



## Annual Institutional Profile Report 2017



September 2017

## Preface

I am pleased to submit the 2017 Annual Institutional Profile (AIP) for Bergen Community College.

Submission of the attached 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.” The form and content of the report is established by the Office of the Secretary of Higher Education, and the performance indicators and institutional information in the AIP have been compiled and arranged by the Center for Institutional Effectiveness at Bergen Community College. The Annual Institutional Profile provides a summary of the relevant institutional data, as well as the College’s accomplishments and contributions to our community.

## College Overview

Bergen Community College was founded in 1965 to provide accessible, affordable, and comprehensive community education services for the Bergen County region. Construction of the permanent campus began in 1969 in Paramus. Over the past 48 years, the college has expanded its main campus to include an expansive library, theater, student center, and new buildings housing additional classroom space, and state-of-the-art technology, art, music, and communications facilities. Most recently, the Paramus campus unveiled a new Health Professions Integrated Teaching Center featuring state-of-the-art dental hygiene equipment, a simulated operating room, and radiography and ultrasound labs. The 62,000 square foot center is the first of its kind in the region. Since 1970, the Ciarco Learning Center in Hackensack, NJ has provided non-credit education and counseling services including GED and adult ESL courses. In an attempt to expand its offerings to the southern portion of Bergen County, a third site, Bergen Community College at the Meadowlands, began offering courses at a newly-purchased facility in Lyndhurst, NJ. As of Fall 2016, Bergen Community College enrolled 14,500 students in degree programs, as well as 8,000 more in continuing and adult education programs.

## Vision

Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

## Mission

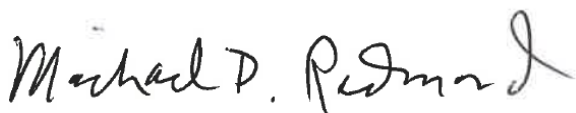
To inspire our community to realize a better future.

## Values

To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors:

- Learning
- Excellence
- Integrity
- Respect
- Creativity

*All information supplied in the following Institutional Profile, prepared by the Center for Institutional Effectiveness at Bergen Community College, is accurate and complete to the best of my knowledge.*



Dr. Michael D. Redmond  
Interim President  
Bergen Community College

## Section A. Accreditation Status

### 1. Institutional Accreditation

Bergen Community College is accredited by the Middle States Commission on Higher Education.

Accreditation was last reaffirmed by Middle States in June 2016.

### 2. Professional Accreditation

The following professional programs are individually accredited:

<b>Program</b>	<b>Accrediting Agency</b>
Dental Hygiene	Commission on Dental Accreditation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs Joint Review Commission in Diagnostic Medical Sonography
Legal Nurse Consulting	American Bar Association
Medical Office Assistant	Commission on Accreditation of Allied Health Education Programs Medical Assisting Education Review Board
Nursing	New Jersey State Board of Nursing National League for Nursing Accrediting Commission
Paralegal Studies	American Bar Association
Paramedic Science	Commission on Accreditation of Allied Health Education Programs Commission on Accreditation of Educational Programs for the Emergency Medical Services Professions
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology New Jersey Radiologic Technology Board of Examiners
Radiography	Joint Review Committee on Education in Radiologic Technology New Jersey Radiologic Technology Board of Examiners
Respiratory Care	Commission on Accreditation for Respiratory Care
Surgical Technology	Commission on Accreditation of Allied Health Education Programs Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
Veterinary Technology	American Veterinary Medical Association

## Section B. Number of Students Served

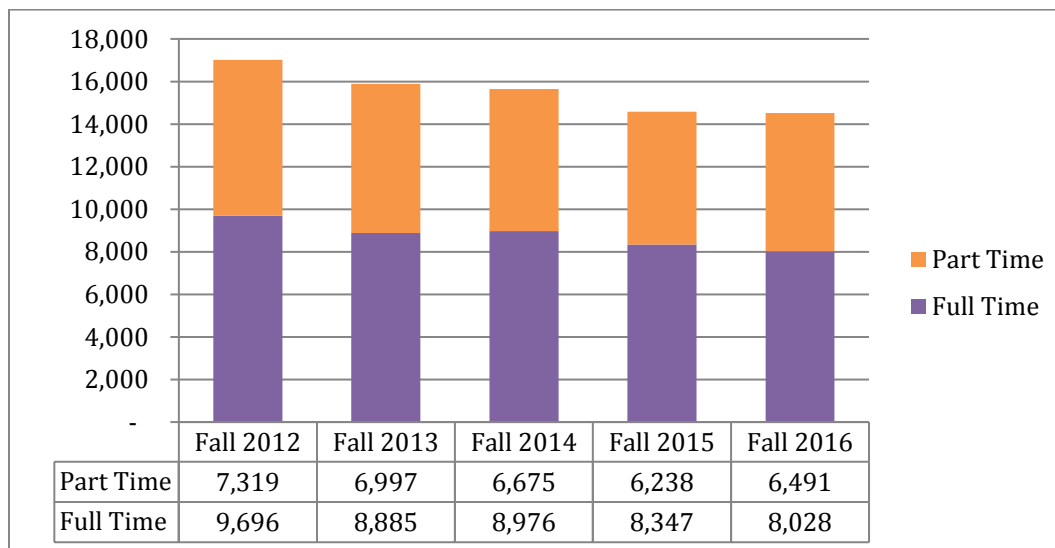
### 1. Number of Undergraduate Students by Attendance Status

