Preface

I am pleased to submit the 2014 Annual Institutional Profile (AIP) for Bergen Community College.

Submission of the attached report fulfills the 1994 Higher Education Restructuring Act mandate to “prepare and make available to the public an annual report on the condition of the institution.” The form and content of the report is established by the Office of the Secretary of Higher Education, and the performance indicators and institutional information in the AIP have been compiled and arranged by the Center for Institutional Effectiveness at Bergen Community College. The Annual Institutional Profile provides a summary of the relevant institutional data, as well as the College’s accomplishments and contributions to our community.

College Overview

Bergen Community College was founded in 1965 to provide accessible, affordable, and comprehensive community education services for the Bergen County region. Construction of the permanent campus began in 1969 in Paramus. Over the past 42 years, the college has expanded its main campus to include an expansive library, theater, student center, and new buildings housing additional classroom space, and state-of-the-art technology, art, music, and communications facilities. 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 2013, Bergen Community College enrolled almost 16,000 students in degree programs, as well as nearly 10,000 more in continuing and adult education programs.

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 workforce development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

Mission

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 lifelong learning opportunities for all members of the community. The College responds to community needs through workforce training and continuing education, and by developing programs for employers.

Values

To fulfill the vision and mission of Bergen Community College, we are committed to:

- Integrity
- Student Success
- Academic and Institutional Excellence
- Lifelong Learning
- Respect
- Accountability
- Innovation

These core values will guide our daily endeavors.

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, Bergen Community College
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Section A: Accreditation status

1. Institutional accreditation

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

Accreditation was last reaffirmed by Middle States in Spring 2013.

2. Professional accreditation

The following professional programs are individually accredited:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>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></td>
<td>Joint Review Commission in Diagnostic Medical Sonography</td>
</tr>
<tr>
<td>Legal Nurse Consulting</td>
<td>American Bar Association</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Medical Assisting Education Review Board</td>
</tr>
<tr>
<td>Nursing</td>
<td>New Jersey State Board of Nursing</td>
</tr>
<tr>
<td></td>
<td>National League for Nursing Accrediting Commission</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>American Bar Association</td>
</tr>
<tr>
<td>Radiation Therapy</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td>Radiography</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>Commission on Accreditation of Respiratory Care Programs</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Accreditation Review Council on Education in Surgical Technology and Surgical Assisting</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>American Veterinary Medical Association</td>
</tr>
</tbody>
</table>
Section B. Number of students served

1. Number of undergraduate students by attendance status

<table>
<thead>
<tr>
<th>Enrolled Students (unduplicated) by Status, Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>15,882</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

Five-Year Unduplicated Enrollment Comparison, Fall 2009 - Fall 2013

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time</td>
<td>7,166</td>
<td>7,215</td>
<td>7,297</td>
<td>7,319</td>
<td>6,997</td>
</tr>
<tr>
<td>Full Time</td>
<td>9,303</td>
<td>9,982</td>
<td>9,974</td>
<td>9,696</td>
<td>8,885</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Registrations</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>16,253</td>
<td>7,171</td>
<td>468,219</td>
<td>1,040</td>
</tr>
<tr>
<td>Customized Training</td>
<td>1,719</td>
<td></td>
<td>12,628</td>
<td>28</td>
</tr>
</tbody>
</table>

1 Includes all registrations in any course that started on July 1, 2012 through June 30, 2013.
2 FTEs were computed by converting clock hours to credit hours (dividing by 15) then converting credit hours to FTEs (dividing by 30).

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

4. Unduplicated number of students for entire academic year

<table>
<thead>
<tr>
<th></th>
<th>Total Headcount</th>
<th>Total Credit Hours</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23,874</td>
<td>354,785</td>
<td>11,826</td>
</tr>
</tbody>
</table>

Source: IPEDS 12-Month Enrollment Survey
Section C: Characteristics of undergraduate students

1. Mean math, reading, and writing SAT scores

Not applicable to community colleges.

