

BURLINGTON COUNTY COLLEGE

**Annual Institutional Profile
Report**

September 2014

BURLINGTON COUNTY COLLEGE



BURLINGTON COUNTY COLLEGE

601 Pemberton Browns Mills Road
Pemberton, New Jersey 08068-1599
609-894-9311 or 856-222-9311

www.bcc.edu

A public community college accredited by
the Middle States Commission on Higher Education
and approved by the State of New Jersey.

BURLINGTON COUNTY COLLEGE

Statement of Assurance

All information supplied in the Annual Institutional Profile Report submitted by Burlington County College, is accurate and complete to the best of my knowledge. Burlington County College reserves the rights to change, add or delete information contained in this document.

September 15, 2014

Dr. David Spang, Interim President
Burlington County College

Date

BURLINGTON COUNTY COLLEGE

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A. Accreditation Status

Institutional Accreditation

Burlington County College (BCC) is accredited by the Middle States Commission on Higher Education and approved by the State of New Jersey. BCC submitted its five-year Periodic Review Report in June 2014 and awaits the Commission's review and accreditation decision.

Professional Accreditation

In addition to the institutional accreditations, the following career programs are accredited and approved by the listed professional accrediting agencies.

<u>Programs</u>	<u>Accrediting Agency</u>
Electronics Engineering Technology and the Computer Servicing & Networking Technology option	Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET)
Dental Hygiene	American Dental Association's Commission on Dental Accreditation
Health Information Technology	Commission on Accreditation for Informatics and Information Management Education (CAHIIM) Accreditation Services, the American Health Information Management Association (AHIMA)
Nursing	The New Jersey Board of Nursing and The National League for Nursing Accrediting Commission (NLNAC)
Paralegal	The American Bar Association (ABA)
Radiography	Joint Review Committee on Education in Radiologic Technology and Radiologic Technology Board of Examiners, and Department of Environmental Protection Radiation Protection Programs
Respiratory Therapy	Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Committee on Accreditation for Respiratory Care (CoARC)
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee–Diagnostic Medical Sonography (JRC-DMS)

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B. Number of Students Served

The number and percentage of students served by enrollment status appear in Table II.B.1. Table II.B.3 shows the enrollment, unduplicated headcount, and total clock hours of noncredit students. Table II.B.4 shows the unduplicated headcount, credit hours, and full-time equivalent (FTE) of the students.

**Table II.B.1
Undergraduate Enrollment by Attendance Status
Fall 2013**

	Number	Percent
Full-Time	4,910	51.3%
Part-Time	4,660	48.7%
Total	9,570	100.0%

Source: IPEDS Fall Enrollment Survey

**Table II.B.3
Noncredit Students Served
FY 2013**

	Open Enrollment	Customized Training
Total Number of Registrations	10,217	1,134
Unduplicated Headcount	4,810	
Total Clock Hours (1 clock hour = 60 mins)	245,852	22,127
Total FTEs	546	49

Includes all registrations in any course that started on July 1, 2012 through June 30, 2013

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

Source: SURE Noncredit Open Enrollment file and NJ IPEDS Form #31, Customized Training.

**Table II.B.4
Undergraduate Unduplicated Enrollment
FY 2013**

	Number
Headcount Enrollment	17,156
Credit Hours	237,852
FTE	7,928

Source: IPEDS 12-Month Enrollment Survey
FTE is calculated by dividing credit hours by 30.



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C. Characteristics of Undergraduate Students

Enrollment in Remediation Courses

Information on all full-time students needing remediation in reading, writing, math computation and elementary algebra is listed below. The placement exam is Accuplacer, which is given to full-time and matriculated part-time students. Students with SAT scores 540 or higher in verbal and 530 or higher in math, or students who have successfully completed a college level math and/or English course at another college or university are placed directly into college level classes.

**Table II.C.2.b
Number of Undergraduate Students Enrolled in a Remedial Course
Fall 2013**

Total Undergraduate Enrollment	9,570
Students Enrolled in One or More Remedial Course	2,565
% of Total	26.8%

Source: SURE Fall Enrollment file

**Table II.C.2.c
First-time, Full-time (FTFT) Students Enrolled in
Remediation in at Least One Subject Area
Fall 2013**

	Number
Total FTFT Students	1,848
Number of FTFT Students Enrolled in One or More Remedial Course	1,219
Percent of all FTFT Enrolled in One or More Remedial Course	66.0%

Source: SURE Fall Enrollment file

**Table II.C.2.d
Number and Percent of First-time, Full-time Freshmen
Enrolled in Remediation by Subject Area
Fall 2013**

Subject Area	Number of All First-time, Full-time In:	Percent of All First-time Full-time in:
Reading	647	35.0%
Writing	357	19.3%
Computation	387	20.9%
Algebra	730	39.5%

Source: SURE Fall Enrollment file

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Students by Race/Ethnicity, Gender and Age

The number and percentage of students by enrollment status and race/ethnicity appear in Table II.C.3.a. Table II.C.3.b shows the number and percentage of students by enrollment status and gender; while Table II.C.3.c shows the number and percentage of students by enrollment status and age group.

