On behalf of the Board of Trustees, I am pleased to submit the 2009 Institutional Profile for Bergen Community College.

The 2008-2009 academic year has been one of increased growth and expansion for the College, both in terms of our student population and facilities, as well as our presence in Bergen County and the greater community.

Student enrollment has grown to an all-time high of 15,283 credit students, in addition to over 9,000 students enrolled in our non-credit areas. In addition, the percentage of degree-seeking students has increased to an all-time high of 88%, and the percentage of students enrolled in transfer programs (AA and AS) has increased to a five-year high of 69%.

Recent campus modifications included renovation of the administrative circle to ease traffic flow and the creation of the "Cyber Café," a WiFi-accessible vending and seating area in Ender Hall. Construction on a large-scale expansion of an addition to the Pitkin Education Center, consisting of classrooms and laboratory space to be used by Science and Health Professions programs, is scheduled for completion in Fall 2009. In addition, planning and design began on an expansion of the Student Center entrance to Pitkin, along with a renovation of the Student Center.

In addition to our main campus in Paramus and the Ciarco Learning Center in Hackensack, Bergen began offering credit courses at a new instructional site, Bergen Community College at the Meadowlands in July 2008, and enrollment has grown steadily. The campus is currently located at a leased office building in Lyndhurst, NJ, and the College is currently in negotiations to purchase the site.

During 2007-2008 the College embarked on a new three-year strategic planning process which will guide the College into the future. The first phase of this process was completed in the spring of 2008 and culminated with the approval of the College's new mission and visions statements in July 2008. It is expected that the next phases of this process will be completed at the end of the Fall 2009 semester with the approval of a new strategic plan.

Dr. G. Jeremiah Ryan
President/Bergen Community College

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. Bergen Community College reserves the right to edit, add, or delete information.
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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 2008)

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>8,455</td>
<td>6,828</td>
<td>15,283</td>
</tr>
<tr>
<td>Pct</td>
<td>55.3%</td>
<td>44.7%</td>
<td></td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.B.1

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

Not applicable

3. Number of non-credit students served

In FY 2008, Bergen Community College served students* in customized training programs for a total of 18,526 contact hours. BCC served 8,927 students in open enrollment non-credit courses, for a total of 554,643 contact hours.

There were a total of 21,490 non-credit registrations, with 19,536 registrations in open enrollment courses and 954 in customized training courses. The total FTEs for non-credit courses were 1,233 for open enrollment and 41 for customized training.

Among the open enrollment courses, 15,374 enrollments were in career courses, and 5,049 were in avocational courses. All customized training enrollments were in career courses.

*Unduplicated headcount for customized training programs unavailable.
Source: SURE Non-Credit Enrollment File & BCC 2008 Fact Book

4. Unduplicated number of students for the entire academic year

In FY 2008, there were 21,370 unduplicated students enrolled in BCC, for a total of 296,626 credit hours. The full-time equivalent was 9,888.
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 2008:*

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 2008:*

Of the 15,283 students enrolled during Fall 2008, 4,865 (31.8%) were enrolled in one or more remedial courses.

*Total number of First-time, Full-time (FTFT) students who graduated from high school the previous spring enrolled in remediation in Fall 2008:*

Of the 2,630 FTFT recent high school graduates enrolled during Fall 2008, 1,912 (72.7%) were enrolled in one or more remedial courses.

*Total number of First-time, Full-time (FTFT) students who graduated from high school the previous spring enrolled in remediation in Fall 2008 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>963</td>
<td>36.6%</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>183</td>
<td>7.0%</td>
</tr>
<tr>
<td>Total English</td>
<td>1,683</td>
<td>64.0%</td>
</tr>
</tbody>
</table>
C. Characteristics of undergraduate students (ctd.)