2. Enrollment in remediation courses by subject area

Basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2013:

- All degree-seeking students and all non-degree-seeking students who reach their 11th attempted credit are required to take a basic skills assessment and placement test in reading, writing, computation, and algebra (Accuplacer).

- Tests are waived for students (a) scoring a 530 or higher on math or scoring a 540 or higher on critical reading on the new SAT, (b) possessing a US bachelor’s degree or higher, or (c) having completed a college-level mathematics class or college-level English composition class.

Total number of undergraduate students enrolled in remediation in Fall 2013:

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>Remedial Enrollment*</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,882</td>
<td>4,386</td>
<td>27.6%</td>
</tr>
</tbody>
</table>

*Number of students enrolled in one or more remedial courses

Source: SURE Fall Enrollment file

Total number of First-Time, Full-Time (FTFT) students enrolled in remediation in Fall 2013:

<table>
<thead>
<tr>
<th>All FTFT Students</th>
<th>Enrolled in One or More Remedial Courses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,559</td>
<td>1,704</td>
<td>66.6%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

Total number of First-Time, Full-Time (FTFT) students enrolled in remediation in Fall 2013 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>Computation</td>
<td>1,026</td>
<td>40.1%</td>
</tr>
<tr>
<td>Algebra</td>
<td>373</td>
<td>14.6%</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>English*</td>
<td>1,486</td>
<td>58.1%</td>
</tr>
</tbody>
</table>

*English Basic Skills includes reading and writing component

Source: SURE Fall Enrollment file
Section C: Characteristics of undergraduate students, contd.

3. Race/ethnicity, sex, and age

*Undergraduate Enrollment by Race/Ethnicity*, Fall 2013

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Full-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>2,729</td>
<td>30.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>481</td>
<td>5.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,104</td>
<td>23.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian*</td>
<td>611</td>
<td>6.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>2,444</td>
<td>34.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>402</td>
<td>5.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,629</td>
<td>23.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5,173</td>
<td>32.6%</td>
<td>883</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

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

*Source: IPEDS Fall Enrollment Survey*

*Undergraduate Enrollment by Sex, Fall 2013*

<table>
<thead>
<tr>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Full-Time</td>
<td>4,859</td>
<td>54.7%</td>
<td>4,026</td>
</tr>
<tr>
<td>Part-Time</td>
<td>3,393</td>
<td>48.5%</td>
<td>3,604</td>
</tr>
<tr>
<td>Total</td>
<td>8,252</td>
<td>52.0%</td>
<td>7,630</td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey*

*Undergraduate Enrollment by Age, Fall 2013*

<table>
<thead>
<tr>
<th>Age Group</th>
<th>&gt; 18</th>
<th>18-19</th>
<th>20-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-64</th>
<th>65+</th>
<th>Unkn.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>0.5%</td>
<td>3,500</td>
<td>26.3%</td>
<td>1,335</td>
<td>69.1%</td>
<td>285</td>
<td>1.6%</td>
<td>144</td>
<td>166</td>
<td>74</td>
<td>2</td>
</tr>
<tr>
<td>Part-time</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>0.4%</td>
<td>850</td>
<td>12.1%</td>
<td>1,502</td>
<td>21.5%</td>
<td>1,737</td>
<td>17.0%</td>
<td>583</td>
<td>8.3%</td>
<td>335</td>
<td>487</td>
</tr>
<tr>
<td>Total</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>79</td>
<td>0.5%</td>
<td>4,350</td>
<td>27.4%</td>
<td>4,140</td>
<td>26.1%</td>
<td>3,072</td>
<td>11.8%</td>
<td>868</td>
<td>5.5%</td>
<td>479</td>
<td>653</td>
</tr>
</tbody>
</table>

*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, AY 2012-13**

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>6,518</td>
<td>22,472,000</td>
<td>3,447.68</td>
</tr>
<tr>
<td>College Work Study</td>
<td>255</td>
<td>442,000</td>
<td>1,733.33</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>SEOG</td>
<td>2,817</td>
<td>403,000</td>
<td>143.06</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>48</td>
<td>250,000</td>
<td>5,208.33</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>2,073</td>
<td>6,151,000</td>
<td>2,967.20</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>1,839</td>
<td>5,312,000</td>
<td>2,888.53</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*Source: NJ IPEDS Form #41 Student Financial Aid Report*

