



Annual Institutional Profile Report 2012



Preface

I am pleased to submit the 2012 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, and over the past 42 years, the college 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. In 1970, the Ciarco Learning Center in Hackensack, NJ was founded to provide non-credit education and counseling services including GED and adult ESL courses. Most recently, in an attempt to expand its offerings to the southern portion of Bergen County, a new satellite site, Bergen Community College at the Meadowlands, began offering courses at a newly-purchased facility in Lyndhurst, NJ. As of Fall 2011, Bergen Community College enrolled over 17,000 students in degree programs, with an additional 10,000 more enrolled in continuing and adult education programs.

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.

Statement of Vision

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.

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. B. Kaye Walter

President

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Section 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.

Accreditation was last reaffirmed by Middle States in Spring 2006.

2. Professional accreditation

The following professional programs are individually accredited:

Program	Accrediting Agency
Nursing	National League for Nursing Accrediting Commission; New Jersey State Board of Nursing
Dental Hygiene	American Dental Association, Commission on Dental Accreditation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs
Radiography	Joint Review Committee on Education in Radiologic Technology
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Commission on Accreditation of Allied Health Education Programs
Medical Office Assistant	Commission on Accreditation of Allied Health Education Programs
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Veterinary Technology	American Veterinary Medical Association
Legal Assistant	American Bar Association
Legal Nurse Consultant	American Bar Association

Section B. Number of students served

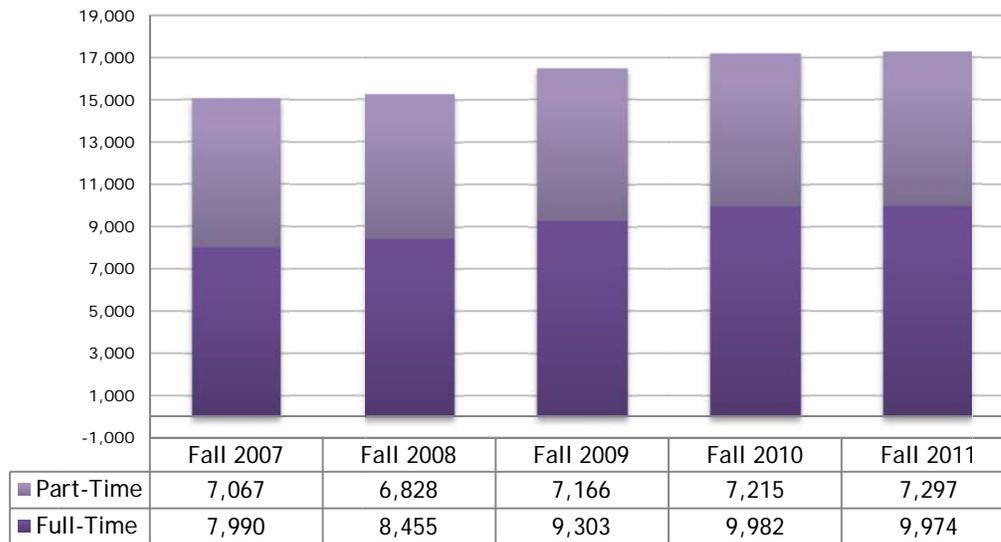
1. Number of undergraduate students by attendance status

Enrolled Students (unduplicated) by Status, Fall 2011

All Students	Full-time Students		Part-time Students	
	N	%	N	%
17,271	9,974	57.7%	7,297	42.3%

Source: IPEDS Fall Enrollment Survey

Five-Year Unduplicated Enrollment Comparison, 2007-2011



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, FY 2011

	Total Registrations ¹	Unduplicated Headcount	Total Clock Hours	Total FTEs ²
Open Enrollment	17,152	8,020	423,526	941
Customized Training	1,454		21,945	49

¹ Includes all registrations in any course that started on July 1, 2010 through June 30, 2011

² FTEs were computed by converting clock hours to credit hours (dividing by 15) then converting credit hours to FTEs (dividing by 30).