3. Race/ethnicity, sex, and age (separately)

Undergraduate Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full-time N</th>
<th>%</th>
<th>Part-time N</th>
<th>%</th>
<th>Total N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>3,502</td>
<td>41.4%</td>
<td>3,128</td>
<td>45.8%</td>
<td>6,630</td>
<td>43.4%</td>
</tr>
<tr>
<td>Black</td>
<td>469</td>
<td>5.5%</td>
<td>433</td>
<td>6.3%</td>
<td>902</td>
<td>5.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,260</td>
<td>26.7%</td>
<td>1,698</td>
<td>24.9%</td>
<td>3,958</td>
<td>25.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>832</td>
<td>9.8%</td>
<td>760</td>
<td>11.1%</td>
<td>1,592</td>
<td>10.4%</td>
</tr>
<tr>
<td>American Ind.</td>
<td>14</td>
<td>0.2%</td>
<td>16</td>
<td>0.2%</td>
<td>30</td>
<td>0.2%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>815</td>
<td>9.6%</td>
<td>375</td>
<td>5.5%</td>
<td>1,190</td>
<td>7.8%</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>563</td>
<td>6.7%</td>
<td>418</td>
<td>6.1%</td>
<td>981</td>
<td>6.4%</td>
</tr>
<tr>
<td>Total</td>
<td>8,455</td>
<td>100.0%</td>
<td>6,828</td>
<td>100.0%</td>
<td>15,283</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.C.3.a

Undergraduate Enrollment by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Full-time N</th>
<th>%</th>
<th>Part-time N</th>
<th>%</th>
<th>Total N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>4,392</td>
<td>51.9%</td>
<td>2,944</td>
<td>43.1%</td>
<td>7,336</td>
<td>48.0%</td>
</tr>
<tr>
<td>Women</td>
<td>4,063</td>
<td>48.1%</td>
<td>3,884</td>
<td>56.9%</td>
<td>7,947</td>
<td>52.0%</td>
</tr>
<tr>
<td>Total</td>
<td>8,455</td>
<td>100.0%</td>
<td>6,828</td>
<td>100.0%</td>
<td>15,283</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.C.3.b

Undergraduate Enrollment by Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Full-time N</th>
<th>%</th>
<th>Part-time N</th>
<th>%</th>
<th>Total N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>37</td>
<td>0.4%</td>
<td>50</td>
<td>0.7%</td>
<td>87</td>
<td>0.6%</td>
</tr>
<tr>
<td>18-19</td>
<td>3,545</td>
<td>41.9%</td>
<td>798</td>
<td>11.7%</td>
<td>4,343</td>
<td>28.4%</td>
</tr>
<tr>
<td>20-21</td>
<td>2,565</td>
<td>30.3%</td>
<td>1,163</td>
<td>17.0%</td>
<td>3,728</td>
<td>24.4%</td>
</tr>
<tr>
<td>22-24</td>
<td>1,084</td>
<td>12.8%</td>
<td>1,420</td>
<td>20.8%</td>
<td>2,504</td>
<td>16.4%</td>
</tr>
<tr>
<td>25-29</td>
<td>613</td>
<td>7.3%</td>
<td>1,244</td>
<td>18.2%</td>
<td>1,857</td>
<td>12.2%</td>
</tr>
<tr>
<td>30-34</td>
<td>230</td>
<td>2.7%</td>
<td>620</td>
<td>9.1%</td>
<td>850</td>
<td>5.6%</td>
</tr>
<tr>
<td>35-39</td>
<td>149</td>
<td>1.8%</td>
<td>454</td>
<td>6.6%</td>
<td>603</td>
<td>3.9%</td>
</tr>
<tr>
<td>40-49</td>
<td>174</td>
<td>2.1%</td>
<td>662</td>
<td>9.7%</td>
<td>836</td>
<td>5.5%</td>
</tr>
<tr>
<td>50-64</td>
<td>49</td>
<td>0.6%</td>
<td>314</td>
<td>4.6%</td>
<td>363</td>
<td>2.4%</td>
</tr>
<tr>
<td>65 and older</td>
<td>3</td>
<td>0.0%</td>
<td>96</td>
<td>1.4%</td>
<td>99</td>
<td>0.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>0.1%</td>
<td>7</td>
<td>0.1%</td>
<td>13</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>8,455</td>
<td>100.0%</td>
<td>6,828</td>
<td>100.0%</td>
<td>15,283</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

