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A. Accreditation status

1. Institutional accreditation

Bergen Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

2. Professional accreditation

The following programs are individually accredited:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>National League for Nursing Accrediting Commission</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>American Dental Association, Commission on Dental Accreditation</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>Radiography</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td>Radiation Therapy</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>American Veterinary Medical Association</td>
</tr>
</tbody>
</table>

The Legal Assistant and the Legal Nurse Consultant Programs have been granted approval by the American Bar Association. In addition, the Nursing Program has been approved by the New Jersey State Board of Nursing.
B. Number of students served

1. Number of undergraduates by attendance status (Fall 2007)

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>7,990</td>
<td>7,067</td>
<td>15,057</td>
</tr>
<tr>
<td>Pct</td>
<td>53.1%</td>
<td>46.9%</td>
<td></td>
</tr>
</tbody>
</table>

2. Number of graduates and first-professionals by attendance status

Not applicable

3. Number of non-credit students served

In FY 2007, Bergen Community College served 688 students in customized training programs, in a total of 12,387 contact hours. Also served were 8,703 students in open enrollment non-credit courses, in a total of 571,941 contact hours. Overall, 9,391 unduplicated students were served by these programs.

There were a total of 20,566 registrations in non-credit courses, with 19,496 registrations in open enrollment courses and 1,070 in customized training courses. Among the open enrollment courses, 14,844 enrollments were in career courses, and 4,652 were in avocational courses. All of the customized training courses were career courses.

Source: FB & NJCCC Non-Credit Enrollment File

4. Unduplicated number of students for the entire academic year

In FY 2007, there were 20,769 unduplicated students enrolled in BCC, for a total of 283,271 credit hours. The full-time equivalent was 9,442.
C. Characteristics of undergraduate students

1. Mean math and verbal SAT scores

Not applicable to community colleges

2. Enrollment in remediation courses, by subject area

Name of basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2007:

All degree-seeking students and all non-degree-seeking students who reach their 11th attempted credit are required to take a basic skills placement test (Accuplacer). Tests are waived for students scoring above 530 (math)/1200 (combined verbal) on the new SAT, or if the student has a US bachelor’s degree or higher, or has completed a college-level math class and college-level English composition class. Students who are non-native English speakers take the Accuplacer Levels of English Proficiency Test and are not included in the numbers shown below relating to remediation.

Total number of students enrolled in remediation in Fall 2007:

Of the 15,057 students enrolled during Fall 2007, 4,512 (30.0%) were enrolled in one or more remedial courses. An additional 282 students were enrolled in a separate, non-credit 1-hour course providing intensive instruction in writing, taken concurrently with the college level Composition 1 course.

Total number of First-time, Full-time (FTFT) students who graduated from high school the previous spring enrolled in remediation in Fall 2007:

Of the 1,405 FTFT recent high school graduates enrolled during Fall 2007, 1,008 (71.7%) were enrolled in one or more remedial courses. An additional 115 students were enrolled in a separate, non-credit 1-hour course providing intensive instruction in writing, taken concurrently with the college level Composition 1 course.

Total number of First-time, Full-time (FTFT) students who graduated from high school the previous spring enrolled in remediation in Fall 2007 by subject area:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of FTFT Enrolled</th>
<th>Percent of all FTFT Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Computation</td>
<td>553</td>
<td>39.4%</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>105</td>
<td>7.5%</td>
</tr>
<tr>
<td>Total English*</td>
<td>824</td>
<td>58.6%</td>
</tr>
</tbody>
</table>

* An additional 115 students were enrolled in a non-credit 1-hour course providing intensive instruction in writing, taken concurrently with the college level Composition 1 course.
3. Race/ethnicity, sex, and age (separately)