**Financial Aid from State-Funded Programs, AY 2012-13**

<table>
<thead>
<tr>
<th>State Programs</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>3,588</td>
<td>5,408,000</td>
<td>1,507.25</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>361</td>
<td>291,000</td>
<td>806.09</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>NJ STARS</td>
<td>155</td>
<td>451,000</td>
<td>2,909.68</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>22</td>
<td>100,000</td>
<td>4,545.45</td>
</tr>
</tbody>
</table>

*Source: NJ IPEDS Form #41 Student Financial Aid Report*

**Financial Aid from Institutional-Funded Programs, AY 2012-13**

<table>
<thead>
<tr>
<th>Institutional Programs</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Scholarships</td>
<td>89</td>
<td>183,000</td>
<td>2,056.18</td>
</tr>
<tr>
<td>Loans</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*Source: NJ IPEDS Form #41 Student Financial Aid Report*

5. Percentage of students who are New Jersey Residents

**Fall 2013 First-Time, Full-Time (FTFT) Undergraduate Enrollment by State Residence**

<table>
<thead>
<tr>
<th></th>
<th>NJ Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency</td>
<td>3,067</td>
<td>147</td>
<td>3,214</td>
<td>95.4%</td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall enrollment survey*
Section D: Student outcomes

1. Graduation rates

   a. Four-, five- and six-year graduation rate by race/ethnicity

   Not applicable to community colleges.

   b. Two-year graduation rate

<table>
<thead>
<tr>
<th>Fall 2010 Cohort</th>
<th>Number of Graduates</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,786</td>
<td>111</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Graduation Rate survey

   c. Three-year graduation and transfer rate by race/ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010 Cohort</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td></td>
<td>949 18.1%</td>
<td>165 9.7%</td>
<td>818 13.0%</td>
</tr>
<tr>
<td>Graduated in 3 Years</td>
<td>172 14.2%</td>
<td>16 9.7%</td>
<td>106 13.0%</td>
</tr>
<tr>
<td>Transferred</td>
<td>135 14.2%</td>
<td>34 20.6%</td>
<td>165 20.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Asian</th>
<th>Non-Resident Alien</th>
<th>Other *</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010 Cohort</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td></td>
<td>171 21.1%</td>
<td>169 20.1%</td>
<td>514 18.7%</td>
<td>2,786</td>
</tr>
<tr>
<td>Graduated in 3 Years</td>
<td>36 21.1%</td>
<td>34 20.1%</td>
<td>96 18.7%</td>
<td>460 16.5%</td>
</tr>
<tr>
<td>Transferred</td>
<td>33 19.3%</td>
<td>10 5.9%</td>
<td>71 13.8%</td>
<td>448 16.1%</td>
</tr>
</tbody>
</table>

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

   Source: IPEDS Graduation Rate survey

2. Third-semester retention rates

   a. By attendance status

<table>
<thead>
<tr>
<th>Attendance Status</th>
<th>First-Time, Fall 2012</th>
<th>Retained, Fall 2013</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>2,674</td>
<td>1,692</td>
<td>63.3%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>749</td>
<td>334</td>
<td>44.6%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Fall Enrollment Survey, Part E

3. Degrees awarded

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A. Degrees</td>
<td>382</td>
<td>475</td>
<td>442</td>
<td>329</td>
<td>392</td>
</tr>
<tr>
<td>A.F.A. Degrees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>A.S. Degrees</td>
<td>607</td>
<td>955</td>
<td>1,069</td>
<td>1,461</td>
<td>1,658</td>
</tr>
<tr>
<td>A.A.S. Degrees</td>
<td>492</td>
<td>437</td>
<td>442</td>
<td>431</td>
<td>463</td>
</tr>
<tr>
<td>Certificates</td>
<td>61</td>
<td>49</td>
<td>74</td>
<td>63</td>
<td>91</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,542</td>
<td>1,916</td>
<td>2,027</td>
<td>2,285</td>
<td>2,610</td>
</tr>
</tbody>
</table>