Source: NJ IPEDS Form #31, Customized Training

4. Unduplicated number of students, FY 2011

Total Headcount	Total Credit Hours	Total FTE
23,777	354,905	11,830

Source: IPEDS 12-Month Enrollment Survey

Section C: Characteristics of undergraduate students

1. Mean math and verbal SAT scores

Not applicable to community colleges.

2. Enrollment in remediation courses

Name of basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2011:

- 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 (a) scoring above 530 (math)/1200 (combined verbal) on the new SAT, (b) possessing a US bachelor's degree or higher, or (c) having completed a college-level mathematics class and college-level English composition class.

Total number of students enrolled in remediation in Fall 2011:

Total Enrollment	Remedial Enrollment*	% of Total
17,271	5,267	30.5%

*Number of students enrolled in one or more remedial course
 Source: SURE Fall enrollment file

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2011:

All FTFT Students	Enrolled in One or More Remedial Courses	Percent of Total
2,857	1,952	68.3%

Source: SURE Fall enrollment file

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2011 by subject area:

Subject Area	Number of FTFT Enrolled	Percent of all FTFT Enrolled
Computation	1,188	60.9%
Algebra	361	18.5%
Reading	0	0.0%
Writing	0	0.0%
English*	1,685	86.3%

*English Basic Skills, which include reading and writing component
 Source: SURE Fall enrollment file

Section C: Characteristics of undergraduate students, contd.
3. Enrollment by race/ethnicity, sex, and age, Fall 2011
*Enrollment by Race/Ethnicity**

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-time	3,322	33.3%	596	6.0%	2,672	26.8%	733	7.3%
Part-time	3,013	41.3%	405	5.6%	1,781	24.4%	570	7.8%
Total	6,335	36.7%	1,001	5.8%	4,453	25.8%	1,303	7.5%
	American Indian		Non-Resident Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-time	17	0.2%	924	9.3%	1,710	17.1%	9,974	100%
Part-time	13	0.2%	368	5.0%	1,147	15.7%	7,297	100%
Total	30	0.2%	1,292	7.5%	2,857	16.5%	17,271	100%

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

Source: IPEDS Fall Enrollment Survey

Enrollment by Sex

	Male		Female		Total
	N	%	N	%	N
Full-time	5,122	51.4%	4,852	48.6%	9,974
Part-time	3,309	45.3%	3,988	54.7%	7,297
Total	8,431	48.8%	8,840	51.2%	17,271

Source: IPEDS Fall Enrollment Survey

Enrollment by Age

		> 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkn.	Total
Full-time	N	49	3,680	3,024	1,511	850	355	186	229	78	3	9	9,974
	%	0.5%	36.9%	30.3%	15.1%	8.5%	3.6%	1.9%	2.3%	0.8%	0.0%	0.1%	100%
Part-time	N	57	838	1,407	1,650	1,293	668	408	638	284	45	9	7,297
	%	0.8%	11.5%	19.3%	22.6%	17.7%	9.2%	5.6%	8.7%	3.9%	0.6%	0.1%	100%
Total	N	106	4,518	4,431	3,161	2,143	1,023	594	867	362	48	18	17,271
	%	0.6%	27.4%	26.9%	19.2%	13.0%	6.2%	3.6%	5.3%	2.2%	0.3%	0.1%	100%

Source: IPEDS Fall Enrollment Survey

Section C: Characteristics of undergraduate students, contd.
4. Numbers of students receiving financial assistance under each federal-funded, state-funded, and institution-funded aid program.
Financial Aid from Federal-Funded Programs, FY 2011

Federal Programs	Recipients*	Dollars(\$)	\$/Recipient
Pell Grants	5,799	20,784,000	3,584.07
College Work Study	429	459,000	1,069.93
Perkins Loans	0	0	0
SEOG	2,574	364,000	141.41
PLUS Loans	40	172,000	4,300.00
Stafford Loans (Subsidized)	1,578	4,727,000	2,995.56
Stafford Loans (Unsubsidized)	1,577	4,871,000	3,088.78
SMART & ACG or other	202	165,000	816.83

