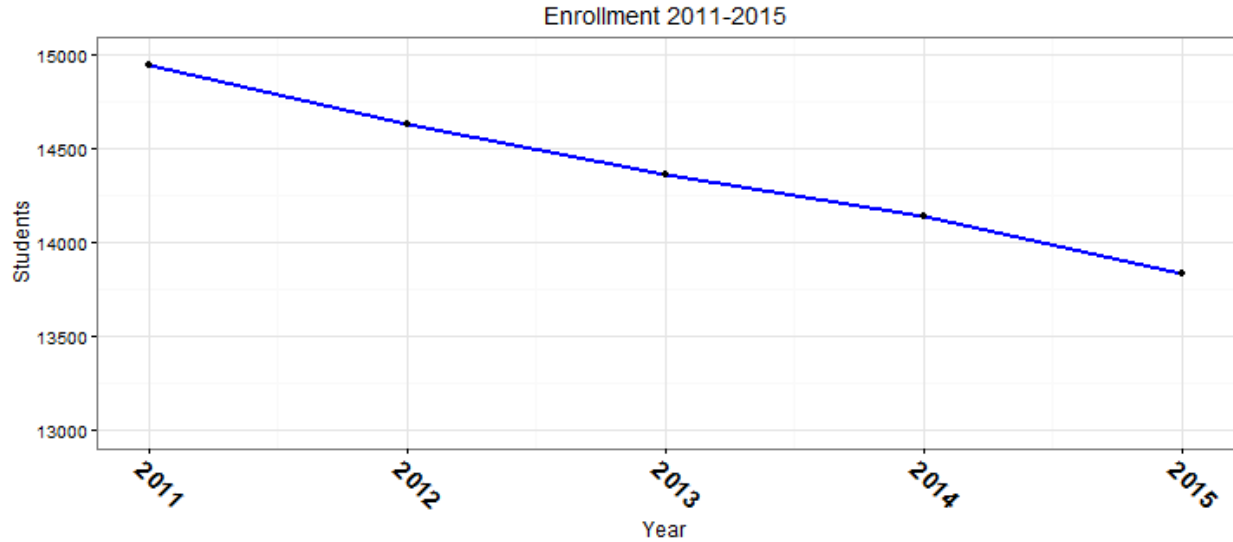
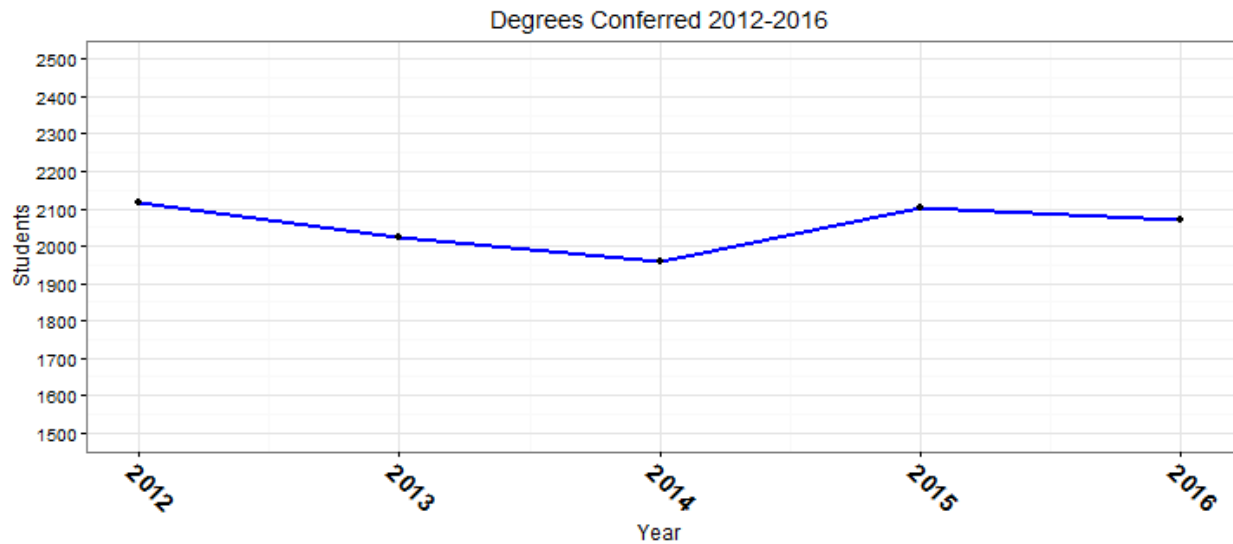


Hello colleagues!