Source: SURE Graduation File
Section E: Faculty characteristics

1. Full-time faculty by race/ethnicity, sex, academic rank, and tenure status, Fall 2013

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Professors</th>
<th>Associate Prof.</th>
<th>Assistant Prof.</th>
<th>All Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>M 83 F 94</td>
<td>M 2 F 4</td>
<td>M 1 F 2</td>
<td>M 1 F 2</td>
<td>158</td>
</tr>
<tr>
<td>Black</td>
<td>M 3 F 3</td>
<td>M 0 F 0</td>
<td>M 1 F 0</td>
<td>M 0 F 0</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>M 6 F 7</td>
<td>M 2 F 4</td>
<td>M 4 F 8</td>
<td>M 5 F 12</td>
<td>214</td>
</tr>
<tr>
<td>Asian*</td>
<td>M 3 F 5</td>
<td>M 0 F 0</td>
<td>M 1 F 0</td>
<td>M 0 F 0</td>
<td>64</td>
</tr>
<tr>
<td>Am. Ind.</td>
<td>M 1 F 0</td>
<td>M 0 F 0</td>
<td>M 0 F 0</td>
<td>M 0 F 0</td>
<td>0</td>
</tr>
<tr>
<td>NR Alien</td>
<td>M 0 F 0</td>
<td>M 0 F 0</td>
<td>M 0 F 0</td>
<td>M 0 F 0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown*</td>
<td>M 0 F 0</td>
<td>M 0 F 0</td>
<td>M 0 F 0</td>
<td>M 0 F 0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>M 96 F 110</td>
<td>M 6 F 7</td>
<td>M 5 F 8</td>
<td>M 5 F 12</td>
<td>214</td>
</tr>
</tbody>
</table>

* Note: Asian includes Native Hawaiian & 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 2013

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>Taught by FT Faculty</th>
<th>Taught by PT Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2,602</td>
<td>1,641 63.1%</td>
<td>961 36.9%</td>
</tr>
</tbody>
</table>

Source: BCC Student Information System

3. Ratio of full- to part-time faculty, Fall 2013

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>372</td>
<td>35.5%</td>
<td>676</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources survey
Section F: 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>0</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: BCC Board of Trustees Office 2013

2. List of Trustees with titles/affiliations

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Carter Corriston, Chair</td>
<td>Attorney</td>
</tr>
<tr>
<td>James R. Napolitano, Secretary</td>
<td>Consultant</td>
</tr>
<tr>
<td>Dorothy L. Blakeslee, Treasurer</td>
<td>Chief Operating Officer, Browncoats Consulting, Inc.</td>
</tr>
<tr>
<td>Robert H. Davis</td>
<td>Interim Superintendent of Schools</td>
</tr>
<tr>
<td>James Demetrakis</td>
<td>Attorney</td>
</tr>
<tr>
<td>Michael J. Neglia</td>
<td>President, Neglia Engineering</td>
</tr>
<tr>
<td>Dr. Jo-Anne Mecca</td>
<td>Director, Center for Teacher Preparation and Partnerships</td>
</tr>
<tr>
<td>Irene Oujo</td>
<td>Assistant Director, Fairleigh Dickenson University</td>
</tr>
<tr>
<td>Anthony Miller</td>
<td>Retired</td>
</tr>
<tr>
<td>Phillip J. Ciarro III</td>
<td>Retired, Business Management</td>
</tr>
<tr>
<td>Victoria Tahhan</td>
<td>Student, Columbia University</td>
</tr>
</tbody>
</table>

Source: BCC Board of Trustees Office 2013

3. Additional information about Trustees

Additional information about the BCC Board of Trustees will be available at the Board’s page on the Bergen website: [http://www.bergen.edu/boardoftrustees](http://www.bergen.edu/boardoftrustees)
## Section G: Profile of the institution