*Undergraduate Enrollment by Attendance Status, Fall 2016*

Full-time		Part-time		Total
N	%	N	%	
8,028	55.3%	6,491	44.7%	14,519

Source: IPEDS Fall Enrollment Survey

*Five-Year Unduplicated Enrollment Comparison, Fall 2012 - Fall 2016*



Source: IPEDS Fall Enrollment Survey

### 2. Number of Graduate Students by Attendance Status

Not applicable to community colleges.

### 3. Number of Non-Credit Students Served

	Total # of Registrations <sup>1</sup>	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs <sup>2</sup>
<b>Open Enrollment</b>	15,837	6,931	478,745	1,064
<b>Customized Training</b>	1,528	-	29,267	65

<sup>1</sup>Includes all registrations in any course that started on July 1, 2015 through June 30, 2016.

<sup>2</sup>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.

### 4. Unduplicated Number of Students for Entire Academic Year

Headcount Enrollment	Credit Hours	FTE
20,115	313,747	10,458

Source: IPEDS 12-Month Enrollment Survey

## Section C. Characteristics of Undergraduate Students

### 1. Mean Math, Reading, and Writing SAT Scores

Not applicable to community colleges.

### 2. Enrollment in Remediation Courses by Subject Area

#### ***Basic skills placement test administered and criteria for selecting test takers in Fall 2016:***

Who must take a Basic Skills Placement Test:

- All full-time and part-time students in a degree or certificate program are required to take the test before registering for all courses.
- All full-time and part-time non-degree seeking students who wish to enroll in English or mathematics courses are required to take the test.
- All full-time and part-time non-degree seeking students who have accumulated eleven (11) attempted credits (based on completed courses earning one of the following grades: A, B, C, D, R, E, W, AU, Q, N, or INC) are required to take the test.

How to be waived from the Basic Skills Placement Test:

- If you hold a Bachelor's, Master's, or Doctoral degree from an accredited college in the United States.
- If you have passed a college-level English and mathematics course, other than accounting or business math.
- If you have previously taken an Accuplacer exam at another college (within five years).
- If you have taken the AP exam in English or mathematics and have a score of 3 or higher.
- If you have taken the SAT examination prior to March 2016 with a score of 530 or above in math and/or 540 or above in Critical Reading (within five years).
- If you have taken the SAT examination since March 2016 with a score of 500 or above in math and/or 450 or above in Evidence-Based Reading & Writing (within five years).
- If you have math ACT score prior to March 2016 of 23 or higher (within five years). Prior to March 2016, we do not accept the English ACT scores.
- If you have math ACT score since March 2016 of 22 or higher and/or an English ACT score of 19 or higher (within five years).
- If you have TOEFL test scores of 550 or above (paper/pencil version), 213 or above (computerized version) or 80 or above (internet based version) (within two years).
- If you have taken the IELTS examination (academic version) and have a score of 6.5 or above (within two years).

