Vice President at a public affairs and business development firm, joined the Board in November 2014 and was reappointed in 2018 and in 2022. **Mr. Francis Bret Kaufmann**, Vice Chair of the Board and the Executive Committee, is also a member of the Finance & Facilities Committee. Mr. Kaufmann, appointed to the Board in November 2015 and reappointed in 2019, is the founder of his own consultation and evaluation company.

**Ms. Tracey Abby-White** is Chair of the Student Success & Educational Excellence Committee, Liaison to the Brookdale Community College Foundation, and is a member of the Executive Committee. Ms. Abby-White, Director of Global Sales Enablement at a data security company, was appointed to the Board in February 2013 and was reappointed in 2016 and in 2020. **Ms. Mary Pat Angelini** was appointed to the Board by the County Commissioners in August 2022. Ms. Angelini serves on the Student Success & Educational Excellence Committee and the Audit Committee.

**Ms. Latonya Brennan** was appointed to the Board by the County Commissioners in 2021 and had previously served on the Board as an appointee of the state in 2016. Ms. Brennan, Vice President at an insurance risk management services firm, is Chair of the Finance & Facilities Committee and is a member of the Executive and Student Success & Educational Excellence Committees. **Mr. Steven Clayton**, appointed to the Board in April 2023, is a member of the Governance Committee and the Audit Committee. Mr. Clayton is Director of Development at a nonprofit research and advocacy organization.

**Ms. Dyese Davis**, Deputy Chief of Staff to a New Jersey State Senator, was appointed to the Board by the Governor in June 2020 and reappointed in 2022. Ms. Davis, Chair of the Governance Committee, is a member of the Executive Committee and the Finance & Facilities Committee. **Ms. Barbara Horl** is the Liaison to the New Jersey Council of County Colleges (NJCCC) and is a NJCCC Trustee Ambassador. Ms. Horl, a member of the Finance & Facilities Committee, joined the Board in April 2019 and was reappointed in November 2020.

**Ms. Marta Rambaud**, Chair of the Audit Committee, joined the Board in May 2016 and was reappointed in December 2019. Ms. Rambaud is a teacher at a pre-engineering career academy. **Dr. Lester Richens**, Interim Monmouth County Executive School Superintendent, was appointed to the Board in April 2015. Dr. Richens is a member of the Student Success & Educational Excellence Committee.

**Ms. Natalie S. Watson, Esq.**, appointed to the Board by the state in September 2021, is a member of the Finance & Facilities Committee and the Governance Committee. Ms. Watson is an attorney at a large law firm. **Ms. Rebekah Fischhoff**, Brookdale's Graduate Trustee, was sworn in as a member of the Board in July 2023. Ms. Fischhoff, a client service manager at a financial advisory company, is a member of the Student Success & Educational Excellence Committee and the Audit Committee.

**1. What is the racial / ethnic and gender breakdown of the Board of Trustees?**

**Race/Ethnicity and Gender of Board of Trustees**

|              | <i>White</i> | <i>Black</i> | <i>Hispanic</i> | <i>Asian</i> | <i>American Indian</i> | <i>NRA*</i> | <i>Unknown</i> | <i>Total</i> |
|--------------|--------------|--------------|-----------------|--------------|------------------------|-------------|----------------|--------------|
| Male         | 4            | 0            | 0               | 0            | 0                      | 0           | 0              | 4            |
| Female       | 5            | 2            | 1               | 0            | 0                      | 0           | 0              | 8            |
| <b>Total</b> | <b>9</b>     | <b>2</b>     | <b>1</b>        | <b>0</b>     | <b>0</b>               | <b>0</b>    | <b>0</b>       | <b>12</b>    |