Undergraduate Enrollment by Race/Ethnicity  
**Fall 2007**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full-time</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>White</td>
<td>3,399</td>
<td>42.5%</td>
<td>3,290</td>
</tr>
<tr>
<td>Black</td>
<td>485</td>
<td>6.1%</td>
<td>489</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,008</td>
<td>25.1%</td>
<td>1,665</td>
</tr>
<tr>
<td>Asian</td>
<td>801</td>
<td>10.0%</td>
<td>769</td>
</tr>
<tr>
<td>American Ind.</td>
<td>23</td>
<td>0.3%</td>
<td>10</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>801</td>
<td>10.0%</td>
<td>433</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>473</td>
<td>5.9%</td>
<td>411</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,990</td>
<td>100.0%</td>
<td>7,067</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.C.3.a

Undergraduate Enrollment by Sex  
**Fall 2007**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Full-time</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Men</td>
<td>4,037</td>
<td>50.5%</td>
<td>2,996</td>
</tr>
<tr>
<td>Women</td>
<td>3,953</td>
<td>49.5%</td>
<td>4,071</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,990</td>
<td>100.0%</td>
<td>7,067</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.C.3.b

Undergraduate Enrollment by Age  
**Fall 2007**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Full-time</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Under 18</td>
<td>48</td>
<td>0.6%</td>
<td>33</td>
</tr>
<tr>
<td>18-19</td>
<td>3,228</td>
<td>40.4%</td>
<td>794</td>
</tr>
<tr>
<td>20-21</td>
<td>2,451</td>
<td>30.7%</td>
<td>1,209</td>
</tr>
<tr>
<td>22-24</td>
<td>1,074</td>
<td>13.4%</td>
<td>1,475</td>
</tr>
<tr>
<td>25-29</td>
<td>583</td>
<td>7.3%</td>
<td>1,306</td>
</tr>
<tr>
<td>30-34</td>
<td>239</td>
<td>3.0%</td>
<td>649</td>
</tr>
<tr>
<td>35-39</td>
<td>135</td>
<td>1.7%</td>
<td>477</td>
</tr>
<tr>
<td>40-49</td>
<td>161</td>
<td>2.0%</td>
<td>713</td>
</tr>
<tr>
<td>50-64</td>
<td>53</td>
<td>0.7%</td>
<td>299</td>
</tr>
<tr>
<td>65 and older</td>
<td>4</td>
<td>0.1%</td>
<td>102</td>
</tr>
<tr>
<td>Unknown</td>
<td>14</td>
<td>0.2%</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,990</td>
<td>100.0%</td>
<td>7,067</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.C.3.c.
Characteristics of undergraduate students (continued)

4. Numbers of students receiving financial assistance under each state-funded aid program, including both need-based and merit-based, both grants and loans (TAG, EOF, OSRP, Distinguished Scholars, Urban Scholars, NJSTARS and NJCLASS)

Financial Aid from State-Funded Programs, FY 2007

<table>
<thead>
<tr>
<th>Program</th>
<th>Recipients</th>
<th>Awards</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
<th>$/Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG</td>
<td>2,301</td>
<td>3,825</td>
<td>3,603,547</td>
<td>1,566.08</td>
<td>942.10</td>
</tr>
<tr>
<td>EOF</td>
<td>394</td>
<td>652</td>
<td>332,082</td>
<td>842.85</td>
<td>509.33</td>
</tr>
<tr>
<td>Bloustein Scholars</td>
<td>5</td>
<td>8</td>
<td>3,720</td>
<td>744.00</td>
<td>465.00</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>11</td>
<td>19</td>
<td>8,835</td>
<td>803.18</td>
<td>465.00</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NJ STARS (Fall 2004)</td>
<td>111</td>
<td>-</td>
<td>200,005</td>
<td>1,801.85</td>
<td>3,528.68</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.C.4

5. Percentage of students who are New Jersey residents

First-time Full-time Undergraduates
Enrollment by State of Residence
Fall 2007

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State Residents</th>
<th>Total Students</th>
<th>% State Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,968</td>
<td>129</td>
<td>3,097</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.C.5
D. Degrees conferred/Characteristics of graduates