4. Numbers of students receiving financial assistance under each federal-, state-, and institution-funded aid program

<table>
<thead>
<tr>
<th>Financial Aid from Federal-Funded Programs, FY 2008</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>3,463</td>
<td>9,115,000</td>
<td>2,632.11</td>
</tr>
<tr>
<td>College Work Study</td>
<td>245</td>
<td>386,000</td>
<td>1,575.51</td>
</tr>
<tr>
<td>SEOG</td>
<td>2,452</td>
<td>381,000</td>
<td>155.38</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>869</td>
<td>2,234,000</td>
<td>2,570.77</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>677</td>
<td>1,841,000</td>
<td>2,719.35</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>48</td>
<td>236,000</td>
<td>4,916.67</td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.C.4

<table>
<thead>
<tr>
<th>Financial Aid from State-Funded Programs, FY 2008</th>
<th>Recipients</th>
<th>Awards</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
<th>$/Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG</td>
<td>2,289</td>
<td>3,813</td>
<td>3,586,699</td>
<td>1,566.93</td>
<td>940.65</td>
</tr>
<tr>
<td>EOF</td>
<td>391</td>
<td>648</td>
<td>330,113</td>
<td>844.28</td>
<td>509.44</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>10</td>
<td>18</td>
<td>8,370</td>
<td>837.00</td>
<td>465.00</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>43</td>
<td>4</td>
<td>195,905</td>
<td>4,555.93</td>
<td></td>
</tr>
<tr>
<td>NJ STARS (Fall 2004)</td>
<td>129</td>
<td>4</td>
<td>402,602</td>
<td>3,120.95</td>
<td></td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.C.4

<table>
<thead>
<tr>
<th>Financial Aid from Federal-Funded Programs, FY 2008</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Scholarships</td>
<td>111</td>
<td>3,586,699</td>
<td>1,566.93</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 2008

<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>2,544</td>
<td>86</td>
<td>2,630</td>
<td>96.7%</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**
**FY2008**

<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>20</td>
<td>752</td>
<td>772</td>
<td>53.9%</td>
</tr>
<tr>
<td>Black</td>
<td>9</td>
<td>65</td>
<td>74</td>
<td>5.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>243</td>
<td>255</td>
<td>17.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>9</td>
<td>149</td>
<td>158</td>
<td>11.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>2</td>
<td>103</td>
<td>105</td>
<td>7.3%</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>2</td>
<td>66</td>
<td>68</td>
<td>4.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>1,378</strong></td>
<td><strong>1,433</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

*Source: NJCHE Table II.D.1.a*

**Associate Degrees and Certificates Conferred**
**By Sex**
**FY2008**

<table>
<thead>
<tr>
<th></th>
<th>Certificates</th>
<th>Degrees</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>532</td>
<td>554</td>
<td>38.7%</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>846</td>
<td>879</td>
<td>61.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>1,378</strong></td>
<td><strong>1,433</strong></td>
<td><strong>100.0%</strong></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>0</td>
<td>32</td>
<td>32</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>13</td>
<td>13</td>
</tr>
<tr>
<td>15 Engineering Related Technology</td>
<td>4</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>22 Legal Professions</td>
<td>0</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>24 Liberal Arts &amp; Sciences</td>
<td>0</td>
<td>913</td>
<td>913</td>
</tr>
<tr>
<td>31 Parks/Recreation</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>43 Security/Protective</td>
<td>0</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>50 Visual/Performing Arts</td>
<td>1</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>51 Health Professions</td>
<td>35</td>
<td>248</td>
<td>283</td>
</tr>
<tr>
<td>52 Business/Management</td>
<td>7</td>
<td>45</td>
<td>52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>1,378</strong></td>
<td><strong>1,433</strong></td>
</tr>
</tbody>
</table>