*May include duplicated numbers of students receiving multiple awards

Source: NJ IPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, FY 2011

State Programs	Recipients	Dollars(\$)	\$/Recipient
Tuition Aid Grants (TAG)	3,682	4,332,000	1,176.53
Educational Opportunity Fund (EOF)	513	404,000	787.52
Outstanding Scholars (OSRP)	0	0	0
Distinguished Scholars	5	4,000	800.00
Urban Scholars	16	11,000	687.50
NJ STARS	164	516,000	3,146.34
NJCLASS Loans	24	110,000	4,583.33

Source: NJ IPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, FY 2011

Institutional Programs	Recipients	Dollars(\$)	\$/Recipient
Grants/Scholarships	193	209,000	1,082.90
Loans	0	0	0

Source: NJ IPEDS Form #41 Student Financial Aid Report

5. Percentage of first-time students who are New Jersey residents

NJ Residents	Non-State Residents	Total	% State Residents
2,772	85	2,857	97.0%

Source: IPEDS Fall enrollment survey

Section D: Student Outcomes

1. Graduation rates

Two-year graduation rate

Fall 2008 Cohort	Number of Graduates	Graduation Rate
2,630	125	4.8%

Source: IPEDS Graduation Rate survey

Three-year graduation and transfer rate by race/ethnicity

	White		Black		Hispanic			
	#	%	#	%	#	%		
Fall 2008 Cohort	1,094		181		837			
Graduated after 3 Years	209	19.1%	19	10.5%	122	14.6%		
Transferred	170	15.5%	39	21.5%	133	15.9%		
	Asian		Non-Resident Alien		Other *		Total	
	#	%	#	%	#	%	#	%
Fall 2008 Cohort	210		107		201		2,630	
Graduated after 3 Years	42	20.0%	20	18.7%	33	16.4%	445	16.9%
Transferred	30	14.3%	5	4.7%	29	14.4%	406	15.4%

* Other includes American Indian and Unknown Race.

Source: IPEDS Graduation Rate survey

2. Third-semester retention rates by enrollment status

	First-Time, Fall 2010	Retained, Fall 2011	Retention Rate
Full-Time	2,789	1,868	67.0%
Part-Time	751	351	46.7%

Source: IPEDS Fall Enrollment Survey, Part E

3. Degrees awarded, FY 2011

Degree Type	2007	2008	2009	2010	2011
A.A. Degrees	300	336	382	475	442
A.S. Degrees	523	577	607	955	1,069
A.A.S. Degrees	501	465	492	437	442
Certificates	76	55	61	49	74
TOTAL	1,400	1,433	1,542	1,916	2,027

Source: SURE Graduation File

Section E: Faculty characteristics

1. Full-time faculty by race/ethnicity, sex, academic rank, and tenure status: Fall 2011

		White		Black		Hispanic		Asian		Am. Ind.		NR Alien		Unknown		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured Faculty	Professors	37	28	2	2	1	2	3	1	1	0	0	0	0	0	44	33
	Associate Prof.	32	29	1	2	0	1	0	1	0	0	0	0	0	0	33	33
	Assistant Prof.	5	18	2	0	0	2	1	0	0	0	0	0	0	0	8	20
	All Others	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3
	TOTAL	74	78	5	4	1	5	4	2	1	0	0	0	0	0	85	89
Non-Tenured	Associate Prof.	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	Assistant Prof.	20	0	1	3	1	1	1	34	0	0	0	0	1	2	24	40
	All Others	39	55	2	1	3	3	0	11	0	0	0	0	0	2	44	72
	TOTAL	60	55	3	4	4	4	1	45	0	0	0	0	1	4	69	112
Total	Professors	37	38	2	2	0	2	3	1	1	0	0	0	0	0	44	33
	Associate Prof.	33	29	1	2	0	0	0	1	0	0	0	0	0	0	34	33
	Assistant Prof.	25	18	3	3	1	5	2	34	0	0	0	0	1	2	32	60
	All Others	39	58	2	1	3	3	0	11	0	0	0	0	0	2	44	75
	TOTAL	134	133	8	8	9	5	5	47	1	0	0	0	1	4	154	201

