

ANNUAL INSTITUTIONAL PROFILE REPORT 2021



Preface

With pride, I submit the 2021 Annual Institutional Profile for Rowan College at Burlington County.

This report fulfills the 1994 Higher Education Restructuring Act mandate to “prepare and make available to the public an annual report on the condition of the institution.” As an institution that values transparency and data-informed decision-making, I eagerly share this data that confirms the many areas in which we excel and those that we can improve upon.

Our story

Although data is critical to maintaining and growing a healthy institution, the true strength of our college lies with the students, faculty, staff, and community members who make it special. This was evident over the past few months as we remained a vibrant community despite the physical separation brought on by a pandemic.

Rowan College at Burlington County puts students first, values diversity, and encourages a cooperative culture. We work hard while having fun, serving the community, and boosting the regional economy. As home to New Jersey’s original 3+1 program, we offer a solution to student debt, so students can focus on what matters.

We have been an important part of the economy, culture, and education of Burlington County for more than 50 years. Settled on a modern campus in Mount Laurel, the college generates more than \$500 million annually into the regional economy.

Our mission

Rowan College at Burlington County transforms lives by delivering innovative, high-quality, and affordable educational experiences in an accessible and diverse environment.

Our goals

1. Establish user-friendly, transparent, timely, and accessible processes and pipelines to improve communication and collaboration throughout the college.
2. Promote an inclusive and equitable campus and community climate.
3. Foster an organizational culture that supports individual growth and learning as well as innovation within the RCBC community.
4. Develop and support processes, procedures, and policies that provide for individual and institutional compliance and accountability.
5. Continually evaluate business processes and procedures to improve efficiency and control costs.
6. Explore external funding opportunities.
7. Expand and communicate options to students regarding their investment in education.

8. Reach out to diverse populations and continually explore opportunities to expand access to an RCBC education.
9. Increase retention, graduation, and transfer rates in accordance with identified parameters.
10. Create, support, and encourage participation in experiential learning opportunities to prepare students for employment and academic advancement.
11. Foster an environment supportive of students' holistic needs.
12. Develop the structure and support for institutional planning, data-driven decision-making, and alignment of financial resources.
13. Provide an engaging and enriching educational experience that is guided by best practices and processes for continuous improvement.
14. Optimize program and course delivery.
15. Develop and implement new processes to improve the quality and effectiveness of hiring, retaining, promoting, and supporting employees.

Dr. Michael A. Cioce
President
Rowan College at Burlington County

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Section A. Accreditation Status

1. Institutional Accreditation

Rowan College at Burlington County (RCBC) is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267-284-5000) www.msche.org and approved by the State. 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.

2. Professional Accreditation

In addition to the institutional accreditations, the following career programs are accredited and approved by the listed professional accrediting agencies.

Program	Accrediting Agency
Cancer Registry Management	The Formal Education Program Review Committee (FEPRC) of the National Cancer Registrars Association (NCRA)
Dental Hygiene	The American Dental Association's Commission on Dental Accreditation (ADA CODA)
Diagnostic Medical Sonography	The Commission on Accreditation of Allied Health Education Programs (CAAHEP). In collaboration with: Joint Review Committee — Diagnostic Medical Sonography (JRC-DMS)
Electronics Engineering Technology and the Computer Networking Technology option	The Engineering Technology Accreditation Commission (ETAC) of ABET
Health Information Technology	The Commission on Accreditation for Informatics and Information Management Education (CAHIIM) Accreditation Services and The American Health Information Management Association (AHIMA)
Nursing	The New Jersey Board of Nursing and the Accreditation Commission for Education in Nursing, Inc. (ACEN)
Paralegal	The American Bar Association Standing Committee on Paralegals (ABA)
Paramedic Science Program	The Commission on Accreditation of Allied Health Education Programs (CoAEMSP)
Radiography	The Joint Review Committee on Education in Radiologic Technology (JRC-RADS) and the New Jersey Radiologic Technology of Board Examiners Department of Environmental Protection Bureau of X-Ray Compliance