*\*Non-Resident Alien*

**2. Provide a list of Board of Trustees members with titles and affiliations.**

**Title and Affiliation of Board of Trustees Members**

| <b>Name</b>                 | <b>Title</b>                            | <b>Affiliation</b>   |
|-----------------------------|---|--|
| Ms. Tracey Abby-White       | Director, Global Sales Enablement       | Druva  |
| Ms. Mary Pat Angelini       | Retired                                 |  |
| Ms. Latonya Brennan         | Area Vice President                     | Arthur J. Gallagher and Co. Risk Management Services       |
| Mr. Steven Clayton          | Director of Development                 | Advocates for Children of New Jersey                       |
| Mr. Paul Crupi              | Senior Vice President of Public Affairs | Capital Impact Group                                       |
| Ms. Dyese Davis             | Deputy Chief of Staff                   | State Senator Vin Gopal                                    |
| Ms. Rebekah Fischhoff       | Client Service Manager                  | Gilmartin & Associates at Ameriprise Financial             |
| Ms. Barbara Horl            | Retired                                 |  |
| Mr. Francis Bret Kaufmann   | Owner, Founder                          | Kaufmann Consultants LLC Inspection Company                |
| Ms. Marta Rambaud           | Teacher                                 | High Technology High School                                |
| Dr. Lester Richens          | Interim Executive County Superintendent | New Jersey Department of Education, Monmouth County Office |
| Ms. Natalie S. Watson, Esq. | Attorney                                | McCarter & English   |

**3. Provide the URLs of webpages with information on the Board of Trustees.**

- Brookdale's Board of Trustees information is available on the Brookdale Community College webpage at <https://www.brookdalecc.edu/about/board-of-trustees/>

## SECTION G A PROFILE OF THE INSTITUTION

Brookdale Community College earned the number one community college distinction in New Jersey on Niche's 2024 **Best Community Colleges in New Jersey** list. Brookdale received the top grade from Niche among the state's 19 community colleges based on quality of academic programs, diversity, student life, safety, and location. Niche's rankings are based on rigorous analysis of key statistics from the U.S. Department of Education, a postsecondary education data system, and student and alumni surveys regarding academics at the school.



### **1. Provide a profile of Brookdale's degree and Certificate Programs**

Brookdale Community College has a main campus in the Lincroft section of Middletown and several regional locations throughout Monmouth County – Eastern Monmouth (*Brookdale at Neptune*), Western Monmouth (Brookdale at Freehold), Wall and Long Branch. Brookdale offers AA, AFA, AS, and AAS degrees in 67 programs including options. Brookdale also offers four Academic Credit Certificates (ACC) that require 30 or more credits to complete, as well as 11 Academic Credit Certificates of Achievement (ACA) which require fewer than 30 credits to earn. The table on pages 16-17 contains the degree and certificate programs currently offered at Brookdale Community College. In the table, degree programs are presented first and are listed alphabetically. Certificate programs follow.

Brookdale also provides degree pathways from associate degree through graduate level courses through in-county partnerships with Georgian Court University, Kean University, and Rutgers, the State University of New Jersey. University Partnerships allow Monmouth County residents to pursue multiple degree options without having to leave the county.

**The Brookdale - Georgian Court University Partnership** is located at Brookdale's main campus in Lincroft and offers bachelor's degrees in Business Administration, English, Interdisciplinary Studies, and Psychology, as well as a teacher certification program. This partnership also offers an RN to BSN in Nursing program as well as a BSW-Social Work and MBA programs.

**The Brookdale – Kean University Partnership** offers bachelor's degrees in Psychology. Additional programs will be added in future semesters.

**The Brookdale - Rutgers University Partnership** is also conveniently located on Brookdale's Lincroft Campus. This growing partnership continues to offer a wide range of undergraduate degree classes and degree programs. Rutgers currently offers seven bachelor's degree programs through the partnership, including Business Administration, Criminal Justice, Labor & Employment Relations, Liberal Studies, Political Science, Public Health and Social Work. A fully online RN to BSN program has also been added to the offerings.

All three partnerships offer university-level courses taught by university faculty at one convenient Brookdale location. Students receive a bachelor's or master's degree from the partner institutions and can utilize many of the services and supports offered to traditional university students. Many degree programs also offer dual admissions, 3+1 program options, streamlined transfer agreements and other benefits to Brookdale graduates.



**BROOKDALE COMMUNITY COLLEGE  
DEGREE AND CERTIFICATE PROGRAMS**

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

Architecture (AS)

Automotive Technology (AAS)

Automotive Technology Option

Automotive Engineering Option

General Motors Program

Business (AAS)

Business Administration (AS)

Communication Media (AAS)

Audio Production Option

Video Production Option

Computer Science (AS)

Computer Science (AAS)

Programming Option

Web Site Development Option

Criminal Justice (AS)

Culinary Arts (AAS)

Digital Animation and 3D Design (AAS)

Education (AS)

Education (AA)

Early Childhood Education Option

Secondary Education Option

Electronics Technology (AAS)