* Note: 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 2011

Course Sections	Taught by FT Faculty		Taught by PT Faculty	
	#	%	#	%
2,555	1,540	60.3%	1,015	39.7%

Source: BCC Student Information System

3. Ratio of full- to part-time faculty, Fall 2011

Full-time		Part-time		Total	
#	%	#	%	#	%
355	34.5%	675	65.5%	1,030	100.0%

Source: IPEDS Human Resources survey

Section F: Characteristics of the Board of Trustees

1. Race/ethnicity and sex

Sex	Race/Ethnicity				Total
	Asian	Black	Hispanic	White	
Male	0	1	0	7	8
Female	1	1	1	0	3
Total	1	2	1	7	11

Source: BCC Board of Trustees Office 2011

2. List of Trustees with titles/affiliations

Name	Affiliation
E. Carter Corrison, Chair	Attorney
Cid D. Wilson, Vice Chair	Finance & Retail Analysis
Germaine M. Ortiz, Secretary	Financial Management
Dorothy L. Blakeslee, Treasurer	Financial Advising
Philip J. Ciarco, III	Business Management
Malcolm J. Curtis	Employee Benefits Management
James Demetrakis	Attorney, Business and Real Estate
Richard Dressel	Business Management
James Napolitano	Insurance
Michael J. Neglia	Engineering
Kathryn Rodriguez (Alumni Trustee)	Student

Source: BCC Board of Trustees Office 2011

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>

Section G: Degrees and Certificate Programs

CREDIT PROGRAMS: Transfer (A.A. and A.S.)

Associate in Arts (A.A.) Degrees

LIBERAL ARTS

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

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

FINE AND PERFORMING ARTS

General Studies
Art
Cinema Studies

Music: General, Computer-Based Recording,
Electronic Music, Music Business
Theatre Arts: General, Acting, Dance, Technical
Production

Associate in Science (A.S.) Degrees

NATURAL SCIENCE AND MATHEMATICS

General Curriculum
Biology
Biotechnology
Chemistry

Computer Science
Mathematics
Physics

ENGINEERING SCIENCE

Engineering Science

PROFESSIONAL STUDIES

General Curriculum
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
Education
Exercise Science
Information Technology
Journalism
Labor Studies
Social Work

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
Paralegal Studies

Associate in Applied Science (A.A.S.) Degrees, contd.*BUSINESS TECHNOLOGIES*

Database Programming/Administration
Hotel/Restaurant/Hospitality:
 Catering/Banquet Management
 Hospitality Management
Information Technology
Networking Administration

Office Technology
Software Development:
 Game Programming
 Game Testing
Web Development and Management

HEALTH PROFESSIONS

Dental Hygiene
Diagnostic Medical Sonography
Health Science
Medical Informatics

Medical Office Assistant
Radiography
Respiratory Therapy
Veterinary Technology

HUMAN SERVICES

Career Ladder:
 Education & Child Development
Correctional Studies

Early Childhood Education
Law Enforcement Studies

INDUSTRIAL AND DESIGN TECHNOLOGIES

Drafting and Design Technology
Electronics Technology
General Engineering Technology

Manufacturing Technology
Technology Studies

NURSING

Day and Evening Sequences

LPN/ADN Mobility Track

SCIENCE TECHNOLOGY

Environmental Technology
Horticulture

Landscaping Design/Building
Science Laboratory Technology

One -Year Certificate Programs

Computer Aided Drafting (CAD)
Computer Animation
Computer Graphics
Computer Science
Computer Technical Support
Culinary Arts/Science
E-Commerce: Business Emphasis
Environmental Technology
Event Planning and Management
Exercise Science
Floral Design
Grounds Management
Hospitality Management
Labor Studies

Landscaping
Legal Nurse Consulting
Medical Office Administrative Assistant
Music Business
Music Technology
Musical Theater
Office Technology
Radiation Therapy
Small Business Management
Surgical Technology
Transfer Studies
Travel Service
U.S. Studies
Vascular Technology

Certificate Programs, continued

Certificates of Achievement

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

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:

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

Section H: Research and Public Service Activities

1. Faculty Scholarship

Gregg Biermann exhibited his video *Labyrinthine in New Media, New Forms* at the Montclair Art Museum. The work has also been shown at Centre Pompidou in Paris and Haus Der Kulturen Der Welt in Berlin as part of Rencontres Internationales, the University of Rome Tor Vergata, The Millennium Film Workshop, The Big Muddy Film Festival and various other venues.