*Source: NJCHE Table II.D.2*
D. Degrees conferred/Characteristics of graduates

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 2005 First-time Full-time Freshmen
   by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2005 Cohort</th>
<th>Success after 2 Years</th>
<th>Success after 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>1,014</td>
<td>34</td>
<td>3.4%</td>
</tr>
<tr>
<td>Black</td>
<td>143</td>
<td>2</td>
<td>1.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>610</td>
<td>5</td>
<td>0.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>197</td>
<td>4</td>
<td>2.0%</td>
</tr>
<tr>
<td>Alien</td>
<td>102</td>
<td>4</td>
<td>3.9%</td>
</tr>
<tr>
<td>Other *</td>
<td>99</td>
<td>6</td>
<td>6.1%</td>
</tr>
<tr>
<td>Total</td>
<td>2,165</td>
<td>55</td>
<td>2.5%</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.c

Two- and Three-Year Graduation Rate
Fall 2005 First-time Full-time Freshmen
by Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Fall 2005 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>537</td>
<td>10</td>
<td>1.9%</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>719</td>
<td>27</td>
<td>3.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>909</td>
<td>18</td>
<td>2.0%</td>
</tr>
<tr>
<td>Total</td>
<td>2,165</td>
<td>55</td>
<td>2.5%</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.d
E. Student Outcomes (ctd.)

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

Two- and Three-Year Combined Graduation and Transfer Rate
Fall 2005 First-time Full-time Freshmen
by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2005 Cohort N</th>
<th>Success after 2 Years N</th>
<th>Success after 3 Years N</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,014</td>
<td>76 (7.5%)</td>
<td>292 (28.8%)</td>
</tr>
<tr>
<td>Black</td>
<td>143</td>
<td>14 (9.8%)</td>
<td>51 (35.7%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>610</td>
<td>27 (4.4%)</td>
<td>130 (21.3%)</td>
</tr>
<tr>
<td>Asian</td>
<td>197</td>
<td>18 (9.1%)</td>
<td>62 (31.5%)</td>
</tr>
<tr>
<td>Alien</td>
<td>102</td>
<td>6 (5.9%)</td>
<td>17 (16.7%)</td>
</tr>
<tr>
<td>Other *</td>
<td>99</td>
<td>6 (6.1%)</td>
<td>25 (25.3%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,165</strong></td>
<td><strong>147 (6.8%)</strong></td>
<td><strong>577 (26.7%)</strong></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.c

Two- and Three-Year Combined Graduation and Transfer Rate
Fall 2005 First-time Full-time Freshmen
by Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Fall 2005 Cohort N</th>
<th>Success after 2 Years N</th>
<th>Success after 3 Years N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income *</td>
<td>537</td>
<td>37 (6.9%)</td>
<td>146 (27.2%)</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>719</td>
<td>65 (9.0%)</td>
<td>235 (32.7%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>909</td>
<td>45 (5.0%)</td>
<td>196 (21.6%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,165</strong></td>
<td><strong>147 (6.8%)</strong></td>
<td><strong>577 (26.7%)</strong></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
E. Student Outcomes (ctd.)