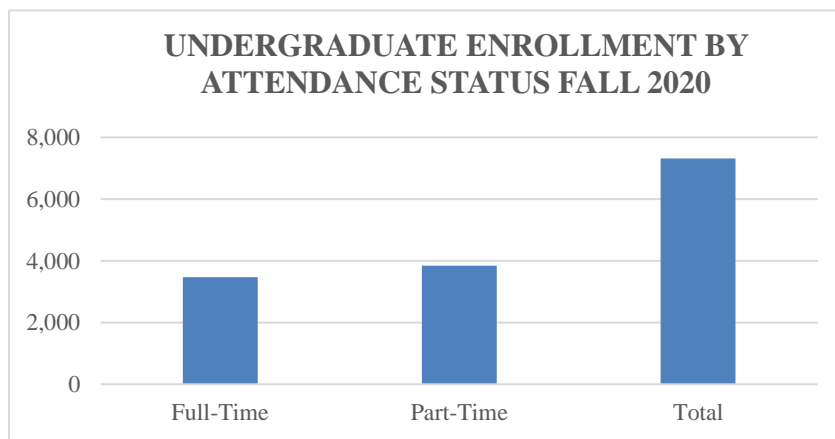
Section B. Number of Students Served

1. Undergraduate Enrollment by Attendance Status

Undergraduate Enrollment by Attendance Status Fall 2020

Full-Time		Part-Time		Total
N	%	N	%	N
3,474	47.50%	3,842	52.50%	7,316

Source: IPEDS Fall Enrollment Survey



2. Noncredit Students Served

	Total Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (1 clock hour = 60 minutes)	Total FTEs ²
Open Enrollment	1,347	303	37,198	83
Customized Training	1,858	0	10,230	23

1. Includes all registrations in any course that started on July 1, 2020 through June 30, 2021. 2. FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30)

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.

3. Unduplicated Enrollment

Headcount Enrollment	Credit Hours	FTE
13,715	163,887	5,463

Source: IPEDS 12-Month Enrollment Survey

Section C. Characteristics of Undergraduate Students

1. Enrollment in Remediation Courses

Information on all full-time students needing remediation in reading, writing, math computation and elementary algebra is listed below.

The placement exam is Accuplacer, which is given to full-time and matriculated part-time students. Students with SAT scores 450 or higher in writing and 500 or higher in math, or students who have successfully completed a college level math and/or English course at another college or university are placed directly into college level classes.

Number of Undergraduate Students Enrolled in a Remedial Course Fall 2020

Total Undergraduate Enrollment Students	Enrolled in One or More Remedial Course	% of Total
7,316	1,085	14.8%

Source: SURE Fall Enrollment file

Total Number of First-Time, Full-Time (FTFT) Freshman Students Enrolled in Remediation in at Least One Subject Area in Fall 2020

Total # of FTFT Students	# of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Courses
1,217	469	38.5%

Source: SURE Fall Enrollment file

Number and Percent of First-time, Full-time Freshmen Students Enrolled in Remediation by Subject Area Fall 2020

Subject Area	# of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	188	15.4%
Algebra	198	16.3%
Reading	0	0.0%
Writing	250	20.5%
English	0	0.0%

Source: SURE Fall Enrollment file

2. Undergraduate Enrollment by Race/Ethnicity, Gender, and Age

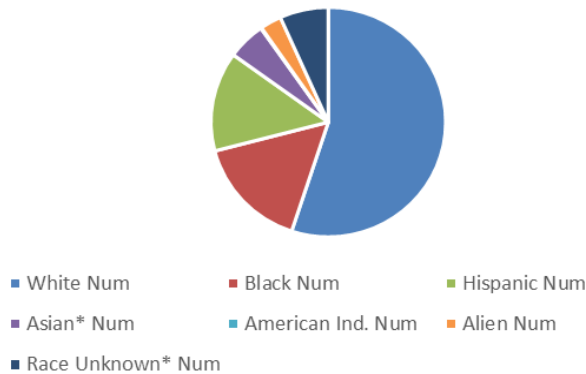
Race/Ethnicity Fall 2020

	White		Black		Hispanic		Asian*	
	Num	%	Num	%	Num	%	Num	%
Full-time	1,913	55.1%	552	15.9%	487	14.0%	183	5.3%
Part-time	2,089	54.4%	757	19.7%	510	13.3%	174	4.5%
Total	4,002	54.7%	1,309	17.9%	997	13.6%	357	4.9%