Computer Technician Option

Engineering Technology Option

Engineering (AS)

Environmental Science (AS)

Fashion Design and Merchandising (AS)

Fine Arts (AFA)

Game Design (AAS)

Graphic Design (AAS)

Homeland Security (AS)

Hospitality Management (AS)

Humanities (AA)

Art Option

Creative Writing Option

English Option

Graphic Design Option

Journalism Option

Liberal Arts Option

Media Studies Option

Multimedia Production Option

Music Option

Photography Option

Public Relations Option

Theater Option

Human Services (AS)

Pre Social Work Option

Addiction Studies Option

Instructional Assistant (AAS)

Interior Design (AAS)

## DEGREE AND CERTIFICATE PROGRAMS - Continued

### Academic Degree Programs Continued

Math / Science (AS)

    Biology Option

    Chemistry Option

    Data Science Option

    Mathematics Option

    Physics Option

    Science Option

Music Technology (AAS)

Network Information Technology (AAS)

Nursing (AAS)

Paralegal Studies (AAS)

Public Health (AS)

Radiologic Technology (AAS)

Respiratory Care (AAS)

Social Science (AA)

    Social Science Program

    Anthropology Option

    Criminal Justice Option

    Health Science Option

    History Option

    Philosophy Option

    Political Science Option

    Psychology Option

    Sociology Option

Technical Education (AAS)

Technical Studies (AAS)

### Academic Credit Certificates

Culinary Arts

Paralegal Studies

Pastry Arts

Webmaster Administration

### Certificates of Achievement

Automotive Technician

Cybersecurity

Digital Drawing for Interior Design and  
Architecture

Electronics Technology

    Computer Repair Technician

    LAN/WAN Technician

Fashion Design

Fashion Merchandising

Kitchen & Bath Design

Legal and Social Justice

Social Media

Women's and Gender Studies

## SECTION H

### RESEARCH AND PUBLIC SERVICE ACTIVITIES

#### **1. Provide examples of research and public service activities at your institution.**

**Adult Basic Education Programs.** Adult Basic Education, GED preparation, and English for Speakers of Other Languages (ESOL) classes are being offered remotely and are also available in person at Brookdale's regional locations in Long Branch and Freehold during the day and at Long Branch, Red Bank, and Freehold Public Schools in the evening. In addition, an ESOL class that serves as a bridge to the credit ESL program is offered on the Lincroft campus. Brookdale is the lead agency of the Monmouth County Adult Education Consortium. Members include Community Affairs and Resource Center, LADACIN Network, Literacy NJ, and the Monmouth County Vocational School District.

**The Brookdale Foundation.** The Brookdale Foundation awards scholarships to students based on a variety of criteria and financial need so they can achieve their dream of earning a college degree and enabling them to build better futures for themselves, their families, and the communities in which they live. The Foundation also provides grants to faculty, staff, and departments for programs and projects that enhance educational services, address students' basic needs, increase access, and support student success. In FY22, \$998,607 was raised and a total of \$870,705 was awarded.



**Brookdale Public Radio (90.5 The NIGHT).** WBJB-FM (Brookdale Jersey Blues) is a full-service public radio station serving Monmouth and Ocean Counties with a staff of professional radio personnel. 90.5 The NIGHT features informational top of the hour National Public Radio (NPR) newscasts and local features which include traffic, news, weather, community bulletin boards, public service announcements, and pertinent College information.

This member supported radio station remains dedicated to serving the community by working with local non-profit organizations while also supporting the educational mission of Brookdale Community College.

**Brookdale Television (BTV)** is a unique non-profit educational access channel that provides a “visual bridge” between Brookdale Community College and the communities that it serves. It is the Monmouth County cable channel that can be viewed 24 hours a day, 7 days a week. BTV produces original high quality educational television, public affairs programs and documentaries that are broadcast via Comcast (channel 21), Verizon FIOS (channel 46), and online. BTV provides both internships and mentorships, giving high school and college students real-world experiences in television production.

**Brookdale Volunteer Connection.** The Employee Volunteer Connection is a group of Brookdale Community College employees, retirees and community members dedicated to helping those in need in Monmouth County. They help connect colleagues and students with community service projects. Each year, the Volunteer Connection identifies several Monmouth County agencies or important causes, and emphasizes their needs through an email distribution list, newsletters, campus flyers, and broadcast announcements.