#### ***Total Number of Undergraduate Students Enrolled in Remediation in Fall 2016:***

Total Undergraduate Enrollment	# of Students Enrolled in One or More Remedial Courses	% of Total
14,519	3,471	23.9%

Source: SURE Fall Enrollment file

#### ***Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2016:***

Total # of FTFT Students	# of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Courses
2,679	1,515	56.6%

Source: SURE Fall Enrollment file

## Section C. Characteristics of Undergraduate Students (Continued)

### Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2016 by Subject Area:

Subject Area	# of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	853	31.8%
Algebra	215	8.0%
Reading	0	0.0%
Writing	0	0.0%
English	1,241	46.3%

Source: SURE Fall Enrollment file

### 3. Race/Ethnicity, Sex, and Age

#### Undergraduate Enrollment by Race/Ethnicity\*, Fall 2016

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-time	2,229	27.8%	419	5.2%	2,026	25.2%	494	6.2%
Part-time	2,108	32.5%	363	5.6%	1,509	23.2%	471	7.3%
Total	4,337	29.9%	782	5.4%	3,535	24.3%	965	6.6%

	American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-time	18	0.2%	688	8.6%	2,154	26.8%	8,028	100.0%
Part-time	17	0.3%	300	4.6%	1,723	26.5%	6,491	100.0%
Total	35	0.2%	988	6.8%	3,877	26.7%	14,519	100.0%

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

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Sex, Fall 2016

	Male		Female		Total
	N	%	N	%	N
Full-time	4,193	52.2%	3,835	47.8%	8,028
Part-time	3,101	47.8%	3,390	52.2%	6,491
Total	7,294	50.2%	7,225	49.8%	14,519

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Age, Fall 2016

		<18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unk.	Total
Full-time	N	40	3,085	2,513	1,161	671	232	134	145	44	2	1	8,028
	%	0.5%	38.4%	31.3%	14.5%	8.4%	2.9%	1.7%	1.8%	0.5%	0.0%	0.0%	100.0%
Part-time	N	110	693	1,326	1,617	1,186	524	345	402	225	60	3	6,491
	%	1.7%	10.7%	20.4%	24.9%	18.3%	8.1%	5.3%	6.2%	3.5%	0.9%	0.0%	100.0%
Total	N	150	3,778	3,839	2,778	1,857	756	479	547	269	62	4	14,519
	%	1.0%	26.0%	26.4%	19.1%	12.8%	5.2%	3.3%	3.8%	1.9%	0.4%	0.0%	100.0%

Source: IPEDS Fall Enrollment Survey

## Section C. Characteristics of Undergraduate Students (Continued)

### 4. Numbers of Students Receiving Financial Assistance Under Each Federal-Funded, State-Funded, and Institution-Funded Aid Program [FY 2016 data]

#### *Financial Aid from Federal-Funded Programs, AY 2015-16*

	Recipients	Dollars(\$)	\$/Recipient
Pell Grants	5,012	21,932,040	4,375.91
College Work Study	168	284,460	1,693.21
Perkins Loans	-	-	-
SEOG	998	145,925	146.22
PLUS Loans	48	217,433	4,529.85
Stafford Loans - Subsidized	2,273	7,157,081	3,148.74
Stafford Loans - Unsubsidized	2,276	7,859,020	3,453.00
SMART & ACG or other	-	-	-

Source: NJIPEDS Form #41 Student Financial Aid Report

#### *Financial Aid from State-Funded Programs, AY 2015-16*

	Recipients	Dollars(\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,279	4,295,900	1,884.99
Educational Opportunity Fund	388	317,524	818.36
Outstanding Scholars (OSRP) or other	3	3,250	1,083.33
Distinguished Scholars	-	-	-
Urban Scholars	-	-	-
NJSTARS	128	382,280	2,986.56
NJCLASS	11	58,317	5,301.55

Source: NJIPEDS Form #41 Student Financial Aid Report

#### *Financial Aid from Institutional-Funded Programs, AY 2015-16*

	Recipients	Dollars(\$)	\$/Recipient
Grants & Scholarships	248	374,468	1,509.95
Institutional Loans	-	-	-

Source: NJIPEDS Form #41 Student Financial Aid Report

### 5. Percentage of Students who are New Jersey Residents

#### *Fall 2016 First-Time Undergraduate Enrollment by State Residence*

NJ Residents*	Non-State Residents	Total	% state Residents
3,341	169	3,510	95.2%

\*Residence unknown included with New Jersey Residents

Source: IPEDS Fall Enrollment Survey, Part C



## Section D. Student Outcomes

### 1. Graduation Rates

#### a. Four-, Five- and Six-Year Graduation Rate by Race/Ethnicity

Not applicable to community colleges.