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

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

**LIBERAL ARTS**
- General Curriculum
- Cinema Studies
- Communication
- 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 Curriculum
- Art
- Cinema
- Music
- Theatre Arts: General, Acting, Dance, Technical Production

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

- Music Business
- Music Technology

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

**NATURAL SCIENCE AND MATHEMATICS**
- General Science
- Aviation Operations
- Biology
- Biotechnology
- Chemistry
- Computer Science
- Engineering Science
- Mathematics
- Physics

**ENGINEERING SCIENCE**
- Engineering Science

**PROFESSIONAL STUDIES**
- General Curriculum
- Aviation Administration
- Broadcasting
- Business Administration-General
- Business Administration-Accounting
- Business Administration-Hospitality
- Business Administration-International Trade
- Business Administration-Management
- Business Administration-Marketing
- Business Administration-Nonprofit Mgmt.
- Criminal Justice
- Early Childhood Education
- Education
- Exercise Science
- Health Science
- Information Technology
- Journalism
- Social Work
### Section G: Profile of the institution, contd.

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

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

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

**BUSINESS ADMINISTRATION**
- Accounting
- Banking and Finance
- e-Business Management
- Management Information Systems
- Publishing Operations & Management

**HOTEL / RESTAURANT / HOSPITALITY**
- General Studies
- Catering & Banquet Management
- Culinary Entrepreneurship
- Event Planning & Management
- Hospitality Management

**HEALTH PROFESSIONS**
- Dental Hygiene
- Diagnostic Medical Sonography
- Health Science
- Interdisciplinary Program - Medical Informatics
- Medical Office Assistant
- Paramedic Science
- Radiography
- Respiratory Therapy
- Veterinary Technology

**HUMAN SERVICES**
- Correctional Studies
- Law Enforcement Studies
- Legal Studies

**INDUSTRIAL AND DESIGN TECHNOLOGIES**
- Drafting and Design Technology
- Electronics Technology
- General Engineering Technology
- Manufacturing Technology

**INFORMATION TECHNOLOGY**
- Database Programming & Administration
- Information Technology - Office Technology
- Networking Administration
- Web Development & Management

**MUSIC**
- Recording Technology

**NURSING**
- Day
- Evening

**SCIENCE TECHNOLOGY**
- Horticulture
- Landscape/Design/Build

**SOFTWARE DEVELOPMENT**
- Game Programming
- Game Testing
Section G: Profile of the institution, contd.

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

Certificates of Achievement
- Accounting Assistance
- Baking
- Biotechnology
- Business Paraprofessional Management
- Catering
- CNC Programming
- Commercial Music Production
- Finance
- Fire Science
- Forensic Science
- Homeland Security
- Hospitality Operations
- Landscaping
- Legal Nurse Consulting
- Medical Office Administrative Assistant
- Music Business
- Music Technology
- Musical Theater
- Office Technology
- Piano Instruction/Pedagogy
- Radiation Therapy Technology
- Small Business Management
- Surgical Technology
- Transfer Studies: Liberal Arts/Science, Technology & Professional Studies

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:

- Bergen Goes Green
- Business and Industry
- Computer Training
- Construction
- Cornerstone-Government Leadership Certificate Program
- Courses in Spanish
- Culinary Arts
- Fashion Design
- Finance
- Green Pathways to Employment Program
- Health Professions
- Hospitality and Tourism
- Human Resource Professional Development Program
- Interior Design
- Kids and Teens Program
- Languages
- NJ Family Care Training
- Non-Profit Leadership Institute
- Online Courses
- Personal Development
- Pest Control
- Property & Facility Management Education
- Quality Assurance Certificate Program
- Real Estate
- Teacher Education Program
- Wedding / Event Planning
- Women’s Institute
Section H: Major research and public service activities

1. Selected Faculty Scholarship

Suzaan Boettger presented “Shock & Awe: Environmentalist Art’s Representation of the Anthropocene” at the Atkinson Symposium, Herbert F. Johnsons Museum of Art at Cornell University in conjunction with the exhibition “Beyond Earth Art” in April 2014.