**Table II.C.3.a
Undergraduate Enrollment by Race/Ethnicity
Fall 2013**

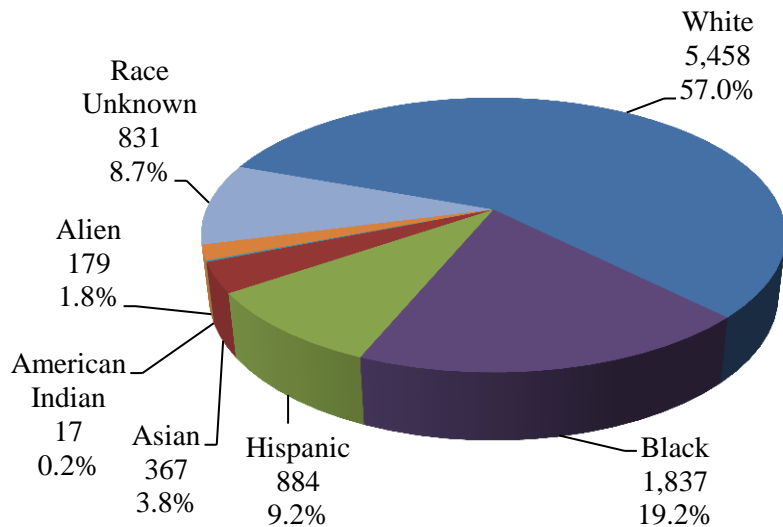
Race/Ethnicity	Full-Time Students		Part-Time Students		All Students	
	Number	Percent	Number	Percent	Number	Percent
White	2,791	56.8%	2,667	57.2%	5,458	57.0%
Black	980	20.0%	857	18.4%	1,837	19.2%
Hispanic	488	9.9%	396	8.5%	884	9.2%
Asian	173	3.5%	194	4.2%	367	3.8%
American Indian	10	0.2%	7	0.2%	17	0.2%
Alien	99	2.0%	77	1.7%	176	1.8%
Race Unknown	369	7.5%	462	9.9%	831	8.7%
Total	4,910	100.0%	4,660	100.0%	9,570	100.0%

* Note: Asian includes Pacific Islanders and unknown includes two or more races.

Percentages will not add to 100% due to rounding.

Source: IPEDS Fall Enrollment Survey

**Undergraduate Enrollment by
Race/Ethnicity
Fall 2013**



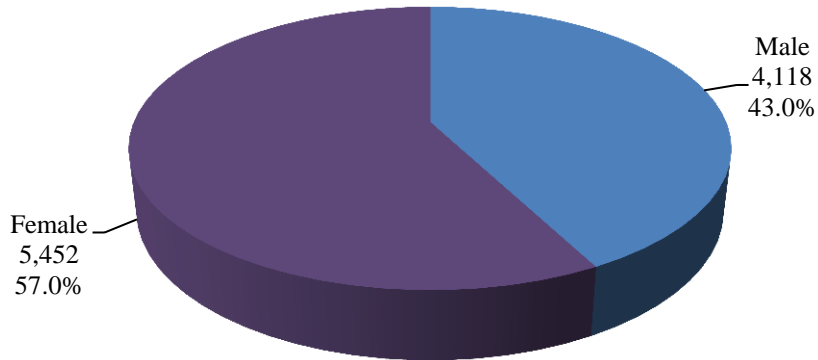
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Table II.C.3.b
Undergraduate Enrollment by Gender
Fall 2013

Gender	<u>Full-time Students</u>		<u>Part-time Students</u>		<u>All Students</u>	
	Number	Percent	Number	Percent	Number	Percent
Male	2,284	46.5%	1,834	39.4%	4,118	43.0%
Female	2,626	53.5%	2,826	60.6%	5,452	57.0%
Total	4,910	100.0%	4,660	100.0%	9,570	100.0%

Source: IPEDS Fall Enrollment Survey

Enrollment by Gender
Fall 2013



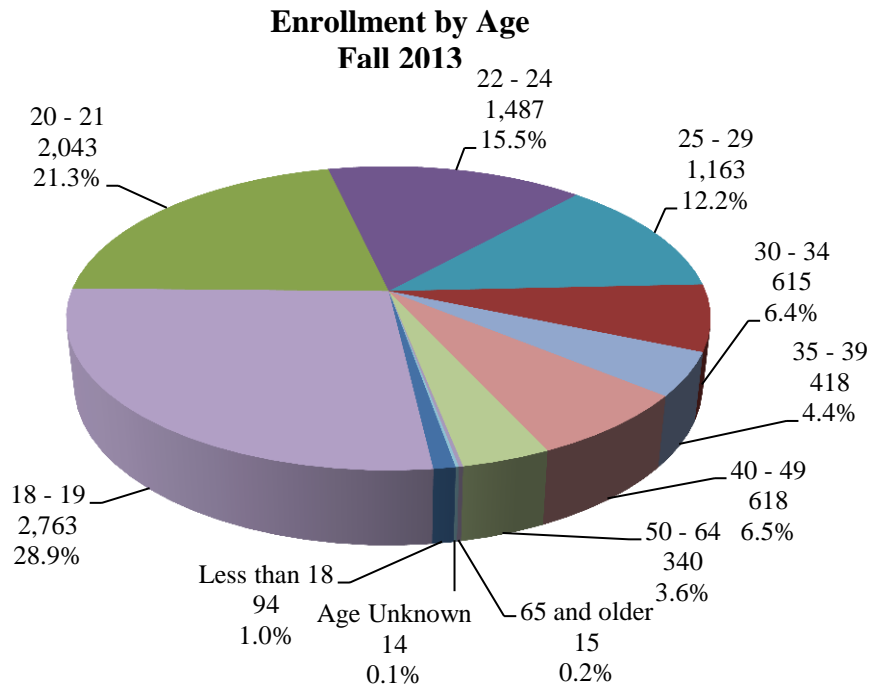
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Table II.C.3.c
Undergraduate Enrollment by Age
Fall 2013