#### b. Two-Year Graduation Rate of Fall 2013 Full-Time, First-Time, Degree/Certificate-Seeking Students

Fall 2013 Cohort	Graduated after 2 Years	Graduation Rate
2,559	156	6.1%

Source: IPEDS Graduation Rate Survey

#### c. Three-Year Graduation and Transfer Rate of Fall 2013 Full-Time, First-Time, Degree/Certificate-Seeking Students by Race/Ethnicity

	White		Black		Hispanic	
	N	%	N	%	N	%
Fall 2013 Cohort	762		159		660	
Graduated in 3 years	209	27.4%	27	17.0%	124	18.8%
Transfers	129	16.9%	26	16.4%	103	15.6%

	Asian		Alien		Other *		Total	
	N	%	N	%	N	%	N	%
Fall 2013 Cohort	157		152		669		2,559	
Graduated in 3 years	48	30.6%	38	25.0%	114	17.0%	560	21.9%
Transfers	21	13.4%	18	11.8%	123	18.4%	420	16.4%

\*Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown

Source: IPEDS Graduation Rate Survey

### 2. Third-Semester Retention of First-Time Undergraduates, Fall 2015 to Fall 2016

#### a. By Attendance Status

	Fall 2015 First-Time Undergraduates	Retained in Fall 2016	Retention Rate
Full-time	2,515	1,618	64.3%
Part-time	472	230	48.7%

Source: IPEDS Fall Enrollment Survey, Part E

### 3. Degrees Awarded

Degree Type	2013	2014	2015	2016	2017
A.A. Degrees	329	392	356	289	296
A.F.A. Degrees	1	6	4	8	13
A.S. Degrees	1,461	1,658	1,656	1,655	1,504
A.A.S. Degrees	431	463	422	380	417
Certificates	63	91	76	78	85
<b>TOTAL</b>	<b>2,285</b>	<b>2,610</b>	<b>2,514</b>	<b>2,410</b>	<b>2,315</b>

Source: SURE Graduation Files



## Section E. Faculty Characteristics

### 1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2016

		White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured	Professors	46	29	3	2	1	2	1	2	1	0	0	0	1	1	53	36
	Associate Prof.	32	46	3	4	2	1	1	3	0	0	0	0	0	1	38	55
	Assistant Prof.	10	22	0	0	0	3	1	1	0	0	0	0	1	6	12	32
	All Others	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0	3
	TOTAL	88	99	6	6	3	6	3	6	1	0	0	0	2	9	103	126
Without Tenure	Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Associate Prof.	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Assistant Prof.	3	13	0	0	0	1	1	0	0	0	0	0	0	4	4	18
	All Others	3	8	0	2	0	0	0	0	0	0	0	0	0	0	3	10
	TOTAL	7	22	0	2	0	1	1	0	0	0	0	0	0	4	8	29
Total	Professors	46	29	3	2	1	2	1	2	1	0	0	0	1	1	53	36
	Associate Prof.	33	47	3	4	2	1	1	3	0	0	0	0	0	1	39	56
	Assistant Prof.	13	35	0	0	0	4	2	1	0	0	0	0	1	10	16	50
	All Others	3	10	0	2	0	0	0	0	0	0	0	0	0	1	3	13
	TOTAL	95	121	6	8	3	7	4	6	1	0	0	0	2	13	111	155

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

Source: IPEDS Human Resources Survey

### 2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2016

Course Sections	Taught by FT Faculty		Taught by PT Faculty		Taught by Others*	
	N	%	N	%	N	%
2,368	1,099	46.4%	1,258	53.1%	11	0.5%

\*Others includes Full-time Administrators and Teaching Assistants

Source: BCC Student Information System

### 3. Ratio of Full- to Part-Time Faculty, Fall 2016

Full-time		Part-time		Total	
N	%	N	%	N	%
266	26.2%	750	73.8%	1,016	100.0%

Source: IPEDS Human Resources Survey

## Section F. Characteristics of the Board of Trustees

### 1. Race/Ethnicity and Sex

Sex	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	4	1	1	0	0	0	0	6
Female	2	0	1	1	1	0	0	5
Total	6	1	2	1	1	0	0	11

### 2. List of Trustees with Titles/Affiliations

Name	Title	Affiliation
Carol Otis, Chairperson	RETIRED	RETIRED
Patrick Fletcher, Vice-Chairman	Superintendent	River Dell Regional School District
Dorothy L. Blakeslee, Treasurer	Chief Operating Officer	Browncoats Consulting LLC
Gerard L. Carroll, Secretary	Cooperative Education Coordinator	Bergen County Technical Schools
Joseph Barreto, Trustee	High School Guidance Counselor	NYC Department of Education
James D. Demetrakis, Trustee	Attorney	Carmel & Fredrickson
Mark Longo, Trustee	Director	Engineers Labor-Employer Cooperative
Irene Oujo, Trustee	Professor	Fairleigh Dickinson University
Norah Peck, Trustee	Interim Superintendent	Bergen County
Sheetal Ranjan, Trustee	Professor	William Paterson University
Peter Zalokostas, Alumni Trustee	Student Alumni	Bergen Community College