1. By race/ethnicity and sex (separately)

Associate Degrees and Certificates Conferred
By Race/Ethnicity
FY2007

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Certificates</th>
<th>Degrees</th>
<th>Total</th>
<th>Percent/Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>37</td>
<td>671</td>
<td>708</td>
<td>50.6%</td>
</tr>
<tr>
<td>Black</td>
<td>6</td>
<td>81</td>
<td>87</td>
<td>6.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15</td>
<td>246</td>
<td>261</td>
<td>18.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>121</td>
<td>128</td>
<td>9.1%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>6</td>
<td>127</td>
<td>133</td>
<td>9.5%</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>5</td>
<td>75</td>
<td>80</td>
<td>5.7%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>1,324</td>
<td>1,400</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.D.1.a

Associate Degrees and Certificates Conferred
By Sex
FY2007

<table>
<thead>
<tr>
<th>Sex</th>
<th>Certificates</th>
<th>Degrees</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>475</td>
<td>502</td>
<td>35.9%</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>849</td>
<td>898</td>
<td>64.1%</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.D.1.b

2. By general field

Pre-Baccalaureate Degrees Conferred
by General Field
FY2007

<table>
<thead>
<tr>
<th>General Field (per IPEDS CIP Code)</th>
<th>Certificate</th>
<th>Associate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Agriculture</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>11 Computer Science</td>
<td>2</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>12 Personal Services</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>13 Education</td>
<td>0</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>15 Engineering Related Technology</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>22 Legal Professions</td>
<td>0</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>24 Liberal Arts &amp; Sciences</td>
<td>0</td>
<td>823</td>
<td>823</td>
</tr>
<tr>
<td>31 Parks/Recreation</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>43 Security/Protective</td>
<td>0</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>50 Visual/Performing Arts</td>
<td>0</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>51 Health Professions</td>
<td>47</td>
<td>271</td>
<td>318</td>
</tr>
<tr>
<td>52 Business/Management</td>
<td>6</td>
<td>59</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>1,324</td>
<td>1,400</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.D.2
3. By distance education programs

Although Bergen Community College offers more than 100 sections per semester of online courses, none of the degree/certificate programs are designated specifically as Distance Education programs.
E. Student Outcomes

1. Graduation rates by race/ethnicity and income

   a. Four-, five- and six-year graduation rate (senior public institutions)
      Not applicable

   b. Two- and three-year graduation rate (community colleges)

Two and Three Year Graduation Rate
Fall 2004 First-time Full-time Freshmen
by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004 Cohort</th>
<th>Success after 2 Years</th>
<th>Success after 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>White</td>
<td>1,014</td>
<td>22</td>
<td>2.2%</td>
</tr>
<tr>
<td>Black</td>
<td>128</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>559</td>
<td>7</td>
<td>1.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>155</td>
<td>2</td>
<td>1.3%</td>
</tr>
<tr>
<td>Alien</td>
<td>121</td>
<td>8</td>
<td>6.6%</td>
</tr>
<tr>
<td>Other *</td>
<td>95</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>2,072</td>
<td>39</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

* Other includes American Indian and Race Unknown

Source: NJCHE Table II.E.1.c

Two and Three Year Graduation Rate
Fall 2004 First-time Full-time Freshmen
by Income

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004 Cohort</th>
<th>Success after 2 Years</th>
<th>Success after 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Low Income *</td>
<td>469</td>
<td>6</td>
<td>1.3%</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>707</td>
<td>12</td>
<td>1.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>896</td>
<td>21</td>
<td>2.3%</td>
</tr>
<tr>
<td>Total</td>
<td>2,072</td>
<td>39</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

Source: NJCHE Table II.E.1.d
Student Outcomes (continued)

c. Two- and three-year combined graduation and transfer rate (community colleges)

Two and Three Year Combined Graduation and Transfer Rate
Fall 2004 First-time Full-time Freshmen
by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2004 Cohort</th>
<th>Success after 2 Years</th>
<th>Success after 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>White</td>
<td>1,014</td>
<td>76</td>
<td>7.5%</td>
</tr>
<tr>
<td>Black</td>
<td>128</td>
<td>11</td>
<td>8.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>559</td>
<td>50</td>
<td>8.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>155</td>
<td>10</td>
<td>6.5%</td>
</tr>
<tr>
<td>Alien</td>
<td>121</td>
<td>8</td>
<td>6.6%</td>
</tr>
<tr>
<td>Other *</td>
<td>95</td>
<td>7</td>
<td>7.4%</td>
</tr>
<tr>
<td>Total</td>
<td>2,072</td>
<td>162</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

* Other includes American Indian and Race Unknown

Note: Does not include transfers to some out of state and NJ private institutions.