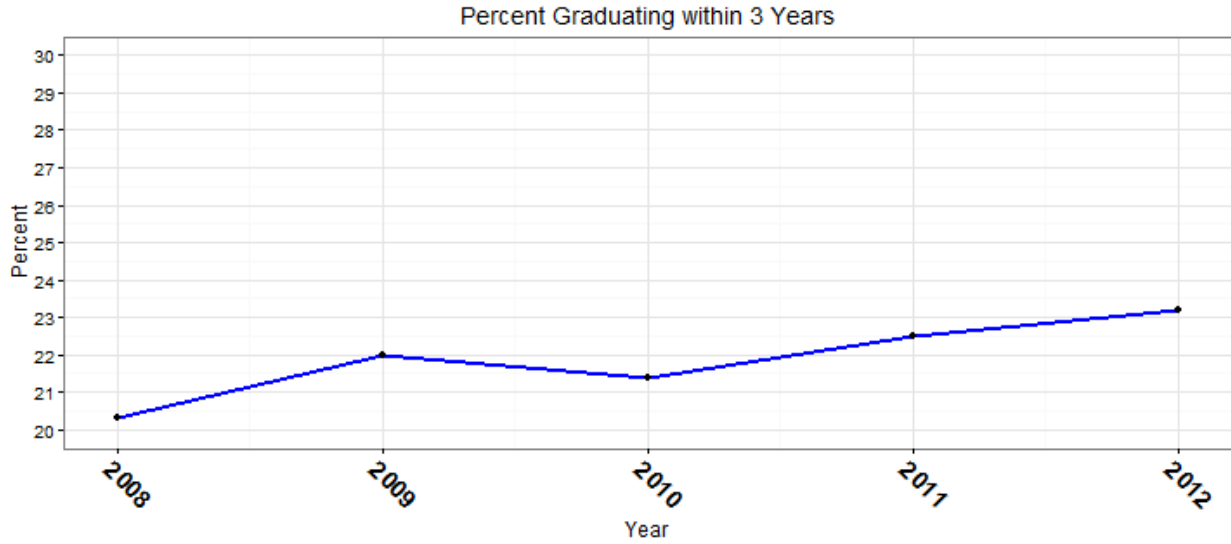
Greetings again from Planning and Institutional Effectiveness (PIE). Today we bring you our mid-summer update, which allows us to share some of our strategic priorities metrics in regards to student success.