Dean Amparo Codding was invited to be one of five presenters in the signature panel discussion at the 96th Annual Conference of the AATSP, “Articulation: A Pathway to Success,” held in Panama City from July 8-11, 2014. The panel discussion explored the theme of articulation between and among educational segments and into the workforce. Dean Codding focused her presentation on articulation for language courses between community colleges and four year institutions.

Patrice Devincentis completed a second master’s degree in Music Education with an emphasis in Technology from Boston University and joined the board of the I.A.E.F., International Arts Education Forum, and has been working closely with I.C.I. A., International Composers and Interactive Artists, having composed “Tritone Incongruance,” for the spring 2014 presentation. As a Sound Designer and Mixing and Mastering Engineer, her work was featured in a number of published CDs this year including Share the Dream, The Namaste Ensemble, and The Nabla Ensemble.

Philip Dolce as a part of the Bergen Community College Suburban Studies Group, made progress in building a coalition consisting of talented faculty, staff, administrators and community leaders who are combining academics with civic engagement focused on “the middle landscape.” Suburban topics are now part of classes in a number of disciplines.

Benicia D’sa was the sole presenter of “Students and Teachers Collaborate for College Success” at the Tri-State Best Practices Conference: Collaborations and Connections at the Meadowlands in March 2014.

Maureen Ellis-Davis was appointed to the Board of Directors of the East Coast Colleges Social Science Association in May 2014.

Ellen Rosner Feig was chosen as the recipient of two fellowships - The Memorial Library Fellowship for the Study of the Holocaust and the yearlong MetroCiti Fellowship at Columbia University Teacher’s College.


Mary Flannery served as Poster Chairperson with John Smalley and Lou Crescitelli at the Bioethics: 46th Annual Metropolitan Association of College and University Biologists meeting at Bergen Community College in October 2013.

Maria Fressola was a presenter at The League for Innovation in Community Colleges in Anaheim, CA in March 2014 and was awarded the Innovation Award there for collaborative learning using video.

Shari Franschman delivered a presentation entitled “Coordinated Community Education and Leadership” at the Texas Victim Services Association’s 15th annual conference in Forth, TX in May 2014. She also created an online mandatory employee and new student educational program on sexual assault, dating violence, domestic violence, and stalking.

Barry Freeman wrote a research paper entitled “Which Course Delivery Mode Do Most Students Currently Prefer: Face-to-Face, Pure Online or Hybrid?” that Princeton University will be publishing. He also participated in the Princeton Mid-Career Fellowship Program.

Margaret Hayes received an Innovation in Teaching award and an Innovations grant for $750.00 that she used to purchase iPad projectors for the Nursing department at BCC.
Section H: Major research and public service activities, contd.

1. Selected Faculty Scholarship, contd.

Leigh Jonaitis served as Vice-Chair of TYCA-NE (Two-Year College English Association-Northeast) and served as Program Co-Chair for the TYCA-NE Conference in Morristown, NJ in October 2013. She also served as a peer reviewer for the scholarly journal *The Journal of Basic Writing*.

Mark Kassop created a Bergen Community College branded version of Schaefer in Modules, 2nd edition, McGraw Hill in spring 2013. He is working with McGraw Hill, Follett Bookstore, and Ron Milon to have a required text for all SOC101 sections. This process is helping students get the correct text for the class at the lowest price.

Minas Kousoulis delivered a presentation of the co-authored paper entitled “4D FIR Digital Realizations” at the 5th annual Latin American Symposium on Signals, Circuits and Systems in Santiago, Chile in 2014.

Melissa Krieger was a presenter at the Tri-State Best Practices Conference: Collaborations and Connections, at the Meadowlands in March 2014 and she is a Licensed Resource Parent for the Division of Children and Families in Monmouth County.