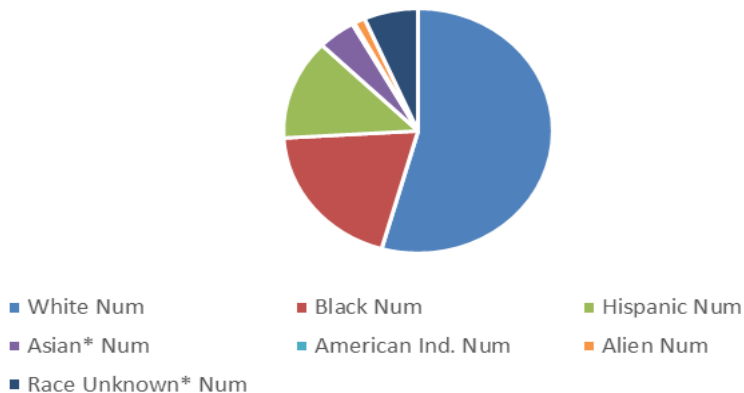
	American Ind.		Alien		Race Unknown*		Total	
	Num	%	Num	%	Num	%	Num	%
Full-time	4	0.1%	102	2.9%	233	6.7%	3,474	100.0%
Part-time	10	0.3%	52	1.4%	250	6.5%	3,842	100.0%
Total	14	0.2%	154	2.1%	483	6.6%	7,316	100.0%

* Note: Asian includes Pacific Islanders and unknown includes two or more races. Percentages will not add to 100% due to rounding.
 Source: IPEDS Fall Enrollment Survey

Full-time Undergraduate Enrollment by Race/Ethnicity Fall 2020



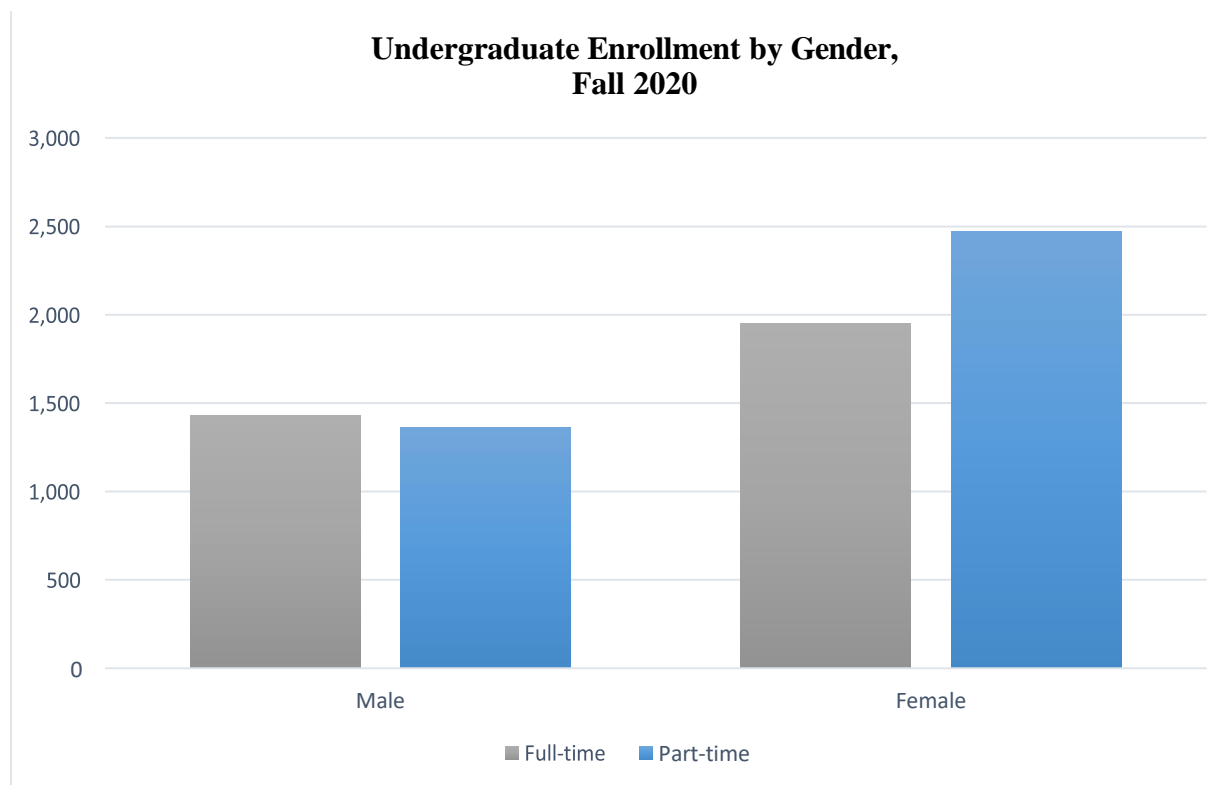
Part-time Undergraduate Enrollment by Race/Ethnicity Fall 2020