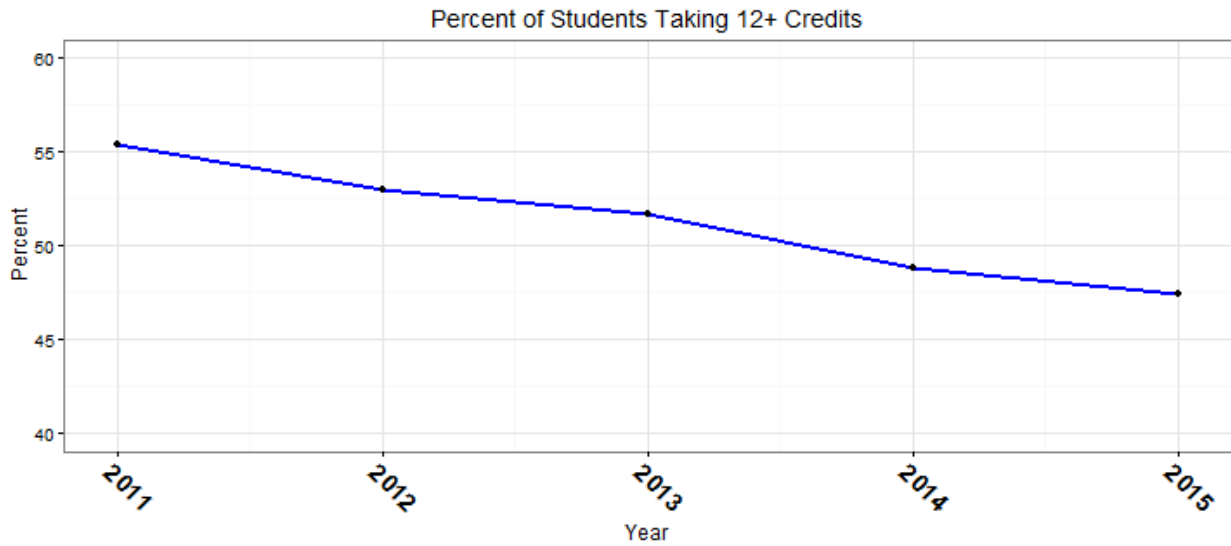
The first graph shows off the enrollment trend between 2011 and 2015. Of note is that all the graphs in this email do not start at zero, largely because the changes for most numbers are not very significant and would be hard to identify on another scale.



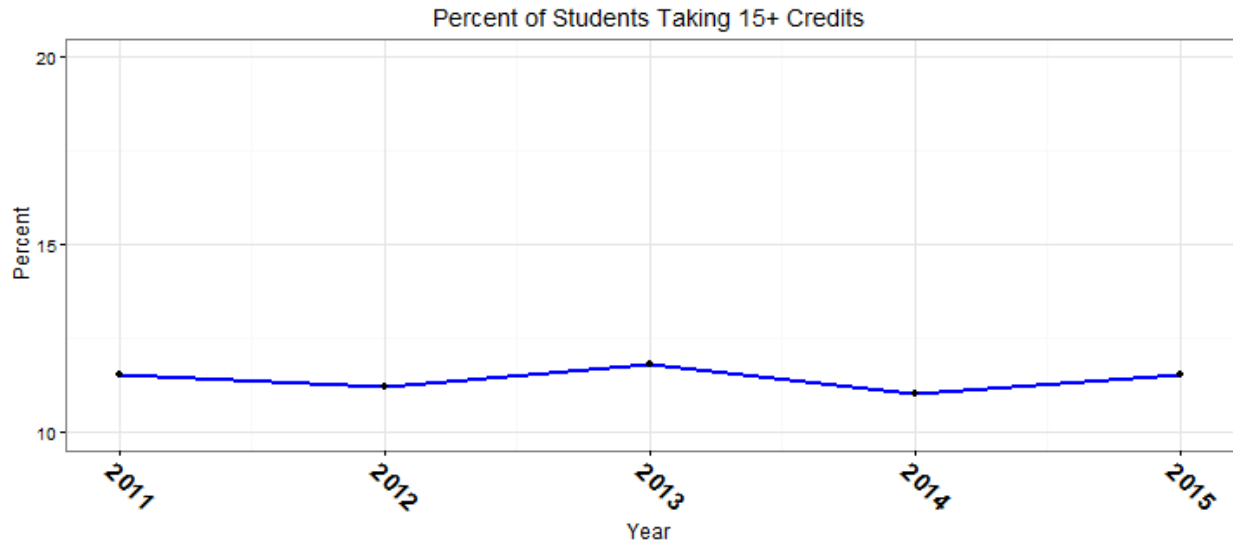
The second graph shows the number of degrees conferred between 2012 and 2016—a number that has remained near constant despite the decreased enrollment during the same period. Again, the graphs limits range between 1,500 and 2,500 and does not start at zero.