Suzaan Boettger published the essay, "Looking At, and Overlooking, Women Working in Land Art in the 1970s," in Nature (London: Whitechapel Gallery and Cambridge), and a book review, "Environmentalism Desire," in the Oxford Art Journal.

Dr. Amy Ceconi published "Patient's Incredible Journey Inspires New Jersey Students," in the AARC Times Journal.

Mary Crosby, advises BCC's creative writing club Bards & Scribes, which received the Student Government award Best Social Program of the Year (2011-2012) for the Student Poetry Slam. Recently, Crosby authored the poetry chapbook, "Alluvium Stream," published by Finishing Line Press.

Jessica Datema edited and contributed to the book Wretched Refuge: Itinerants and Immigrants in the Postmodern for Cambridge Scholars Press. In Spring 2012, Dr. Datema presented "Doubling, Mil-dread, and Mild-reading in Mildred Pierce" at the Northeast Modern Language Association and "Lessons from Never Let Me Go" at the Transitions and Transactions: Literature Pedagogy in Community Colleges Conference.

Jessica Fagnoli published "Utilizing Audio and Video Captures to Train and Engage the Net Generation in Effective Presentation Skills," in Teaching, Learning and the Net Generation: Concepts and Tools for Reaching Digital Learners, and presented "Delivering Innovative Methods of Learning through Audio and Video Captures" at the Tri-State Best Practices Conference: Innovation and Creativity in the Community College Classroom.

Ellen Feig published an article titled "The Golden Rule" in Peace Portal 2.0, a book published by the Hague, and was a Carl Wilkens Fellow with United to End Genocide and focused on genocide prevention across the globe.

Lynne Gold was elected Vice President of Association of New Jersey Community College Faculty (ANJCCF), and served on the Exceptional Children Committee for the New Jersey Education Association State Wide Committee.

Joseph Goss presented lectures on Respiratory Therapy and Ethics at Valley Hospital, Englewood Hospital and Medical Center, and the NJSRC/NYSSRC Managers & Educators conference.

Thomas Jewell presented "Opening the Hood: The Power of Online Courses in Communication," and "Re-envisioning the Public Speaking Course to Reflect Marketplace Needs," at the Annual Convention of the Eastern Communication Association, and "Managing and Grading Participation in the Classroom," at Tri-State Best Practices Conference: Innovation and Creativity in the Community College Classroom.

Laurie Lieberman served as Chair of the Two-Year College English Association (TYCA) Northeast, a branch of the National Council of Teachers of English (NCTE). During her tenure as chair, Bergen Community College was made the permanent home of TYCA Northeast.

Joan Liu-Devizio presented a poster, "Meeting the challenge: improving user's access to library materials and collections," with Edith Sirianni, at the VALE/NJ-ACRL/NJLA Conference.

Tomira Luchynskyi, with Lisa Duddy and Susan Barnard, presented a poster, "Integrating Health Literacy into the Dental Hygiene Curriculum - A Model," at American Dental Hygienists' Association Annual Session.

Joseph Mamatz moderated a panel discussion, "The Changing Delivery of Healthcare in Suburbia," co-hosted by the School of Health Professions, the Department of Biology & Horticulture, and the Suburban Studies Group. Dr. Mark Sherman (Biology) and Dr. Amy Ceconi (Respiratory Therapy) served as members of the panel.

Section H: Research and Public Service Activities, continued

Julia Peterson attended, participated in, and presented "Media Journal: We Are What We Consume" at Tri-State Best Practices Conference: Innovation and Creativity in the Community College Classroom. She also attended the National Association of Broadcasters Convention and the Broadcast Education Association Conference, presenting a paper titled, "Story Pitching As Project" as part of a session on scriptwriting and program development.