2. Third-semester retention rates

a. By race/ethnicity

Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity
Fall 2007 to Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>Retained</th>
<th>%</th>
<th>Not Retained</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>668</td>
<td>66.3%</td>
<td>339</td>
<td>33.7%</td>
<td>1,007</td>
<td>100.0%</td>
</tr>
<tr>
<td>Black</td>
<td>82</td>
<td>44.1%</td>
<td>104</td>
<td>55.9%</td>
<td>186</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>467</td>
<td>61.9%</td>
<td>287</td>
<td>38.1%</td>
<td>754</td>
<td>100.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>131</td>
<td>72.8%</td>
<td>49</td>
<td>27.2%</td>
<td>180</td>
<td>100.0%</td>
</tr>
<tr>
<td>American Ind.</td>
<td>1</td>
<td>14.3%</td>
<td>6</td>
<td>85.7%</td>
<td>7</td>
<td>100.0%</td>
</tr>
<tr>
<td>Alien</td>
<td>109</td>
<td>74.1%</td>
<td>38</td>
<td>25.9%</td>
<td>147</td>
<td>100.0%</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>113</td>
<td>68.5%</td>
<td>52</td>
<td>31.5%</td>
<td>165</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,571</td>
<td>64.2%</td>
<td>875</td>
<td>35.8%</td>
<td>2,446</td>
<td>100.0%</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 2007 to Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>Retained</th>
<th>%</th>
<th>Not Retained</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income *</td>
<td>353</td>
<td>62.0%</td>
<td>216</td>
<td>38.0%</td>
<td>569</td>
<td>100.0%</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>605</td>
<td>66.7%</td>
<td>302</td>
<td>33.3%</td>
<td>907</td>
<td>100.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>613</td>
<td>63.2%</td>
<td>357</td>
<td>36.8%</td>
<td>970</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,571</td>
<td>64.2%</td>
<td>875</td>
<td>35.8%</td>
<td>2,466</td>
<td>100.0%</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 2,165 first-time full-time freshman entering Bergen Community College in Fall 2005, 208 (9.6%) had transferred to New Jersey Senior Public Institutions through Spring 2008.
Source: NJCHE Table II.E.3.b
E. Student Outcomes (ctd.)

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

Of the 2,165 first-time full-time freshman entering Bergen Community College in Fall 2005, 356 (16.4%) transferred, before graduating from BCC, to another institution, including out-of-state institutions, through Spring 2008.

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 2008

<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>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured Professors</td>
<td>37 25</td>
<td>2 2</td>
<td>0 0</td>
<td>4 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>23 28</td>
<td>1 3</td>
<td>2 3</td>
<td>0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>12 18</td>
<td>0 0</td>
<td>0 1</td>
<td>0 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Others</td>
<td>0 2</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>72 71</td>
<td>3 5</td>
<td>2 4</td>
<td>4 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without Tenure Professors</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>0 0</td>
<td>0 0</td>
<td>0 2</td>
<td>0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>13 27</td>
<td>3 0</td>
<td>0 1</td>
<td>2 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Others</td>
<td>37 43</td>
<td>2 5</td>
<td>0 4</td>
<td>3 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>50 70</td>
<td>5 5</td>
<td>0 4</td>
<td>2 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>122 141</td>
<td>8 10</td>
<td>2 8</td>
<td>6 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: NJCHE Table II.F.1

2. Percentage of course sections taught by full-time faculty
Approximately 64.2% of course sections were taught by full-time faculty (tenure track and non-tenure track), and 35.8% were taught by adjunct faculty.
Source: Bergen Community College Student Information System

3. Ratio of full- to part-time faculty
As of Fall 2008, 36.9% of the faculty at Bergen Community College was employed full-time, and 63.1% was employed as part-time faculty.
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>1</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>11</td>
</tr>
</tbody>
</table>

Note: Includes one non-voting alumni representative trustee.

Source: BCC Board of Trustees

2. List of Trustees with titles/affiliations

- Dorothy L. Blakeslee, Treasurer: Financial Advising
- E. Carter Corriston: Attorney
- Malcolm Curtis: Insurance
- Richard Dressel: Business Manager
- Dr. Aaron R. Graham: Superintendent of Schools
- David J. Kasparian, Chair: Real Estate Development
- Michael J. Neglia: Engineering
- Germaine M. Ortiz: Financial Management
- Carol D. Otis: Teacher (ret.)
- Cid D. Wilson, Secretary: Financial Analysis
- Ignacio Acosta, Alumni Trustee: Accounting

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
H. Degree and Certificate Programs

1. CREDIT PROGRAMS: TRANSFER (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, Electronic Music, Music Business
- Theatre Arts: General, Acting, Dance, Technical Production

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

NATURAL SCIENCE AND MATHEMATICS
Options:
- General Curriculum
- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics

*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
- Business Administration-Marketing
- Criminal Justice
H. Degree and Certificate Programs (ctd.)