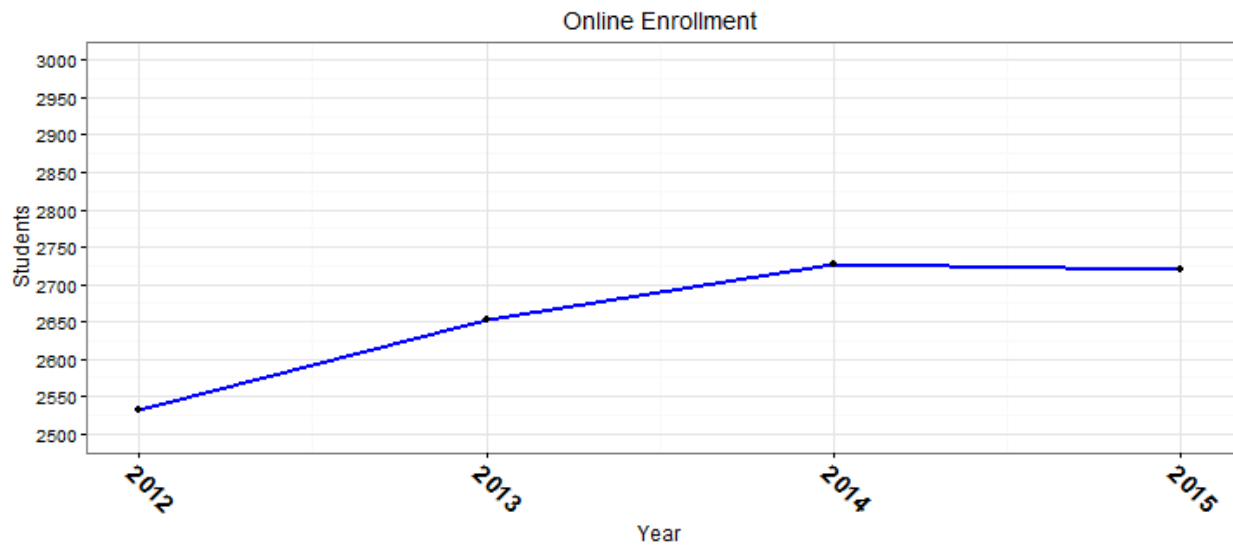
The next graph shows the percentage of students from the cohort that joined Brookdale in the given year who graduated within three years of joining the school.



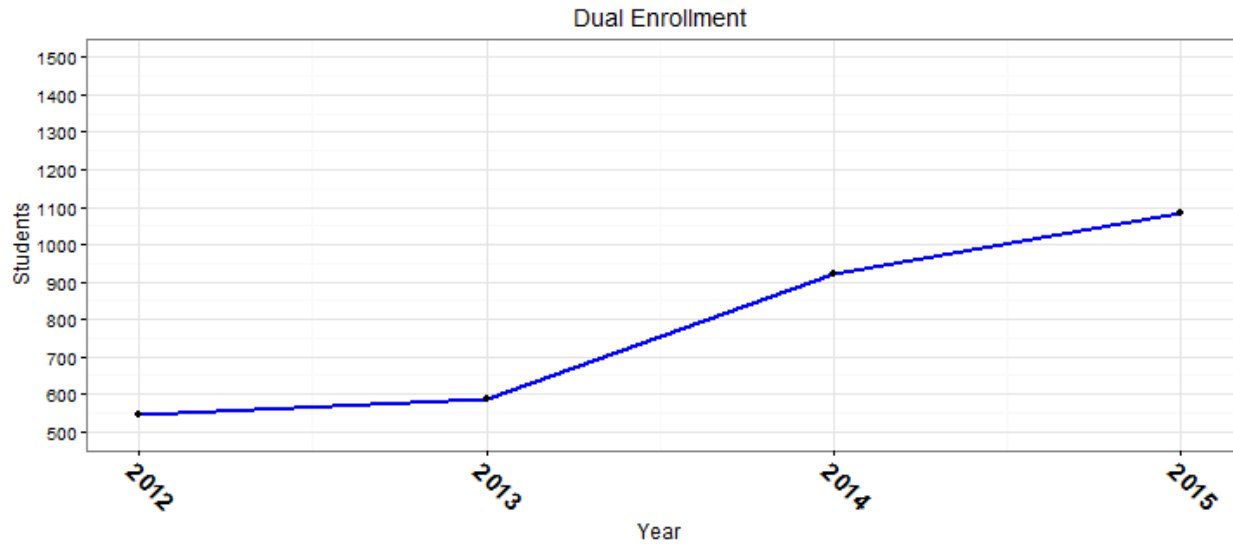
Percentage of full-time enrollment for twelve or more credits is given in the next graph. There has been a steady decline in students who are considered full-time since 2011 (full-time status is defined as twelve or more credits).