Donald Reilly published two non-fiction articles: "The Fall" in Promethean, the literary journal of the City College of New York and "Richie Two-ax" in the online publication Mr. Beller's Neighborhood.

Geoff Sadock was awarded a grant by the Center for Peace, Justice, and Reconciliation to write a paper and present an event on the subject of Ireland's Great Famine of 1845.

Robert Saldarini presented "Holding the Bar and Passing the Baton in Online Education" (with Marybeth Klein) at the League for Innovation Conference.

Carolan Sherman and Mary Chmielewski co-wrote Lange Q&A Surgical Technology Examination, Sixth Edition, published by McGraw-Hill in April 2012.

Edith Sirianni, with Joan Liu-Devizio, presented "Patron-Driven Acquisitions Pilot Project: Building a collection that meets users' needs, e-books patron driven acquisition model," at the Tri-State Best Practices Conference.

2. Service Learning/Community Outreach

School of Health Professions

Dental Hygiene

- Dental Hygiene students and faculty volunteered for the NJ Special Olympics Special Smiles Program held in the Wellness Park. The games are held at the College of NJ in Ewing NJ. The athletes received oral health screenings, mouthguards and oral hygiene instruction.
- First year students provide educational presentations to the Head Start programs, local nursery schools and day care centers. Second year students continue to have service learning opportunities in their clinical experiences at a number of hospitals and clinics.
- In February, the program hosted the Give Kids a Smile Day, a national program focusing on access to oral health care for children.

Nursing

- The Nursing students participated in a number of service learning initiatives including the Great American Smokeout, holiday toy drive, nutritional counseling, hand washing with school children and teaching self-breast exams and emergency preparedness.

Respiratory Therapy

- Students participated in service learning initiatives including the nebulizer presentations to the nursery school teachers and the Hackensack University Medical Center Asthma Bus.

Surgical Technology

- The faculty and students participated in a service learning initiative related to Diabetes Awareness.

Veterinary Technology

- The Veterinary Technology students participated in service learning initiatives with the local animal shelters.

Section H: Research and Public Service Activities, continued

Other Programs

- 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.
- Through the efforts of faculty members in the Division of English, the BCC Literary Arts Series hosts and/or coordinates a series of author speaking events linked with resources for teaching the author's work in class.
- The Bergen Performance Arts series provides community service through sponsored events including Bergen Stages student productions, the Young Playwrights Festival, the Distinguished Artist Series, BCC Chorus, Jazz, and Pop/Rock ensemble shows, and numerous
- The Center for the Study of Intercultural Understanding continued in its role in academic leadership regarding diversity and intercultural understanding. The initiatives involved Curriculum & Teaching, Co-curricular Programs, and Community Engagement.

3. Grants Administration

The Office of Grants Administration at Bergen Community College facilitates development, acquisition, and implementation of high quality grant funded projects that further the college's mission, goals, and strategic priorities. During FY2012, Bergen Community College was awarded ten new grants totaling \$5,244,421 and managed/operated twenty sponsored projects with over \$14 million in grant funding. In addition, working with over forty college faculty and staff, the office developed and submitted more than thirteen new project proposals. A few examples of noteworthy projects, newly awarded or continued in FY2012, include:

- STEM Graduation Pathway to Success (STEM GPS), funded by the U.S. Department of Education Office of Postsecondary Education to enhance student enrollment, persistence, and success in Science, Technology, Engineering, and Mathematics
- Title V, *1,2,3 Connect*, an institution-wide initiative to strengthen student retention, persistence, and academic success
- The North New Jersey Health Professions Pathway grant, for which Bergen Community College serves as lead agency and fiscal agent for a consortium of ten New Jersey Community Colleges, county Workforce Investment Boards/One-Stop Career Centers, New Jersey State coordinating entities, and numerous industry employers

Section I: Major capital projects underway in fiscal 2011

Recently Completed:

- New Science Wing - Paramus, NJ
Addition of new Science Wing containing Science Labs
- Student Center
Refurbishment and expansion of existing space

In Planning Stages:

- Signage for exterior campus
- Wellness Center

Under Construction:

- Bergen Community College at the Meadowlands - renovation and expansion of classroom and student services facilities