Undergraduate Enrollment by Gender, Fall 2020

	Male		Female		Total
	N	%	N	%	N
Full-time	1,441	41.5%	2,033	58.5%	3,474
Part-time	1,336	34.8%	2,506	65.2%	3,842
Total	2,777	38.0%	4,539	62.0%	7,316

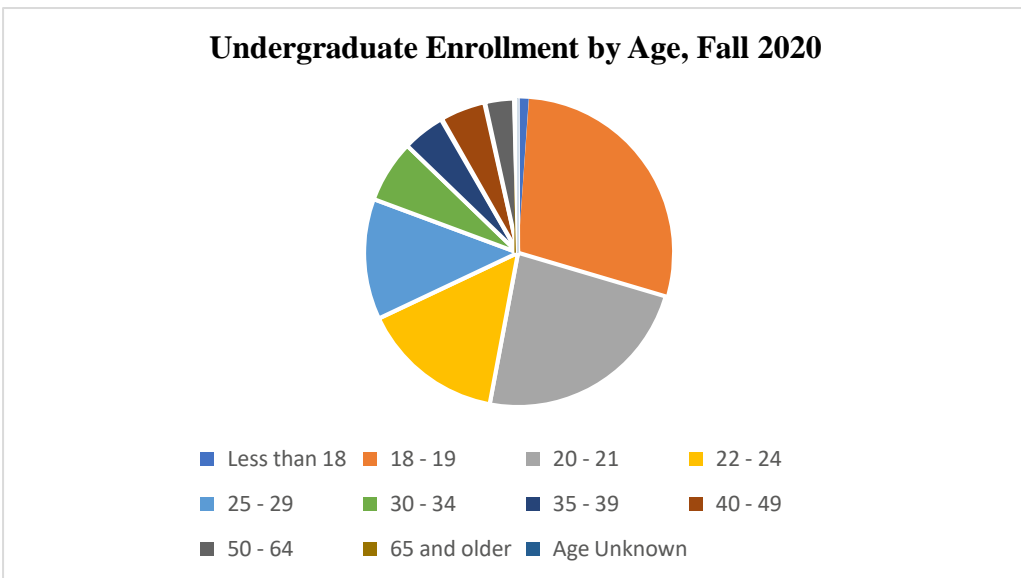
Source: IPEDS Fall Enrollment Survey



Undergraduate Enrollment by Age, Fall 2020

		< 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unknown	Total
Full-time	Number	33	1,687	883	389	240	113	63	44	22	0	0	3,474
	Percent	0.9%	48.6%	25.4%	11.2%	6.9%	3.3%	1.8%	1.3%	0.6%	0.0%	0.0%	100.0%
Part-time	Number	64	508	843	733	650	358	258	272	143	13	0	3,842
	Percent	1.7%	13.2%	21.9%	19.1%	16.9%	9.3%	6.7%	7.1%	3.7%	0.3%	0.0%	100.0%
Total	Number	97	2,195	1,726	1,122	890	471	321	316	165	13	0	7,316
	Percent	1.3%	30.0%	23.6%	15.3%	12.2%	6.4%	4.4%	4.3%	2.3%	0.2%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey



3. Numbers of Students Receiving Financial Assistance Under each Federal-Funded, State-Funded, and Institution-Funded Aid Program