Denise Ligouri and Dr. Naydeen Gonzalez De Jesus co-authored and published “Infusing Technology to Boost Completion: A Practical Approach” in the peer review journal HETS Online Journal, Volume IV, Spring Issue, April 2014. They also co-presented “Data Mining for Completion” at the New Jersey Community College Best Practice Conference at Mercer County Community College.

Anne Maganzini presented and was a moderator for a panel at the Tri-State Best Practices Conference in March 2014. She attended the Beacon Conference at SUNY Ulster as a mentor to student Jan Seiss whose paper was selected for presentation in June 2014. She was also the “Honored Hero” for the Leukemia and Lymphoma Society’s Team in Training in New Jersey for fall 2013.

Jennifer McCarthy successfully established the Paramedic Science Program which began on September 2nd, 2014. The state of the art teaching facility includes an inter-professional emergency medicine medical simulation lab that includes a high tech classroom, residential apartment, back of an ambulance, and emergency department. She saw the development of the program from inception through internal BCC approval to national accreditation and acceptance of the first class.

Maryellen McHale received a Post-Master’s Certificate as a Psychiatric Mental Health Nurse Practitioner from Rutgers University in December 2013.


Robert Saldarini presented at the 2014 League for Innovation Conference in a session entitled “Career Success: AAS Transfer to a BS in Professional Studies.”


Arthur P. Tolve created two recipes per month during 2014 for publication in the New Jersey Star Ledger newspaper and he continues to support the BCC Foundation with the Arthur and Cecilia Tolve Hospitality and Culinary Arts Scholarship Fund.

Section H: Major research and public service activities, contd.

2. Selected Service Learning/Community Outreach

Denis Avrutik, RDH coordinated the participation of Bergen Community College Dental Hygiene students in the dental screening venue of the Special Olympics of New Jersey in Ewing, NJ in June 2014.

Sidney Birnback served as a mentor-evaluator for a doctoral student at Fairleigh Dickinson University.

Lori Bogan, RDH coordinated Oral Health demonstrations for Daisy and Brownie Troops and organized a brunch at BCC that focused on wellness and nutrition.

Catherine Catanzaro, RDH participated in Give Kids a Smile Day at Small World Dentistry in Staten Island, NY, provided free oral cancer screenings at the Staten Island Slim Down, and created dental care kits for Wagner College to provide basic health care to the underserved population of Belize during the college’s community outreach trip.

Louis J. Cirrilla provided pro bono legal advice to the minority community at the request of former student Reverend William Henry. He also proctored exams for former student Brian Katz who has continued his education at Thomas Edison State College.

Deborah A. Cook, RDH organized thirty students to provide services to athletes in the Special Smiles program at the Special Olympics of New Jersey in Ewing, NJ in June 2014.

Lucy A. Deane participated in the Charity Yard Sale to benefit Habitat for Humanity and Friends of Haledon Library.

Joanne Diamantidis was a volunteer camp nurse at the YMCA McDonald Camp of Newark, NJ.

Maureen Ellis-Davis is an active leader of a Boy Scout Troop and is the coordinator of the unit’s annual community fair in September. She is also developing a course offering for Learning in Retirement for the fall 2014 semester.

Christine Foster was selected to serve as Chair of the Zoning board of Adjustment for the Borough of Ringwood, NJ.

David F. Hayes is an instructor/member of the Bergen County Law and Public Safety Institute in Mahwah, NJ for the Basic Auxiliary Police Training Class.

Goli Kocharian, RDH organized Dental Hygiene alumni and students for the 6th Annual Oral Cancer Foundation Walk/Run for Awareness in September 2013.

Camelia-Manuela Lataianu is a volunteer evaluator panelist for the Boren Scholarship and Fellowships granted by the Institute of International Education (IIE). After evaluating sixty applications from Eastern Europe, in March 2014, she attended the national IIE meeting in New York City to debate and select the finalists. She also volunteered at the Romanian Cultural Institute in New York City to organize the event “Romania, Bridge of Books” during the Book Expo America in May 2014.