Source: NJCHE Table II.E.1.a

Two and Three Year Combined Graduation and Transfer Rate
Fall 2004 First-time Full-time Freshmen
by Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Fall 2004 Cohort</th>
<th>Success after 2 Years</th>
<th>Success after 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Low Income *</td>
<td>469</td>
<td>40</td>
<td>8.5%</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>707</td>
<td>72</td>
<td>10.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>896</td>
<td>50</td>
<td>5.6%</td>
</tr>
<tr>
<td>Total</td>
<td>2,072</td>
<td>162</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

* Low Income is defined as student with a NJ Eligibility Index between 1 and 24,999.

Note: Does not include transfers to some out of state and NJ private institutions.

Source: NJCHE Table II.E.1.b
Student Outcomes (continued)

2. Third-semester retention rates

a. By race/ethnicity

Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity
Fall 2006 to Fall 2007

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Retained</th>
<th>Not Retained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>White</td>
<td>668</td>
<td>66.3%</td>
<td>339</td>
</tr>
<tr>
<td>Black</td>
<td>78</td>
<td>49.7%</td>
<td>79</td>
</tr>
<tr>
<td>Hispanic</td>
<td>425</td>
<td>59.1%</td>
<td>294</td>
</tr>
<tr>
<td>Asian</td>
<td>154</td>
<td>71.0%</td>
<td>63</td>
</tr>
<tr>
<td>American Ind.</td>
<td>5</td>
<td>71.4%</td>
<td>2</td>
</tr>
<tr>
<td>Alien</td>
<td>100</td>
<td>66.2%</td>
<td>51</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>105</td>
<td>68.6%</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,535</td>
<td>63.7%</td>
<td>876</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.E.2.a

b. For low-income students

Third Semester Retention of First-time Full-time Freshmen by Income
Fall 2006 to Fall 2007

<table>
<thead>
<tr>
<th>Income</th>
<th>Retained</th>
<th>Not Retained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Low Income *</td>
<td>359</td>
<td>64.0%</td>
<td>202</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>545</td>
<td>64.3%</td>
<td>303</td>
</tr>
<tr>
<td>Unknown</td>
<td>631</td>
<td>63.0%</td>
<td>371</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,535</td>
<td>63.7%</td>
<td>876</td>
</tr>
</tbody>
</table>

* Low Income is defined as student with a NJ Eligibility Index between 1 and 24,999.

Source: NJCHE Table II.E.2.b

3. Transfer

a. Percentage of entering students who are transfers (senior public institutions)

Not applicable

b. Three-year transfer rate to New Jersey senior public institutions (community colleges)

Of the 2,072 first-time full-time freshman entering Bergen Community College in Fall 2004, 207 (10%) had transferred to New Jersey Senior Public Institutions through Spring 2007.

Source: NJCHE Table II.E.3.b

Student Outcomes (continued)
c. Overall three-year transfer rate (community colleges)

Of the 2,072 first-time full-time freshman entering Bergen Community College in Fall 2004, 342 (16.5%) transferred, before graduating from BCC, to another institution, including out-of-state institutions, through Spring 2007.

Source: NJCHE Table II.E.3.c
F. Faculty characteristics

1. Full-time faculty by race/ethnicity, sex, academic rank and tenure status (simultaneously)

Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2006

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Ind.</th>
<th>Alien</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td><strong>Tenured</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>38</td>
<td>27</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>23</td>
<td>24</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>10</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>71</td>
<td>72</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Without Tenure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>14</td>
<td>23</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
<td>40</td>
<td>46</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>54</td>
<td>69</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>125</td>
<td>141</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.F.1

2. Percentage of course sections taught by full-time faculty

Approximately 60.7% of course contact hours are taught by full-time faculty (tenure track and non-tenure track), and 39.3% are taught by adjunct faculty.