In December 2022, the Volunteer Connection organized the **Giving Tree**. Donations were given in-person or were sent by mail or electronically. Brookdale collected cash, gift cards, toys and clothing and was able to distribute over 80 gift cards and an assortment of gifts to 27 families from Family & Children's Services' Operation Sleighbell, Visiting Nurses Association (VNA), St. Vincent DePaul and Brookdale's own Displaced Homemakers.

**Caroline Huber Holistic Wellness Center.** The Wellness Center is scheduled to open at the start of the Fall 2023 semester in the heart of the Lincroft campus. The focus of the Center will be on mental health, wellness, and social justice. It will serve as a staple on the campus, connecting students, employees, and community members to critical resources and local partners to support basic needs and enhance individual and community wellness. Holistic Health programming is planned to address various dimensions of wellness. In addition, there will be opportunities for those who need clinical-based mental health services to obtain assistance.



The Center includes a reflection room for meditation, a Nutrition Hub, a dedicated office space for a Monmouth County Social Worker, and two offices for community partners from local social service agencies. Also in the plans is a courtyard that will be landscaped to provide a relaxing, peaceful area.

**Center for Holocaust, Human Rights & Genocide Education (CHHANGE).** The Center for Holocaust, Human Rights & Genocide Education is dedicated to providing education resources on the Holocaust, genocide, and human rights. The Center staff works to eliminate racism, antisemitism, and all forms of prejudice in our society. The Center serves the community through its comprehensive and creative educational programs and resources. Offerings include: (1) *Journeys Beyond Genocide: The Human Experience*, an innovative permanent exhibit featuring three instances of genocide: the Armenian Genocide, the Holocaust, and the Genocide against the Tutsi in Rwanda.

The Center empowers visitors to stand up for human rights. (2) Building Bridges, an educational initiative that helps build a culture of mutual respect and understanding—creating a safe, welcoming school community—through in-school programs, field trips to Chhange, and teacher professional development. (3) An annual Colloquium, which welcomes up to 2,500 students and educators for a half-day program that includes a plenary session and 30 breakout workshops. (4) Programs for the general community, including annual scholarly lectures, film series, book discussions, testimony from Holocaust and genocide survivors, and collaborative programs with the Monmouth County Prosecutor's Office and the United States Holocaust Memorial Museum. (5) A 6,000 volume Holocaust / genocide archive attached to the Brookdale library system. Chhange continues to offer virtual programming for many of its events, reaching tens of thousands of people throughout New Jersey, the U.S., and across the globe.

**The Center for World War II Studies and Conflict Resolution.** The Center is dedicated to fostering the study of the historical, political, social, economic, cultural and military aspects of the World War II era up through the Korean War. The Center educates the community about the era and its impact on world history and helps future generations avoid armed conflict in the resolution of global problems. The ultimate goal of the Center is to utilize the lessons learned from the World War II era to prevent the recurrence of global armed conflict in a world of sovereign states with divergent interests, wants and needs. Founded more than two decades ago, the Center is a resource open to all, offering educational programs and community presentations.

**The Displaced Homemakers Program.** Brookdale Community College's Displaced Homemakers program provides assistance to women and men who have lost their primary source of income due to separation, divorce, disability, domestic violence, or death of a spouse or long-term partner. Services include personal coaching, emotional support, job search classes, resume assistance, career guidance, job leads, computer classes, workshops on relevant topics, internal Brookdale and community resources and referrals, and possible sponsorship in certificate training classes. Many of these services are offered remotely and at Brookdale's Long Branch and Lincroft locations. These services are primarily funded by the New Jersey Department of Children and Family Service's Division on Women along with financial and in-kind support from Brookdale.

**Free Tuition for Unemployed Persons, Volunteer Firefighters, Volunteer First Aid Workers, and Family Dependents of 9/11.** The Unemployed Persons Tuition Waiver program requires colleges to admit people who can demonstrate that they are unemployed. Free tuition is also granted to volunteer firefighters and first aid workers. In each of these programs, students are admitted to classes on a seat-available basis and they are responsible for all fees. In response to the tragic events of September 11, 2001, Brookdale also provides Monmouth County's surviving spouses and dependent children of victims with free tuition.

**Monmouth County Division of Social Services.** A bilingual social worker is available on the Lincroft campus. The social worker's role is to provide information on services that will help individuals meet their basic needs. This includes assistance navigating the Monmouth County Division of Social Services (DSS) benefits and programs such as SNAP (food stamps), utility assistance, housing assistance, and Medicaid, as well as providing referrals and resources to community agencies.