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

PROFESSIONAL STUDIES (ctd.)
- Education
- Exercise Science
- Journalism
- Social Work
G. Degree and Certificate Programs (ctd.)

2. CREDIT PROGRAMS: CAREER (A.A.S and Certificate)

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

**ALLIED HEALTH:**
- Dental Hygiene
- Diagnostic Medical Sonography
- Health Science
- Medical Office Assistant
- Radiography
- Respiratory Therapy
- Veterinary Technology

**ART:**
- Computer Animation
- Graphic Design/Computer Graphics

**BUSINESS ADMINISTRATION:**
- Accounting
- Banking, Credit & Finance
- Paralegal Studies

**BUSINESS TECHNOLOGIES:**
- Hotel/Restaurant/Hospitality
  - Catering/Banquet Management
  - Hospitality Management
- Information Technology
- Networking Administration
- Office Technology
- 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

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

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

**SCIENCE TECHNOLOGY**
- Environmental Technology
- Horticulture
- Science Laboratory Technology
H. Degree and Certificate Programs (ctd.)

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

Certificates of Achievement Programs
- Biotechnology
- Commercial Music Production
- Environmental Technology
- Fire Science
- Geographical Information Systems (GIS)
- Homeland Security and Emergency Management
- Machine Tooling
- Manufacturing Design
- Network Security
- Non-Profit Management
- Professional Cooking
- Real Estate
- Special Imaging for Radiological Technicians
- Sports Management
H. Degree and Certificate Programs (ctd.)

3. NON-CREDIT PROGRAMS: CONTINUING EDUCATION

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

- Computer Training
- Online Courses
- Teacher Education Programs
- Certificate Program for Paraprofessionals: Autism Specialty
- Nonprofit Institute for Philanthropy & Leadership
- Certificate in Government/Public Service
- Business and Industry
- Law
- Real Estate
- Pest Control / Applicators
- Food Safety
- Finance / Financial Literacy
- Construction / Construction Management
- Wedding Planning / Consulting
- Interior Design
- Fashion Design
- Nursing
- Bergen Goes Green
- Sign Language
- Health Professions
- Lifestyle and Leisure
- The American Experience
- For Young Learners Courses

Source: Bergen Community College e-Catalog, 2008-2009
I. Major research and public service activities

Bergen Community College faculty and staff members have been very active during 2008-2009 in research, participation in professional associations, and other measures of professional development. A partial list of notable conference presentations, publications, and public service activities follows.

Conference Presentations and Discussions

American Association of Colleges & Universities (AACU) Meeting:
“Integration of the Millennium Development Goals and Service Learning to Promote Active Learning and Social Responsibility in Undergraduate Biology Curricula”

American Society for Microbiology General Meeting, 2008:
“Integration of a Human Patient Simulator Case Study in the Microbiology Laboratory”

American Society of Plant Biologists / Phycological Society of America, Joint Annual Meetings:
“Zostera marina populations from the U.S. Eastern Seaboard demonstrate reduced levels of heterozygosity over related populations”

Computer Science and Information Technology Symposium:
"Navigating the Professional Certification Maze" and "Making CS Happen in K-8"

International Linguistics Association:
“Which Writing Texts work with ESL Students”

League of Innovation in the Community College Conference on Information Technology:
“Training Faculty to Teach Online”

MLA Spring Conference:
“The Growing Importance of a Successful Honors Program in the Community College,” in the panel “The Honors Programs at Two-Year Colleges”

Northeast MLA Annual Convention:
“The City as a Space of Exile in the Prose of Junot Diaz and Daniel Alarcón”

NAFSA Regional Conference:
“F-1 Orientation and Beyond at Community Colleges”

International Congress of Qualitative Inquiry:
"Compromising Data: Representations of 'Remedial' Writers"