Source: Colleague XFPA

3. Ratio of full- to part-time faculty

Approximately 38.4% of the faculty at Bergen Community College is full-time and 61.6% is employed as part-time faculty, as of Fall 2007.

Source: NJCHE Table II.F.3
G. Characteristics of the Board of Trustees

1. Race/ethnicity and sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: Includes one non-voting alumni representative trustee.

Source: BCC Board of Trustees

2. List of Trustees with titles/affiliations

- Stephen J. Moses, Chair
  Attorney
- David J. Kasparian, Vice-Chair
  Real Estate Development
- Dorothy L. Blakeslee, Treasurer
  Financial Advising
- Cid D. Wilson, Secretary
  Financial Analysis
- Philip J. Ciarco III
  Business Owner
- E. Carter Corriston
  Attorney
- Richard Dressel
  Business Manager
- Dr. Aaron R. Graham
  Superintendent of Schools
- Michael J. Neglia
  Engineering
- Germaine M. Ortiz
  Financial Management
- Carol Falleni Otis
  Teacher (ret.)
- Kimberly Yacuk-Hay, Alumni Trustee
  HR Manager

3. Board of Trustees additional information

Additional information about the BCC Board of Trustees will be available at the Board’s page on the Bergen website: 
http://www.bergen.edu/pages/3963.asp

Please note that as of 9/15/2008, the Board of Trustees page is currently under construction.
H. Degree and Certificate Programs

TRANSFER PROGRAMS (A.A. and A.S. degrees)

Associate in Arts (A.A.) Degree
Liberal Arts
Options:
- General Curriculum
- Cinema Studies
- Communication Arts
- Economics
- History
- Literature
- Philosophy
- Political Science
- Psychology
- Religion
- Social Sciences
- Sociology
- Women's Studies
- World Languages and Cultures

Associate in Arts (A.A.) Degree
Fine and Performing Arts
Options:
- Art
- Music Arts - General, Computer-Based Recording, Theatre Arts-General,
  Acting, Electronic Music-Music Business,
  Theatre Arts-General, Dance, Technical Production

Associate in Science (A.S.) Degree
Natural Sciences or Mathematics
Options:
- General Curriculum
- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics
- Pre-Chiropractic

Associate in Science (A.S.) Option in Engineering Science

Associate in Science (A.S.) Degree
Professional Studies:
Options:
- General Curriculum
- Broadcasting
- Business Administration
- Business Administration-Accounting
- Business Administration-International Trade
- Business Administration-Management
Degree and certificate programs (continued)

Business Administration-Marketing
Criminal Justice
Education
Exercise Science
Journalism
Social Work

CAREER PROGRAMS (A.A.S and Certificate)

Associate in Applied Science (A.A.S.) Degree

ALLIED HEALTH:
Dental Hygiene
Diagnostic Medical Sonography
Health Science
Medical Laboratory Technology
Medical Office Assistant
Physical Therapist Assistant
Radiography
Respiratory Therapy
Vascular Technology
Veterinary Technology

ART:
Computer Animation
Graphic Design/Computer Graphics

BUSINESS ADMINISTRATION:
Accounting
Banking, Credit & Finance
Legal Nurse Consultant
Paralegal Studies

BUSINESS TECHNOLOGIES:
Hotel/Restaurant/Hospitality
   Catering/Banquet Management
   Hospitality Management
Information Technology
Networking Administration
Office Technology
Travel and Tourism
Web Development and Management

HUMAN SERVICES:
Correctional Studies
Early Childhood Education
Law Enforcement Studies

INDUSTRIAL AND DESIGN TECHNOLOGIES:
Drafting and Design Technology
Electronics Technology
General Engineering Technology
Manufacturing Technology
Degree and certificate programs (continued)

NURSING:
  Day and Evening Sequences
  LPN/ADN career Mobility Track

SCIENCE TECHNOLOGY
  Environmental Technology
  Horticulture
  Science Laboratory Technology