### 3. Additional Information about Trustees

Additional information about the BCC Board of Trustees will be available at the Board's page on the Bergen website: <http://bergen.edu/about-us/board-of-trustees/>

## Section G. Profile of the Institution

### CREDIT PROGRAMS: Transfer (A.A., A.F.A., A.S.)

#### Associate in Arts (A.A.) Degrees

##### *LIBERAL ARTS*

General Curriculum  
Cinema Studies  
Communication  
Economics  
Global Studies  
History  
Latin American Studies  
Literature

Philosophy  
Political Science  
Psychology  
Religion  
Sociology  
Women's Studies  
World Languages and Cultures

##### *FINE AND PERFORMING ARTS*

General Curriculum  
Art  
Cinema Studies

Music  
Theatre Arts: General, Acting, Dance, Technical  
Production

#### Associate in Fine Arts (A.F.A.) Degrees

Music Business

Music Technology

#### Associate in Science (A.S.) Degrees

##### *NATURAL SCIENCE AND MATHEMATICS*

General Science  
Aviation Operations  
Biology  
Biotechnology  
Chemistry

Computer Science  
Mathematics  
Physics

##### *ENGINEERING SCIENCE*

Engineering Science

##### *PROFESSIONAL STUDIES*

General Curriculum  
Aviation Administration  
Broadcasting  
Business Administration-General  
Business Administration-Accounting  
Business Administration-Hospitality  
Business Administration-International Trade  
Business Administration-Management  
Business Administration-Marketing  
Business Administration-Nonprofit Mgmt.

Criminal Justice  
Early Childhood Education  
Education  
Exercise Science  
Health Science  
Information Technology  
Journalism  
Social Work  
Sports Management

## Section G. Profile of the Institution (Continued)

### CREDIT PROGRAMS: Career (A.A.S. and Cert./COA)

#### Associate in Applied Science (A.A.S.) Degrees

##### *ART*

Computer Animation

Graphic Design/Computer Graphics

##### *BUSINESS ADMINISTRATION*

Accounting

Banking and Finance

E-Business Management

Management Information Systems

Publishing Operations & Management

##### *FASHION APPAREL DESIGN*

Fashion Apparel Design

##### *HOTEL / RESTAURANT / HOSPITALITY*

Hospitality Management

##### *HEALTH PROFESSIONS*

Dental Hygiene

Diagnostic Medical Sonography

Health Science

Medical Informatics

Medical Office Assistant

Paramedic Science

Radiography

Respiratory Therapy

Veterinary Technology

##### *HUMAN SERVICES*

Correctional Studies

Law Enforcement Studies

Legal Studies

##### *INDUSTRIAL AND DESIGN TECHNOLOGIES*

Drafting and Design Technology

Electronics Technology

General Engineering Technology

Manufacturing Technology

##### *INFORMATION TECHNOLOGY*

Database Programming & Administration

Networking Administration

Office Technology

Web Development & Management

##### *MUSIC*

Recording Technology

Music Business

##### *NURSING*

Day

Evening

##### *SCIENCE TECHNOLOGY*

Horticulture

Landscape/Design/Build

##### *SOFTWARE DEVELOPMENT*

Game Programming

Game Testing

## Section G. Profile of the Institution (Continued)

### One-Year Certificates

Computer Aided Drafting (CAD)  
Computer Animation  
Computer Graphics  
Computer Technical Support  
Culinary Arts  
Database Programming & Administration  
E-Commerce: Business Emphasis  
Event Planning and Management  
Exercise Science  
Floral Design  
Grounds Management

Hospitality Management  
Landscaping  
Legal Nurse Consulting  
Medical Office Administrative Assistant  
Office Technology  
Radiation Therapy Technology  
Surgical Technology, Day  
Surgical Technology, Evening  
Transfer Studies: Liberal Arts/Science, Technology & Professional Studies

### Certificates of Achievement

Baking  
Biotechnology  
CNC Programming  
Fashion Design Fundamentals  
Fashion Product Development  
Finance  
Fire Science  
Forensic Science  
Homeland Security  
Machine Tooling