MENC (National Association for Music Education) Eastern Division Conference:
"Out of the Classroom and Into the Fire with Community Music"

New Jersey College English Association (NJCEA) Spring 2008:
“The Trip From Hell: Riding through Burgundy” (Creative Writing Panel on Travel)

NJ Edge Net Conference:
“Smart Classroom on Wheels & On Demand”

NJ Edge 10th Annual Faculty Best Practices Showcase:
“Teaching Writing and Speaking with Classroom Capture”

NJ State Society for Respiratory Care Conference:
“Case Study Discussion of Ethical and Legal Issues in Respiratory Care”

Two-Year College English Association Northeast Conference:
“Plagiarism: Jousting with the Monster;” “Navigating Change in College English;” “Charting the Course for Special Needs Students.”

VALE (Virtual Academic Library Environment) Users Conference, January 2009:
Poster presentations: “NJLA Membership, 10 Years;” “A Retrospective on Library Instruction Over the Past 10 Years;” “Work of the Research Committee of NJLA/CUS”
I. Major research & public service activities (ctd.)

BCC faculty also provided leadership or organization support for the following:
AARC (American Association for Respiratory Care) Education Convention
AMATYC (American Mathematical Association of Two-Year Colleges) Fall 2008
HFOSS (Humanitarian Free and Open-Source Software Symposium) Spring 2009
MATYC-NJ (Mathematical Association of Two-Year colleges, NJ) Fall 2008 Conference
National Association for Developmental Education (NADE) Conference
NJ American Sign Language Teachers’ Association Workshop
NJEA Higher Education Conference at Princeton, NJ Spring 2009
New Jersey Writing Alliance (NJWA) 2009 Conference
President Obama’s Education Transition Team and Congressional Black Caucus Conference on Breaking Educational Barriers

Publications (2008-2009)

Books and Monographs
Have Fun Playing Golf, Second Ed., Fall 2009

Articles and Essays
“What you need to know about desk scheduling solutions,” NJLA Reference Section Quarterly, Fall 2008
"Maya Lin: Hybrid Field," Art in America, October 2009
"Roy Stab: For Being and Nonbeing," Roy Staab: Four Seasons/Four Corners, Institute of Visual Arts, University of Wisconsin-Milwaukee, 2009
“Influence of Problem-Based Learning on Decision Making Skills in Respiratory Therapy,” Students in AARC Education Annual Volume 17, 2009

Other
Dan Sheehan, The Dan Sheehan Conspiracy (CD), January 2008
I. Major research & public service activities (ctd.)

**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, Latin-American Heritage Week, and many other diversity events. The Performing Arts Series “This & That from Here & There” 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 2009

Recently Completed:

- Cyber-Café in Ender Hall – Vending and Seating Area
  Renovation of currently existing space in Ender Hall into a Cyber Café facility encompassing storage area for Hospitality Management department, seating area with WiFi access, and vending facilities.

- Bergen at the Meadowlands Facility – Lyndhurst, NJ
  Negotiations to purchase the 14,000 square foot office complex that currently houses the Bergen at the Meadowlands took place during Fiscal 2009.

In Planning Stages:

- 2010 – 2020 Master Plan
- Student Center Expansion & Renovation
- Medical Office Assistant Program Relocation/Renovation
- Computer Room Fire Suppression System

Under Construction:

- First Floor Science Wing Addition
- Ender Hall HVAC System Upgrade
- ELRC Relocation/Renovation – Ender Hall
- Creation of Cyber Café Seating/Serving Area – Ender Hall
- Administrative Circle Reconfiguration
- Repaving/Stripping of Campus and Tunnel Road
- Parking Deck Preventative Maintenance
- Library Atrium Roof Replacement
- Nursing Skills Lab Expansion/Replacement
K. 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.
K. Additional Institutional Information

Institutional 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.
K. Additional Institutional Information

Selected History of the Institution

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 Community College at the Meadowlands in July 2008. Beginning in the fall of 2008, BCC began offering credit courses at the new facility in Lyndhurst, NJ.