William Madden conducted an IT workshop for fourth grade students at Paterson Elementary School and another workshop for a Brownie Troop from Waldwick, NJ.

Christopher E. Mayer organized the annual Waldwick High School Booster Club Alumni Soccer Game supporting the Michael Robert Mayer Scholarship Fund.
Section H: Major research and public service activities, contd.

2. Selected Service Learning/Community Outreach, contd.

Laura Ochoa served as a judge of research presentations in the area of Behavioral Sciences at Westlake Science Fair, a Westchester County-wide competition for high school students.

Dianne Romer, RDH raised $687.00 in June 2014 riding 30 miles in the Princeton Tour de Cure for the American Diabetes Association.

Dan Sheehan as part of The Dan Sheehan Conspiracy/Patrick Moraz group composed “Tu Mochila Está Abierta” which was released on the charity compilation album Elephants for Autism by Elephant Talk Radio in May 2014.

Anita Verno planned and hosted Technology Day for fourth grade students from East Newark Public Schools in January 2014. She also planned and hosted another technology event for first grade girls from the Waldwick Daisy Troop in May 2014.

David Wang participated in charitable events for the Harrington Park School District and assisted in parent-teacher organizational events for HuaXia Chinese School in Bergen County.

3. Grants Administration

The Office of Grants Administration facilitates the development, acquisition, and implementation of grant funded projects that further the goals, objectives, and strategic priorities of Bergen Community College. During FY2013-2014, the College was awarded sixteen grants totaling $8,912,433.00. The office also managed/operated twenty grant projects totaling over $16 million in grant funds and submitted nine new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY2014, include:

- **Bridges to Baccalaureate Collaborative** is a joint effort between Bergen Community College, the National Science Foundation, and Passaic County Community College with the goal of facilitating STEM student graduation and transfer to 4-year institutions.

- **HPOG (Health Professions Opportunity Grant)** is a region-wide consortium effort to build the capacity for health professions training and certification enabling eligible individuals to secure employment and career advancement in health professions pathways.

- **HPOG Impact Study** is designed to demonstrate how variations in program services affect program impacts. The literature on promising and innovative career pathways programs is quite limited and the HPOG Impact Study will fill a void in the sectorial training and career pathways literature about program effectiveness.

- **STEM (Science, Technology, Engineering and Math)** is a five year grant award designed to prepare STEM students to fulfill the urgent and growing need for STEM professionals in a competitive and global workplace. The project has three goals: (a) to increase the recruitment and persistence of STEM and STEM Education students; (b) to improve the graduation and transfer rates for students enrolled in STEM and STEM Education programs; and (c) to enable more and better data-based decision making to inform and improves student outcomes, program development and articulation.

- **Title V** is a five-year intensive institution-wide effort involving new curricula and teaching approaches in English Basic Skills and Basic Mathematics, content-based and career-oriented academic advising and support services, and focused student mentoring and tutoring. The campaign, consistent with BCC’s Strategic Plan, will increase faculty engagement with developmental students; professional staff from Academic Advising and Counseling and Student Support Services; and peer mentors and tutors. The project is designed to help students successfully (a) transition to BCC; (b) understand and attain course and academic requirements; (c) access available student services; (d) enhance academic performance; and (e) pursue pathways to academic degrees and careers.
Section I: Major capital projects underway in Fiscal 2014

Under Construction:

- New Health Professions Integrated Teaching Center
- Paramedic Program at the Meadowlands

Completed:

- Renovations at BCC at the Meadowlands
- Signage for exterior campus

Health Professions Integrated Teaching Center Construction
Section J: Strategic planning goals

Strategic Theme 1: Student Success and Excellence

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

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

Strategic Theme 2: Faculty and Staff Success and Excellence

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

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

Strategic Theme 3: Commitment to Bergen County

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

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

Strategic Theme 4: Institution Building

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

- Goal: Establish clear and transparent communication pathways
- Goal: Foster a culture of collaborative innovation
- Goal: Build inviting and functional facilities