**New Jersey Small Business Development Center.** The New Jersey Small Business Development Center (NJSBDC) at Brookdale Community College provides comprehensive support, virtually and in-person, to small and medium-sized businesses (SMBs). It is committed to diversity and representation throughout Monmouth and Ocean counties. The Center offers workshops, courses, and confidential one-to-one counseling designed to give business owners and budding entrepreneurs the tools to analyze and resolve business problems and keep up to date with industry-related trends and expectations, educational research, and financial and international trade developments.

The Center has expanded its training offerings to include more specialized topics such as cybersecurity and e-commerce. All NJSBDC programs are presented by highly qualified specialists, including faculty, private consultants, business owners, and government representatives. In addition, the Center partners with local organizations to provide additional resources and support to SMBs. NJSBDC at Brookdale Community College is partly funded through a cooperative agreement with the U.S. Small Business Administration (SBA) and the NJ Business Action Center. The NJSBDC, nationally accredited by America's SBDC, is the leading provider of small business consulting and management services, and is a non-profit, federal-state-educational partnership.





**Summer Shakespeare on the Lawn.** Over the past two decades, the summer Shakespeare performances at Brookdale Community College have become a cherished tradition, eagerly anticipated by theater enthusiasts and casual attendees alike. The enduring popularity of these shows is a testament to the enduring power of Shakespeare's work and the commitment of the college to provide high-quality cultural experiences to its community. What sets this annual event apart is its accessibility. By offering these performances free of charge, Brookdale Community College has removed financial barriers and ensured that Shakespeare's brilliance is accessible to all.

**Youth GED & Career Pathways Program.** The Youth GED Program offers no cost exam preparation classes and tutoring online (for eligible students, ages 16 to 24 years old) using Zoom and Google Classroom. Upon successful completion of the four exams, students receive a High School Equivalency Diploma issued by the NJ Department of Education. The program also provides assistance with career exploration, securing employment, enrolling in postsecondary education, and entry into the armed forces.

## SECTION I MAJOR CAPITAL PROJECTS

### **Major Capital Projects / Improvements (Academic Year 2022 - 2023)**

During the Academic Year 2022-2023, the following capital projects and improvements were undertaken at Brookdale Community College.

**Elevator Modernization:** The College has begun the upgrade of elevators on the Lincroft Campus and at the Western Monmouth regional location. This project has expended **\$88,200 to date**.

Elevators in the following buildings will be upgraded:

- Advanced Technology Center (ATeC)
- Bankier Library
- Freehold building (2 elevators)
- Main Academic Central (MAC)
- Main Academic North (MAN)
- Main Academic South (MAS)
- Warner Student Life Center (SLC)

**HVAC Upgrades:** During the course of the year, Brookdale upgraded HVAC systems in several buildings on the Lincroft Campus. The total cost for these upgrades was **\$79,547**.

- Advanced Technology Center – \$22,452
- Central Utility Plant – \$19,773
- Student Life Center – \$20,120
- Main Academic South – \$17,202

**Life Safety:** The College spent **\$19,750** on the upgrade of the fire alarm monitoring system at the Maintenance building on the Lincroft campus.

**Lighting Upgrades:** Brookdale expended **\$28,843** on the upgrade of emergency, exit and stairwell lighting in addition to the replacement of ballasts at the Main Academic South building on the Lincroft Campus.

**Lincroft Carpeting and Flooring Replacement:** The College spent **\$188,250** on the installation of flooring and carpeting and walk off tiles in the following locations: Business Administration Center (BAC), Center for Visual Arts (CVA), Automotive Technology, Collins Arena, and Main Academic Center building on the Lincroft Campus.

**Paving:** Over the 2022-2023 fiscal year, the College spent **\$68,423** for paving, curb replacement and inlet upgrades at the Lincroft Campus parking lots.

**Renovations:** The College has spent **\$4,074,896** on the following renovations:

**Center of Excellence for Cybersecurity Education (CECE):** The College is renovating the Gorman Hall South building for the site of a new Cybersecurity Education Center which will enable the College to grow its cybersecurity and related technical education offerings and programs. The development of new courses and stackable credentials will provide options and access for students looking to work or advance their careers in cybersecurity, which is a priority for this project. The virtual lab environment will provide the much-needed hands-on training, which

employers view as a critical gap, and will prepare students for immediate employment. This project to date has expended **\$1,088,473**.