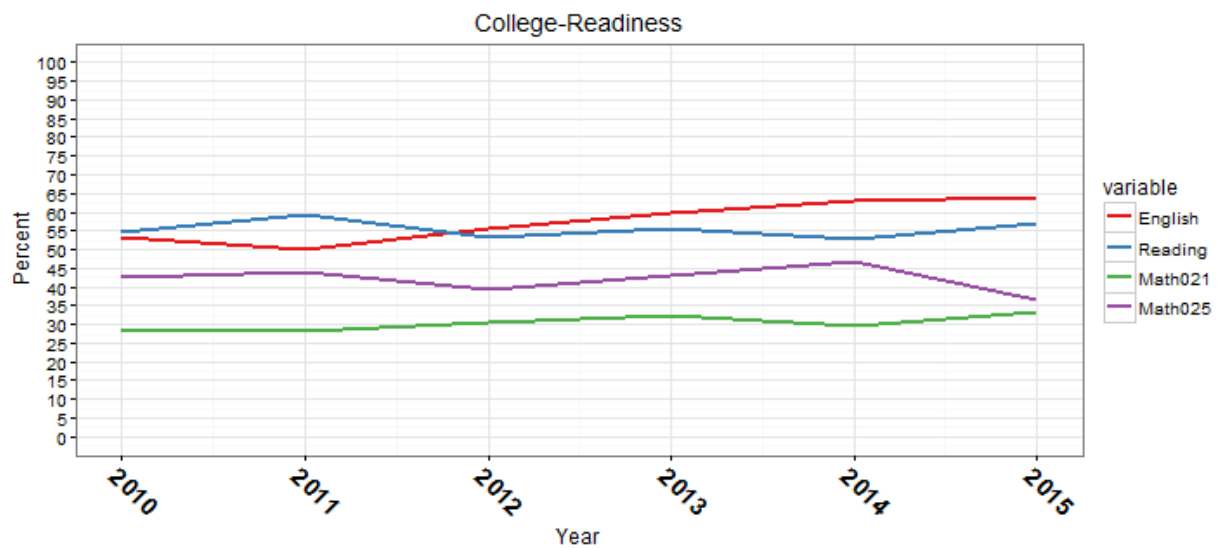
The next set of charts shows the percentage of full-time enrollment for fifteen or more credits—the numbers for students who are on track to graduate in two years of full-time status has remained largely consistent at around 11.5%.



The trend of online enrollment is seen in the next graph.



Dual Enrollment has seen a drastic uptick since 2012, nearly doubling the amount of students in the programs.



English, reading, and math college-readiness courses appear in this graph. These lines indicate the advancement from foundational studies courses in the Fall term to college-level courses taken in the subsequent Spring terms.

### What's on PIE's plate?

- The Survey of Entering Student Engagement (SENSE) will take place during weeks four and five in ninety course sections in the college. *SENSE* asks students to reflect on their earliest experiences (academic and services-related) with the college. *SENSE* serves as a complementary

piece to the [Community College Survey of Student Engagement \(CCSSE\)](#), with a more narrowed focus on early student experiences. It helps community colleges discover why some entering students persist and succeed and others do not.

- Middle States is well under way. To see a snapshot of our school's profile for the year, please check out the [Middle States 2015-2016 Annual Institutional Profile](#)
- For the latest PIE documents please visit the [What's New](#) page (to download documents you will need to login with your NetID).

As always, if you need specific data (either internally or externally) visit our [Data and Research Services Request Page](#).

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