One-Year Certificate Programs
  Computer Aided Drafting (CAD)
  Computer Animation
  Computer Graphics
  Computer Science
  Computer Technical Support
  Culinary Arts
  E-Commerce: Business Emphasis
  Environmental Technology
  Exercise Science
  Floral Design
  Grounds Management
  Hospitality Management
  Landscaping
  Medical Office Administrative Assistant
  Music Business
  Music Technology
  Networking and Web Development
  Office Technology
  Radiation Therapy Technology
  Small Business Management
  Surgical Technology
  Travel Service
  U.S. Studies

Certificates of Achievement Programs
  Commercial Music Production
  Environmental Technology
  Geographical Information Systems (GIS)
  Manufacturing Design
  Professional Cooking
  Special Imaging for Radiological Technicians

Source: Bergen Community College Catalog, 2007-2008
I. Major research and public service activities

Bergen Community College faculty and staff members have been very active during 2007-2008 in research and active participation in professional associations. In addition, faculty and staff have taken an active role in the development and evaluation of academic programs within the college. A partial list of notable conference presentations and publications follows.

Conference Presentations

“Institutional Strategies to Promote Plagiarism Awareness,” NJ Writing Alliance Conference

“The Road To Universal Design,” 9th Annual National Conference: Narrowing the Gulf for Under-Represented Students in Post-Secondary Education

“Mixing Memphis Soul into the Community College Curriculum Stew” at “Pedagogical Initiatives in Popular Music” panel, International Association for the Study of Popular Music

“Anti-Reductionism in Philosophy of Mind: An Argument Against Physicalism,” NJ Regional Philosophical Association

“Scientific Essentialism, Could’ve Done Otherwise and the Possibility of Freedom,” NJ Regional Philosophical Association

“The Millennium Development Goals as a Tool in Biology Education,” Metropolitan Association of College and University Biologists


“Service Learning and the Millennium Development Goals as Tools in Microbiology Undergraduate Education,” American Society of Microbiology Meeting

“Enriching Writing/Reading Class Through Technology and Content,” New Jersey Higher Education Conference

“Surveillance and Subversion in Florian Henckel von Donnersmarck’s ‘The Lives of Others,’” Association for the Psychoanalysis of Culture and Society

“Gertrude Stein’s Poetics of Violence,” New Jersey College English Association Spring Conference

“Using Memoir in the Composition Classroom,” New Jersey College English Association Spring Conference

“Creative Writing and Diversity Awareness in Composition I,” New Jersey College English Association Spring Conference

BCC faculty also provided support for the following:

Association of Performing Arts Presenters (APAP)
Northeast Conference of Teachers of Psychology
Eastern Division Meeting of the American Society for Aesthetics
Beacon 2008: A Conference for Scholars at Two-Year Colleges
VALE/ACRLNJ
New Jersey Library Association
SLOAN-C Conference on Online Leaning
League for Innovation in the Community Conference
Distance Learning Administration Conference
Major research and public service activities (continued)

Publications (2007-2008)

“Balancing Innovation with Tradition: Maintaining a Relevant College Music Curriculum,” Forum on Public Policy (UK)
“Zostera marina population genetics and implications for grass bed restoration,” Aquatic Botany (in review)
“Exposure after the Humanities: Teaching the Human,” International Journal of the Humanities
“Does the use of Power Point presentations in class interfere with faculty-student interactions?” Advocate
Reading Themes and Skills (University of Michigan Press)
Writing Themes and Skills (University of Michigan Press)
“Using Hip Hop to Empower African-American Male Students,” Handbook of African American Education
The Theme of Departure in Women’s Travel Narratives 1600-1900: Taking a Leave from Oneself (The Edwin Mellen Press)
“Marketing to Community College Users,” Serials Librarian: International Journal of Continuing Print & Electronic Resources
Rendez-Vous: An Invitation to French (MacGraw Hill)

Public Service Activities

Bergen Community College provides service to the community by hosting and/or coordinating a variety of events including blood drives, Thanksgiving project for feeding the Homeless, Habitat for Humanity programs, hazardous waste collection days, the New Jersey Writing Alliance, and the Teen Arts Festival. The College is open to the community for cultural events during Black History Month, Women’s History Month, Asian Heritage Week, and many other ethnic festivals. The “This & That from Here & There” Performing Arts Series brings a variety of cultural events to the population of Bergen County.