Financial Aid from Federal-Funded Programs, AY 2019-20

	Recipients	Amount in \$	Average per Recipient
Pell Grants	3,127	\$ 11,394,796	\$ 3,644.00
College Work Study	41	\$ 152,923	\$ 3,729.83
Perkins Loans	0	\$ -	\$ -
SEOG	592	\$ 180,972	\$ 305.70
PLUS Loans	33	\$ 201,048	\$ 6,092.36
Stafford Loans (Subsidized)	873	\$ 2,545,248	\$ 2,915.52
Stafford Loans (Unsubsidized)	1,022	\$ 3,408,002	\$ 3,334.64
SMART & ACG or other	0	\$ -	\$ -
<i>CARES ACT- HEERF Student Aid</i>	3,067	\$ 1,741,200	\$ 567.72

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, AY 2019-20

Tuition Aid Grants (TAG)	981	\$ 1,496,439.00	\$ 1,525.42
Educational Opportunity Fund (EOF)	99	\$ 100,543.00	\$ 1,015.59
Outstanding Scholars (OSRP) or Other	5	\$ 6,250.00	\$ 1,250.00
Distinguished Scholars	0	\$ -	\$ -
Urban Scholars	0	\$ -	\$ -
NJ STARS	155	\$ 470,374.00	\$ 3,034.67
CCOG	507	\$ 1,038,559.00	\$ 2,048.44
NJCLASS Loans	9	\$ 56,165.00	\$ 6,240.56

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, AY 2019-20

	Recipients	Amount	Average per Recipient
Grants & Scholarships	261	\$ 438,222	\$1,679.01
Institutional Loans	0	\$ -	\$ -

Source: NJIPEDS Form #41 Student Financial Aid Report

4. Percentage of Students who are New Jersey Residents
Fall 2020 First-time Undergraduate Enrollment by State Residence

	New Jersey Residents	Non-State Residents	Total	% New Jersey Residents
Undergraduate Enrollment	1,644	17	1,661	99.0%

Note: Residence unknown included with New Jersey Residents
 Source: IPEDS Fall Enrollment Survey, Part C

Section D. Student Outcomes

1. Graduation Rates

Two-Year Graduation Rate of Fall 2017 First-time Full-time Degree/Certificate Seeking Students

Fall 2017 Cohort	Graduated after 2 Years	Percentage of Students
1,579	208	13.3%

Source: IPEDS Graduation Rate Survey

Three-Year Graduation and Transfer Rates of Fall 2017 First-time Full-time Degree/Certificate Seeking Students by Race/Ethnicity

Race/Ethnicity	NUMBER IN COHORT	GRADUATED IN 3 YEARS		TRANSFERS	
		NUMBER	PERCENT	NUMBER	PERCENT
American Indian or Alaska Native	1	1	100%	0	0%
Asian	63	18	28.6%	18	28.6%
Black	286	51	17.8%	67	23.4%
Hispanic	181	32	17.7%	37	20.4%
Native Hawaiian or Other Pacific Islander	0	0	0%	0	0%
Alien	22	6	27.3%	2	9.1%
Race and ethnicity unknown	73	8	11%	10	13.7%
Two or more Race	76	17	22.4%	16	21.1%
White	862	298	34.6%	264	30.6%
Total	1,564	431	27.6%	414	26.5%