Manufacturing Design using Pro/Engineer®  
Marketing Assistant  
Network Security  
Non-Profit Management  
Private Security  
Professional Cooking  
Real Estate  
Sports Management  
Sports Merchandising  
Welding Technology

## NON-CREDIT PROGRAMS: Continuing Education

### Continuing Education Offerings

Continuing Education (non-credit) course offerings vary from year to year, but are generally offered in the following areas:

Advanced Manufacturing  
Autism  
Bergen Goes Green  
Business and Industry  
Computer Training  
Construction  
Culinary Arts  
Fashion Design  
Finance  
Green Pathways to Employment Program  
Health Professions  
Hospitality and Tourism  
Human Resource Professional Development Certificate Program  
Interior Design

Kids and Teens Programs  
Languages  
Makerspace  
NJ Family Care Training  
Nonprofit Leadership Institute  
Online Courses  
Personal Development  
Pest Control  
Property & Facility Management Education  
Quality Assurance Certificate Program  
Real Estate  
Teacher Education  
Wedding/Event Planning  
Welding

## Section H. Major Research and Public Service Activities

### 1. Selected Faculty Scholarship, Service Learning, and Community Outreach

**Gail Fernandez** presented, "Civic Competency and Engagement: From Theory to Data, From Data to Understanding", AASCU Civic Learning and Democratic Engagement Meeting in June 2017."

**Gail Fernandez, Joanna Campbell** and **Maureen Ellis-Davis** presented "An Assessment Fellows Program: Ambassadors of a High-Performance Culture," and "Assessment Toolkit," at the Innovations Conference in March 2017.

**Gail Fernandez, Joanna Campbell** and **Jill Rivera** presented "An Assessment Fellows Program: Ambassadors of a High-Performance Culture," at the 2016 Assessment Institute in Indianapolis in October 2016.

**Gail Fernandez, Joanna Campbell, Maureen Ellis-Davis, Ilene Kleinman** and **Amarjit Kaur** presented "From A-Z: An Assessment Toolkit," at the Drexel University Annual Conference on Teaching & Learning Assessment in September 2016.

**Gail Fernandez** and **Larry Hlavenka** presented "What'd You Say?: How to Communicate During the Self-Study Process," at the Drexel University Annual Conference on Teaching & Learning Assessment in September 2016.

**Gail Fernandez** is the 2017 – 2018 chair of the NJCCC Assessment Affinity Group.

**Joan Cohen** attended the Mid-Atlantic Regional Archives (MARAC) Conference in Annapolis, MD.

**Joan Dalrymple** completed a second Master's Degree in Instructional Design and Technology. She also presented with **Paula Williams** at the Distance Learning Conference at Camden County Community College, "Minimizing the Distance in Online Classes with Adobe Connect" and at the VALE Users' Conference at Rutgers.

**Kate Hossain** presented at a workshop on information literacy at the NJALL (NJ Assoc. Lifelong Learning) conf. at Brookdale CC. She also co-presented at the TYCA-NE conference presentation on Reading Across the curriculum.

**Joan Liu-Devizio** attended the Charleston Annual Conference for Acquisitions, Cataloging and Collection Development, November 2016.

**Kate McGivern** was accepted into the ALA Leadership Institute and co- presented at the TYCA-NE, entitled, "Creating a reading across the curriculum movement". She also presented at the Rhode Island Library Association conference, "Library partnerships: Working together for student success".

**Annemarie Roscello** presented at the Mentoring Institute - 10/26/2016 - Formalized Long Term Mentoring through the Tenure Process and was also a member of the ALA Scholarship and Grants Committee.

**Lynn Schott** was active in the NJLA by participating on the Member Services and Nominations & Elections Committee and was the Academic representative to the NJLA Executive Board starting in 2016. She is also a member of the Mid-Atlantic Regional Archives Conference (MARAC).

**Paula Williams** was the APA Style editor for BCC Journal of Scholarly Teaching and she presented at the Distance Learning Conference at Camden County Community College, "Minimizing the Distance in Online Classes with Adobe Connect".

**Magali Muniz** and **Peter Vida** presented at the NJ Council of County College Conference, April 2017 "Best Practices in a One-Stop Environment".

**Denise Liguori** and **Monica Postle** were Finalists for the Community Colleges Futures Assembly 2017 Bellwether Award for the achievements of Project Graduation. They presented "Don't Let Your Graduates Die on the Vine" at the Annual Conference in Orlando, FL (January 2017).