Alpha Epsilon Phi chapter of Phi Theta Kappa (the Community College Honor Society) at Bergen Community College has won awards recognizing exemplary service to the community.

Bergen Community College Ciarco Learning Center provides service to the community by hosting and/or coordinating a variety of events including Club Columbia Cultural week; by supporting literacy by providing space at off peak times for volunteer one on one instruction with functionally illiterate adults; and by offering NJ PIN to the public for job searches.

Source: BCC Departmental Annual Reports
J. Major capital projects underway in fiscal 2008

Projects Recently Completed

- **Bergen at the Meadowlands – Interim Facility**
  The current Bergen at the Meadowlands facility encompasses over 14,000 square feet of space in a Lyndhurst office complex. Ten classrooms – including two fully-equipped with high technology capabilities; a state-of-the-art conference room; and a cafeteria highlight the site’s amenities.

- **Dental X-Ray Laboratory Renovation**
- **Library Renovation: HVAC and roof replacement**
- **Parking Deck Waterproofing**

Projects in Progress

**Bergen at the Meadowlands – Xanadu Campus**

Plans are being completed for the construction of the permanent home of Bergen at the Meadowlands, near the Xanadu retail and entertainment facility in East Rutherford. Construction of the campus is expected to start in 2010 and will consist of state-of-the-art classrooms, teaching laboratories, meeting rooms, administrative and academic support space and student activities and child care facilities. This campus is scheduled to open by 2012.
Capital Projects in Progress (continued)

❖ **Science Wing Renovation**

Bergen Community College and Bergen County officials broke ground on construction of the College’s new science wing during a morning ceremony on May 22, 2008. The project will impact over 40,000 square feet of space – including new and existing science laboratories and amenities – through additions and renovations to Bergen’s Pitkin Education Center. Over 16,000 square feet of new construction will expand the first floor of the current science wing, while over 24,000 square feet of existing space on the first, second and third floors will be renovated. Construction is expected to be completed by the spring of 2010.

❖ **Student Center South Entrance and Renovation Project**

This project will involve adding an addition to the South side of the Student Center which will provide a formal covered south entrance that will be able to handle the significant student/faculty/staff traffic that currently comes through the existing set of single doors. This renovation will include an expanded student seating area, a reworking the West and East Entrances to provide more direct access into the Student Center that include wider handicapped ramps, and straighter paths of travel into and out of the Student Center.

❖ **Cyber-Café / vending / formal seating area in Ender Hall**

This project will rework existing vending/storage/former art lab area into a Cyber Café seating, Café Food Service/Storage Area, and Additional Storage area for the Hotel/Restaurant Program. This will result in providing a formal area where students can go to interact with each other and purchase food and beverages, as well as utilize WiFi access in a formal seating area.

❖ **Ender Hall English Language Resource Center renovation and enlargement**

*Source: BCC Administrative Vice-President, Public Relations*
Additional Institutional Information

Mission Statement

Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The College offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides life-long learning opportunities for all members of the community. The College responds to community needs through work force training and continuing education, and by developing programs for employers.

Vision Statement

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the College creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of work force development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

Philosophy

Bergen Community College embraces the concept that a highly developed society, dynamic, and technologically oriented, makes it necessary to provide education opportunities beyond high school to all who can benefit from them. The College is also committed to community services such as continuing education programs, cultural activities, and counseling. The purpose and objectives of Bergen Community College are to:

1. Make two-year college education available to members of the community.
2. Provide full and part-time students with diversified programs of study leading to variety of educational and vocational goals.
3. Offer programs of scholastic, vocational, personal, and community counseling.
4. Use the resources of the institution to meet local needs.
5. Supplement educational opportunities in the county and state.