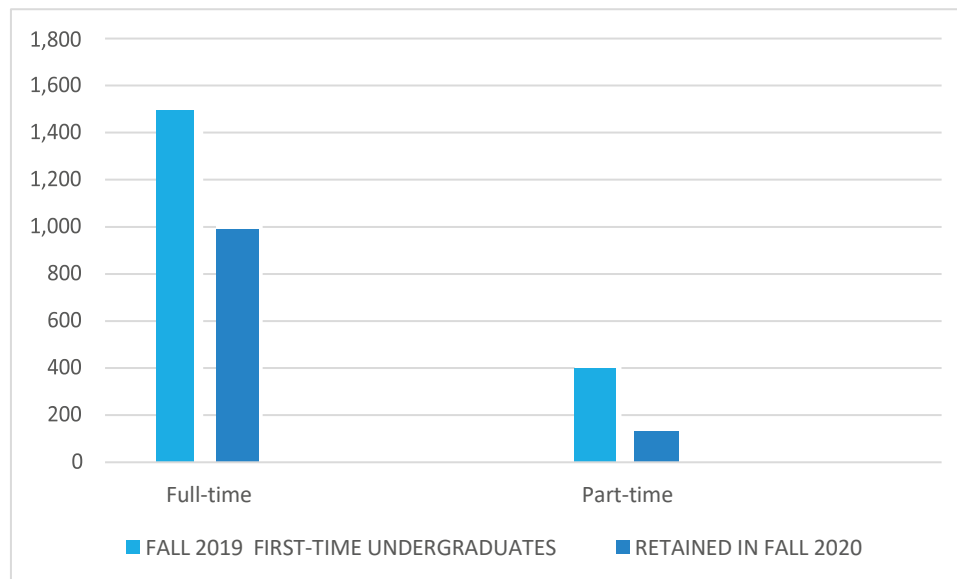
Source: IPEDS Graduation Rate Survey

2. Third Semester Retention of First-time Undergraduates, Fall 2019 to Fall 2020

	FALL 2019 FIRST-TIME UNDERGRADUATES	RETAINED IN FALL 2020	RETENTION RATE
Full-time	1,512	988	65.3%
Part-time	407	149	36.6%

Source: IPEDS Fall Enrollment Survey, Part E

Third Semester Retention of First-time Undergraduates, Fall 2019 to Fall 2020



Section E. Faculty Characteristics

1. Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2020

Status and Academic Rank	American Ind.		Asian		Black		Hispanic		Pacific Islander		Alien		Race Unknown		2 or More Races		White		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Tenured																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Assistant Prof.	0	0	1	0	0	1	0	0	0	0	0	0	3	2	1	0	7	13	12	16
All Others	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
TOTAL	0	0	1	1	0	1	0	0	0	0	0	0	3	3	1	0	8	17	13	22
Without Tenure																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Others	0	1	0	1	4	1	0	2	0	0	0	0	1	0	0	0	7	12	12	17
TOTAL	0	1	0	1	4	1	0	2	0	0	0	0	1	0	0	0	7	12	12	17
Total																				
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
Assistant Prof.	0	0	1	0	1	1	0	0	0	0	0	0	3	2	1	0	7	13	12	16
All Others	0	1	0	2	4	1	0	2	0	0	0	0	1	0	0	0	7	13	12	19
TOTAL	0	1	1	2	4	2	0	2	0	0	0	0	4	3	1	0	15	29	25	39

2. Percentage of Course Sections Taught by Full-time Faculty Fall 2020

Instructor Group	Number of Course Sections Taught	Percent of Course Sections Taught
Full-time Faculty	372	31.0%
Part-time Faculty	810	67.5%
Others	19	01.5%
Total	1,201	100%

Note: "Others" includes Full-time Administrators and Teaching Assistants. Source: Fall 2020 Grade Distribution File

3. Ratio of Full-Time to Part-Time Faculty, Fall 2020

Instructor Group	Number	Percent
Full-time Faculty	64	11.7%
Part-time Faculty	485	88.3%
Total	549	100.0%

Source: IPEDS Human Resources Survey

Section F. Governing Board Characteristics

Race/Ethnicity and Gender of Governing Board

	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	7	2	0	0	0	0	0	9
Female	1	1	0	0	0	0	0	2
Total	8	3	0	0	0	0	0	11

Rowan College at Burlington County Board of Governors and/or Trustees AY 2021-2022