## Section H. Major Research and Public Service Activities (Continued)

### 1. Selected Faculty Scholarship, Service Learning, & Community Outreach (Continued)

**Rachel Lerner Colucci, Dr. PJ Ricatto, and Ian Wolf** presented on Creating Campus Connections through Maxient at the Association of Student Conduct Administrators (ASCA) Annual Conference in Jacksonville, FL. (February 2017).

**Rachel Lerner Colucci and Ian Wolf** presented on building relationships between Enrollment Management and Student Conduct at the NY/NJ Association of Collegiate Registrars and Admissions Officers (ACRAO) Conference in New York, NY (September 2017).

**Greg Fenkart and Ian Wolf** attended the American Student Government Association (ASGA) Regional Conference at Hudson County Community College (December 2016).

**Ian Wolf** attended the D. Stafford Title IX Training at Raritan Valley Community College, NJ (July 2016).

**Ian Wolf** represented Bergen Community College at the ASCA Spring Roundtable Conference at Brookdale Community College (March 2017).

**Dr. Ralph Choonoo, Angie Goldszmidt, and Ian Wolf** attended the NJ Council for Community College's Student Lobby Day with nine students in Trenton, NJ (June 2017).

**Rachel Lerner Colucci** presented on Rotary Youth Exchange and Careers in Student Affairs at the New City Rotary Club (April 2017) and at the Rotary Club Bachtel-Zurich, Switzerland (June 2017).

**Rachel Lerner Colucci, Greg Fenkart, Violet Surdyka, and Ian Wolf** attended the EXCELLENCE in Student Affairs Conference at Rutgers University (December 2016).

**Patti Bonomolo, Rachel Lerner Colucci, and Ian Wolf** attended the workshop Title IX Investigations: From Compliance to Cutting Edge at Seton Hall University (January 2017).

**Melissa Krieger** developed and led multiple workshops for BCC faculty on topics related to "The Incorporation of High Impact Practices for Classroom Teaching and Learning" in the 2016-17 CITL Workshop Series, and also developed and led a BCC Day of Professional Development Afternoon Workshop titled "Equitable Classroom Practices" in October 2016.

**Melissa Krieger** presented "Student Equity in the Inclusive Classroom Setting" at the 6th Annual Tri-State Best Practices Conference on March 4, 2017.

**Dr. Tonia McKoy and Jesse Jacondin** presented "Bridging the Gap: Reporting Data at a Program Level" at the at the 43rd Annual Northeast Association of Institutional Research (NEAIR) Conference in Baltimore, Maryland on November 14th, 2016 and then again at the New Jersey Council of Community Colleges (NJCCC) Best Practices Conference in Cranford, New Jersey on April 21<sup>st</sup>, 2017.

**Ian Wolf** serves as Province Archon for 12 Chapters of the NY/NJ Metro Area of Sigma Pi International Fraternity. Ian facilitated new member trainings of 300 students at Seton Hall University, NJ (September 2016) and at Monmouth University (March 2017), presented on Risk Management in St. Louis, MO at the Sigma Pi Mid-Year Leadership Institute (January 2017), and Best Practices in New Member Education at Sigma Pi's Emerging Leader Institute at Middle Tennessee State University (July 2017).

**Melissa Krieger** served as the co-coordinator of students for the NJCU/BCC Stem Grant in 2016-2017.



## Section H. Major Research and Public Service Activities (Continued)

### 2. Grants Administration

The Office of Grants Administration facilitates the development, acquisition, and implementation of grant funded projects that further the goals, objectives, and strategic priorities of Bergen Community College. During FY17, the College was awarded 11 grants, totaling \$9,120,495. The Office also managed/operated 25 projects, which were supported by \$10,827,938 in funds, and submitted 10 new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY17 include:

- The **Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics (HSI STEM) Grant** is a five-year grant award designed to fulfill the urgent and growing need for STEM professionals in a competitive and global workforce. The project has three goals: (a) to strengthen the learning engagement of STEM students; (b) to broaden the role of 20 partners from four-year colleges, industry and government agencies, to become joint stewards of student success; and (c) to equip STEM students with the financial tools necessary to persist through degree completion.
- The **Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant** is a four-year \$15 million award designed to fund the New Jersey Health Professions Pathways to Regional Excellence Project (NJ-PREP). NJ-PREP is a partnership that builds on the HPOG initiative noted above. It includes 12 community colleges, over 20 employers, and 11 county Workforce Investment Boards and One-Stop Career Centers. The college and its partners are working to build a state-wide healthcare career pathways system that coordinates and aligns strategic partnerships, resources, funding, policies, data, and accountability measures. The project will serve over 2,000 participants.
- The **Title V Developing Hispanic-Serving Institutions Grant** is a five-year grant award designed to improve the academic success of high-need Hispanic and low-income students, especially during their transition from developmental into college-level courses. The project has three goals: (a) to strengthen the learning engagement of students transitioning from developmental into college-level courses; (b) to energize the overall experience of students transitioning to college-level coursework; and (c) to broaden the role of staff and faculty, with a special attention to 50 gateway course instructors, to become joint stewards of student success.
- The **Transition Program for Students with Intellectual Disabilities 2 (TPSID2) Grant** is a model comprehensive transition and postsecondary education program conducted in collaboration with The College of New Jersey. This Phase II program will attain four key goals: 1) provide students with ID a strong foundation of essential skills and competencies needed to secure and retain jobs; 2) assist ID students in earning meaningful credentials to help advancement along a career Pathway towards higher-skill, higher-wage opportunities; 3) engage employer partners, supportive services and families; and 4) develop a formal network of post-secondary programs within the region.
- The **First in the World (FITW) Grant** program is a randomized controlled trial that will target 8,400 first time, degree-seeking students placed into remedial math as per the Accuplacer exam. The goals of this program are to: 1) increase the 3-semester retention rates of first time students placing into remedial math, and 2) decrease time to completion of first time full time students placing into remedial math. The ultimate purpose of this study is to produce scalable innovative approaches that utilize low-cost, effective methods for math remediation.

## Section I. Major Capital Projects Underway in Fiscal Year 2017

### Under Construction:

- Gym Ceiling and Lighting Replacement /Upgrade
- Pool Tile, Ceiling and Lighting Replacement/Upgrade
- HMGP Gym Emergency Generator
- Lot A Parking Deck Maintenance/Repair
- Bergen County Technical High School Nurses Office – Ender Hall
- Bergen County Technical High School Phase II – Ender Hall

### Completed:

- Ambulance Exterior Concrete Pad/Training Area
- New Health Professions Integrated Teaching Center – Dumpster Enclosure
- Pool Shower, Locker Room, and Training Room Renovations
- Modernization Elevators #7 and #8
- Replacement/Upgrade of Paramus Road Main Entrance Signage
- Ciarco Learning Center Security Camera System



*Health Professions Integrated Teaching Center*

## Section J. Strategic Planning Goals

### Strategic Theme 1: Student Success and Excellence

*Cultivating student success and assuring the quality of learning remain bedrocks of the College. Evidence-based decisions regarding achieving student success and providing superior learning opportunities will solidify these objectives as primary goals of the institution.*

- Goal: Enhance and expand a college-wide culture dedicated to student success
- Goal: Increase course completion, retention, transfer and graduation rates
- Goal: Reduce the achievement gap between majority and under-represented minority populations

### Strategic Theme 2: Faculty and Staff Success and Excellence

*The College's faculty and staff remain one of the school's most valuable resources in achieving student success and institutional excellence. Bergen leaders will continuously invest in the professional development of both groups in order to expand the organizational knowledge base, secure future goals and accomplish the College's vision and mission.*

- Goal: Increase professional development opportunities; recognize and promote faculty and staff contributions
- Goal: Launch an orientation program for all positions and new hires
- Goal: Embrace the contributions of non-tenure track faculty

### Strategic Theme 3: Commitment to Bergen County

*The College serves Bergen County residents by providing access to quality post-secondary education, value-added workforce training, and cultural and artistic programming. Collectively, Bergen faculty, staff and administrators pledge to strengthen existing relationships with community stakeholders and partners while aggressively forging new relationships that support the College's vision and mission.*

- Goal: Develop, nurture and strengthen partnerships with the Bergen County community
- Goal: Strengthen awareness of the College's commitment to excellence and public service
- Goal: Enhance and expand programs to better serve the educational and workforce development needs of Bergen County

### Strategic Theme 4: Institution Building

*The College will strive for excellence in internal operations and fully commit to the success of the institution through utilizing the intellect and dedication of faculty and staff. College leaders will strengthen budgetary and technological resources through improved stewardship. Effective communication and continued civility will drive transparent decision-making that will reflect the College's vision and mission*

- Goal: Establish clear and transparent communication pathways
- Goal: Foster a culture of collaborative innovation
- Goal: Build inviting and functional facilities
- Goal: Ensure instructional and administrative technology systems remain cohesive, current and intelligent
- Goal: Obtain additional funding and strengthen human resources