Bergen Community College realizes the need to educate citizens to meet the varied demands of a complex society and to prepare young people and adults to undertake the obligation of intelligent citizenship and family life. To this end, the college offers diverse and useful educational experiences. The variety of programs provides choices and permits flexibility of movement from one curriculum to another, to help the student toward self-discovery and personal self-realization. High academic standards are maintained so that the student can transfer to the four-year college or be prepared for immediate employment.

The College is aware of its obligation to the student body and to the community-at-large. It serves as a cultural center by offering frequent lectures, symposia, films, musical and dramatic presentations. The College's proximity to centers of learning and culture enable it to draw fully on a variety of resources.
The primary emphasis of the faculty is on effective instruction of students. Research and writing directed toward these goals are encouraged. Since the general welfare of the students is of paramount importance, emphasis on individual advisement and counseling is fundamental to the College's purpose.

Faculty members are selected not only for their academic qualifications and experience, but also for their interest in maintaining close student-teacher relationship that will enable each student to develop to his full potential.

The faculty stimulates and guides a variety of activities such as student government, clubs, societies, and publications. These activities serve to enrich student experiences and provide the maximum opportunity for demonstrated leadership and responsible participation.

Bergen Community College is committed to meet the challenge of rapidly changing social, political, economic, and educational thought and to the principle that higher education for every citizen in our society is a worthy goal.

**History (Abbreviated)**

On April 3, 1963, the Bergen County Board of Chosen Freeholders passed a resolution appointing a committee of distinguished citizens charged with the responsibility of inquiring into the needs for a two-year county college in Bergen County.

On October 20, 1965, the Bergen County Board of Chosen Freeholders passed the necessary resolutions to establish, operate, and provide financial support for a county college in Bergen County. The college was projected to fulfill immediate and long-range educational needs of the citizens of the community. The 167-acre site of the Orchard Hills Country Club in Paramus was selected for the home of Bergen Community College.

Dr. Sidney Silverman was named as the first president of the College and consultant to the Board of Trustees in August, 1966, and assumed the full duties as president on February 1, 1967 until his retirement on June 30, 1977. Dr. Alban E. Reid was appointed as the second president of Bergen Community College on July 1, 1977.

Dr. Jose Lopez-Isa became the third president of the College on July 1, 1982. Dr. Judith K. Winn became the fourth president on June 1, 1995. Most recently; in July 2007, Dr. G. Jeremiah Ryan began his tenure as the fifth president of Bergen Community College. Prior to his tenure at Bergen, Dr. Ryan had served as the President and Chief Executive Officer of Raritan Valley Community College in Somerville, New Jersey from 2000 – 2006.

The College registered its first class of day and evening students in September 1968, in interim buildings designed to accommodate more than 1,300 full-time students.

The Master Plan, approved by the Board of Trustees on July 19, 1967, called for two phases of construction. Construction of the Phase I campus was begun in 1969 on the 167-acre site in Paramus. Phase I was completed in 1973, cost about 21 million dollars, and totaled 430,000 square feet. The College has since expanded its facilities to include additional classroom and library space, a theater arts laboratory and a student center.
The current Facilities Master Plan was presented to the Board of Trustees in April 2000. The plan projected the need for additional facilities over the next ten years, to be accomplished in three phases. The first phase has been completed with the construction of the new Technology Education Center which opened in Fall 2002. A new parking deck has added about 600 spaces. West Hall, a 58,000 square foot building and home to Bergen’s Educational Broadcast Center and Media Technologies, opened in May 2007 offering arts and communications instructional facilities (e.g. Television, radio and art studios, classrooms, rehearsal rooms, computer graphic and animation laboratories and music recording facilities).

The first phase of Bergen’s expansion into southern Bergen County was marked by the opening of Bergen at the Meadowlands in July 2008. Beginning in the fall of 2008, Bergen will offer credit and non-credit courses at this new facility. It is expected that the ground breaking for a permanent Bergen campus, located between the planned Meadowlands Xanadu complex and the future stadium to be occupied by the New York Giants and New York Jets, will take place by 2010 and the campus opened and functioning by 2012.