**Esports Facility:** The College has spent **\$671,908** on an Esports Program at the Lincroft Campus. This facility will establish an innovative, revenue-generating, inclusive program for the Brookdale student and community gaming population. The program will look to enhance our student and community's time on campus by providing state-of-the-art technology in a competitive, safe environment to compete in the most popular video game titles.



**Caroline Huber Holistic Wellness Center:** The College is renovating space in the Main Academic North building for the site of the Caroline Huber Holistic Wellness Center. The mission is to connect students, employees, and community members to campus resources and local partners that will support basic needs, enhance individual and community wellness, and promote social justice. This project to date has cost **\$1,511,685**.

**Children's Learning Center:** The College upgraded the HVAC and fire suppression systems along with ADA upgrades. This project has expended **\$802,830**.

**Roof Replacement:** Several roof replacement projects were undertaken during the year. The total cost for these projects, which are listed below, was **\$941,218**.

- Partial roof and gutter replacement on the following buildings: Main Academic North Counseling, Admissions and Registration (CAR), Main Academic South, Automotive Technology, Performing Arts Center, and the Student Life Center at Lincroft Campus.
- Total replacement of the Center for the Visual Arts and Maintenance building roofs at Lincroft Campus and at the Wall Campus East (Old) building.
- Installation of new gutters on the Advanced Technology Building.

**Site Improvements:** The College has spent **\$484,085** for various structural improvements. They are as follows:

- Replacement of concrete steps and railings at the Western Monmouth building: **\$44,463**.
- Drainage improvements at the Bankier Library at Lincroft: **\$31,138**.
- Removal of trees to prevent drainage and structural issues: **\$42,651**.
- Upgrade of ADA doors at Long Branch and the Center for the Visual Arts building: **\$40,567**.
- The Main Academic North vestibule stairs were replaced: **\$132,857**.
- In addition, the College is working on the drainage improvement between the Advanced Technology Center (ATeC) and the Main Academic South (MAS) Building. This project has expended **\$199,676**.

**APPENDIX:**

**Form and Content of the  
Annual Institutional Profile Reports for 2023**

## Form & Content of the Annual Institutional Profile Reports for 2023\*

NOTE: Data for all indicators in **bold** will be provided by the Office of the Secretary of Higher Education from 2022-23 IPEDS/SURE Data Collection.

Report must be submitted electronically (pdf format) with each page containing the institution's name at the top and each lettered section starting on a new page.

Please email completed reports to [Research@oshe.nj.gov](mailto:Research@oshe.nj.gov)

Report Due Date: September 15, 2023

Reports posted on NJOSHE website: October 1, 2023

Preface (with signature of the president or chief operating officer of the institution)

- I. Table of Contents (listing each data category in the following order, with page numbers)
- II. Data by Category (including brief institutional narration if desired)
  - A. Accreditation status:
    1. Institutional accreditation
    2. Professional accreditation
  - B. Number of students served:
    1. **Number of undergraduate students by attendance status**
    2. **Number of graduate students by attendance status**
    3. Number of non-credit students served (**provided by OSHE to community colleges**)
    4. **Unduplicated number of students for entire academic year**
  - C. Characteristics of undergraduate students:
    1. **Mean math, reading, and writing SAT scores (senior public institutions)**
    2. **Enrollment in remediation courses by subject area**
    3. **Race/ethnicity, sex, and age (separately)**
    4. **Numbers of students receiving financial assistance under each federal-, state-, & institution-funded aid program [FY 2022 data]**
    5. **Percentage of students who are New Jersey residents**
  - D. Student outcomes:
    1. **Graduation rates:**
      - a. **Four-, five- and six-year graduation rate by race/ethnicity (senior publics)**
      - b. **Two-year graduation rate (community colleges)**
      - c. **Three-year graduation and transfer rate by race/ethnicity (community colleges)**
    2. **Third-semester retention rates:**
      - a. **By attendance status**



E. Faculty characteristics:

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

F. Characteristics of the trustees or governors:

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

G. Profile of the institution:

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

H. Major research and public service activities

I. Major capital projects underway in fiscal year 2023

III. Other Institutional Information (if desired)

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

\*The form and content for Thomas Edison State University differs from this list, consistent with their unique mission.