Name	Title	Affiliation
James C. Anderson, Jr.	Dir - Solid Waste Compl. & Dev., Managing Partner	Mercer Group Intl. of NJ, Deep Blue Consulting LLC
Kevin Brown	Council Representative	United Brotherhood of Carpenters – Local 254
Dr. James Kerfoot	Retired School Supt., Former Director of CAP	Southern Reg. School Dist., RCBC
Raymond Marini	Interim Executive County Superintendent	County of Burlington
Jamie Martin	CMO/Physical Therapist	Strive Physical Therapy
Dorion Morgan	Attorney, Pastor	Law Office of Dorion Morgan, Restoration Station
George Nyikita	Engineering Consultant, Secretary	Pennoni, Burlington County Board of Elections
Gino A. Pasqualone	Assistant Business Manager	IBEW Local 269
Mickey Quinn	Democratic Consultant	State of NJ
Robin Walton	VP of Gov't. and External Affairs	Inspira (eff. 08-30-21)
Dr. Anthony C. Wright	Chief Innovation Officer	NJ Department of Education, Office of Innovation
*Dr. Michael A. Cioce	College President and Board Secretary	Rowan College at Burlington County
*Kelly A. Grant	Attorney/College Solicitor	Malamut & Associates LLC

***President Cioce and Solicitor Grant serve as ex officio members of the Board rather than Appointed Trustees**

A list of RCBC Trustees and Emeriti can be found at <http://www.rcbc.edu/board-of-trustees>.

Section G. Profile of the Institution

Degree and Certificate Programs

Associate of Arts (A.A.) Degree Programs

Art	Philosophy
Communication Arts	Political Science
English	Psychology
History	Sociology
Liberal Arts	Theatre

Associate of Fine Arts (A.F.A.) Degree Programs

Art
Photography

Associate of Science (A.S.) Degree Programs

Accounting	Engineering
Advanced and Continuous Studies	Environmental Science
American Sign Language/Deaf Studies	Exercise Science Health and Wellness Promotion
Biology	Fashion Product Merchandising
Biotechnology	Health Science(s)
Business Administration	Hospitality and Tourism Management
Chemical Engineering	Liberal Arts and Sciences
Chemistry	Mathematics
Computer Information Systems	Music
Computer Science	Physics
Construction Management	
Criminal Justice	
Education	

Associate of Applied Science (A.A.S.) Degree Programs

Advanced and Continuous Studies	Fashion Design
Applied Technology Management	Graphic Design and Digital Media
Business Management Technology	Healthcare Informatics
Cancer Registry Management	Health Information Technology
Computer Management Information Systems	Health Science(s)
Computer Networking Technology	Human Services
Culinary Technology	Mechanical Engineering Technology
Cybersecurity	Nursing
Dental Hygiene	Paralegal
Diagnostic Medical Sonography	Paramedic Science
Electrical Engineering Technology	Radiography
Entertainment Technologies:	Technical Studies
Sound & Recording Engineering or	
Video & Digital Media Production	

Academic Certificate Programs

Accounting
Hospitality
Liberal Arts and Sciences
Paramedic Science
Photography
Small Business

Career Certificates

Addictions Counseling
Business Technology
Cancer Registry Management
Coding
Computed Tomography
Computer Networking Support and Servicing
Cooking and Baking
Fashion Design
Fire Investigation
Fire Science
Magnetic Resonance Imaging
Medical Billing Specialist

Workforce Development

Since 2015, the Workforce Development Institute of Rowan College at Burlington County has been at the forefront of local employment and training opportunities providing: Workforce Training, Corporate Training, Business Solutions, Adult Basic Education, Career Services, and Personal Development. Our Workforce Development Institute (WDI) is a nationally recognized program built to address the growing needs in workforce development.

Program Highlights

Business

- Lean Six Sigma Green Belt Process Improvement
- Mortgage Loan Officer
- NJ Real Estate Salesperson's 75 Hr. Pre-Licensing
- Project Management Program
- QuickBooks Certified User (QBCU)
- Supply Chain Management

Engineering and Technology

- Advanced Manufacturing
- Certified Production Technician (CPT)
- Manufacturing Machinist

Health Sciences

- Administrative Medical Assistant
- Central Services Technician
- Electrocardiography (ECG)
- Medical Assistant
- Pharmacy Technician Program
- Phlebotomy

Information Technology

- CISCO CCNA Certification
- CompTIA Fundamentals (ITF+) Network+ and Security+ Certifications
- Microsoft Office Specialist

Law and Public Service

- 911 Dispatch

Science and Mathematics

- Energy Industry Fundamentals (EIF)

Section H. Major Research and Public Service Activities 2020-2021

COVID Communications

While responding to the COVID pandemic with no outbreaks within the college community, the college held regular town hall meetings on Facebook Live. The sessions, hosted by the college president, aired weekly in the fall and biweekly in the spring. They provided a forum for internal and external stakeholders to interact with the president and learn more about how the college kept critical services available. The endeavor was recognized with awards from regional and national marketing associations.

The college also expanded Governance and COVID Task Force meetings to allow for greater transparency and communication.

COVID Service

Although most college functions shifted to remote, the college preserved access to vital services during the pandemic such as the campus food pantry and American Red Cross blood drives.

Health Sciences students volunteered at both COVID testing and vaccination centers. Film students debuted a documentary, “Tikkun Olam,” which is about the community impact of the Katz Jewish Community Center and how its members coped with quarantine.

Diversity, Equity, and Inclusion

The college’s 2025 strategic plan placed a greater emphasis on culture throughout the college, which led to the formation of the President’s Advisory Council on Diversity, Equity, and Inclusion to make sure the college remains an inclusive, diverse, and welcoming place for all individuals.

Citizenship Endeavors

- Global Studies: With funding from the U.S. Dept. of Education, the college partnered with Rowan University to launch courses in high-demand languages (Arabic and Chinese), as well as Film and Lecture series with a global perspective.
- History professor James Judge created a tutorial on filling out a mail-in ballot that had more than 1,500 views.
- Criminal Justice professor Dr. Amber Ciccanti worked with county law enforcement agencies to provide training on responding to people with intellectual disabilities.

Financial Enrollment Incentives:

The college launched a number of incentives aimed at increasing access, affordability, and outreach to various segments of the community:

- In partnership with the Moorestown Fire Department, firefighters who volunteer 16 hours per week can earn \$1,500 toward their tuition.
- New students who complete a certain number of credits in their first year receive a credit off a subsequent semester's tuition through the Get Started Now grant.
- The number of noncredit workforce career programs eligible for military benefits expanded to more than two dozen. Many of these include credits toward an associate degree.

Section I. MAJOR CAPITAL PROJECTS

2021

Capital Projects – Maintenance & Renovations

During the prior fiscal year (FY21) and in the first quarter of this fiscal year (FY22), the following smaller capital-related maintenance, renovation, and improvement projects were undertaken at Rowan College at Burlington County.

1. Classroom Audio Visual Upgrade and Installation: Through a joint effort by the facilities and information technology departments, the College has been working to upgrade and expand our classroom audiovisual technology systems. During the pandemic, we expended approximately \$250,000 in time and materials. Fall 2020 through Summer 2021
2. Public Safety Office Suite Expansion: The College expended approximately \$10,000 for the design, materials, and renovation costs associated with upgrades and renovations to convert the old HR suite in Evans Hall for Public Safety use. Fall 2020 and Winter/Spring 2021
3. Interior Campus Repaving Project: The College expended approximately \$34,500 for the design, materials, and renovation costs associated with upgrades and renovations to resurface a small portion of an interior roadway. Spring 2021
4. QUAD Grove Re-surfacing: The College expended approximately \$27,000 for the materials and renovation costs associated with upgrades and renovations to resurface the Grove area of the QUAD. Spring and Summer 2021
5. QUAD Patio Expansion: The College expended approximately \$50,000 for the design, materials, and renovation costs associated with upgrades and renovations to expand the outdoor patio and walking areas, as well as providing additional accessibility to the SSC. Spring and Summer 2021
6. HSC Tile Floor Re-finishing: The College expended approximately \$25,000 for the design, materials, and renovation costs associated with upgrading moisture barriers refinishing renovations to a portion of the tile floor in the Health Services Center. Spring and Summer 2021

Section I. MAJOR CAPITAL PROJECTS - CONTINUED
2021

7. Campus-wide HVAC VFD Replacement: The College expended approximately \$53,130 for the purchase and installation of variable frequency drives (VFD) and upgrading air handler systems and HVAC controls. Spring and Summer 2021
8. Access Control Project (Mt. Holly Center & select Mt Laurel Campus buildings): The College expended approximately \$140,431.24 for the design, materials, and renovation costs associated to upgrade and expand the access control systems on the Mt. Laurel and Mt. Holly campuses. Winter through Fall 2021