Age	Full-time Students		Part-time Students		All Students	
	Number	Percent	Number	Percent	Number	Percent
Less than 18	30	0.6%	64	1.4%	94	1.0%
18 - 19	2,287	46.6%	476	10.2%	2,763	28.9%
20 - 21	1,211	24.7%	832	17.9%	2,043	21.3%
22 - 24	521	10.6%	966	20.7%	1,487	15.5%
25 - 29	364	7.4%	799	17.1%	1,163	12.2%
30 - 34	176	3.6%	439	9.4%	615	6.4%
35 - 39	106	2.2%	312	6.7%	418	4.4%
40 - 49	141	2.9%	477	10.2%	618	6.5%
50 - 64	71	1.4%	269	5.8%	340	3.6%
65 and older	1	0.0%	14	0.3%	15	0.2%
Age Unknown	2	0.0%	12	0.3%	14	0.1%
Total	4,910	100.0%	4,660	100.0%	9,570	100.0%

Percentages will not add to 100% due to rounding.

Source: IPEDS Fall Enrollment Survey



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Students Receiving Financial Assistance under each State, Federal & Institutional funded program, including both need-based and merit-based.

The number of students receiving financial assistance under each state, federal and institutional funded program includes both need-based and merit-based, grants and loans. Table II.C.4.a reflects the number of awards, dollar value, and average dollars per recipient and per award.

Table II.C.4.a
Financial Aid from Federally-Funded Programs
AY 2012-2013

	Recipients	Amount	Average per Recipient
Pell Grants	3,767	\$11,938,037	\$3,169
College Work Study	50	\$128,686	\$2,574
Perkins Loans	0	0	--
SEOG	742	\$105,940	\$143
PLUS Loans	20	\$94,355	\$4,718
Stafford Loans (Subsidized)	1,322	\$3,878,688	\$2,934
Stafford Loans (Unsubsidized)	1,035	\$3,461,402	\$3,344
SMART & ACG or other	0	0	--

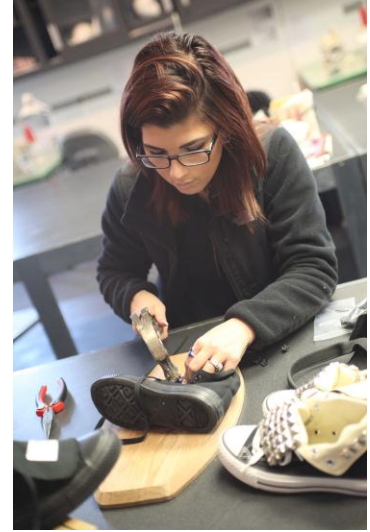
Source: NJIPEDS Form #41 Student Financial Aid Report



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Table II.C.4.b
Financial Aid from State-Funded Programs
AY 2012-2013

	Recipients	Amount	Average per Recipient
TAG	1,211	\$1,637,378	\$1,352
Educational Opportunity Fund (EOF)	111	\$98,772	\$890
Outstanding Scholars (OSRP)	0	0	--
Distinguished Scholars	0	0	--
Urban Scholars	0	0	--
NJ STARS	207	\$441,671	\$2,134
NJCLASS Loans	15	\$66,415	\$4,428



Source: NJIPEDS Form #41 Student Financial Aid Report

Table II.C.4.c
Financial Aid from Institutional-Funded Programs
AY 2012-2013

	Recipients	Amount	Average per Recipient
Grants & Scholarships	345	\$440,543	\$1,277
Loans	0	0	--

Source: NJIPEDS Form #41 Student Financial Aid Report

Students Who Are New Jersey Residents

Table II.C.5 shows the number and percentage of students who are residents of New Jersey and are first-time, full-time degree seeking students in fall 2013.

Table II.C.5
First-time Full-time Undergraduate Enrollment by State of Residence
Fall 2013

	New Jersey Residents	Out-of-state Residents	Total	Percent NJ Residents
First-time Full-time Degree Seeking Students	2,272	24	2,296	99.0%

Source: IPEDS Fall Enrollment Survey

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D. Student Outcomes

Graduation Rates by Race/Ethnicity:

Three-year Combined Graduation and Transfer Rate

The two-year graduation rates are calculated by the Office of the Secretary of Higher Education. Based on the first-time, full-time freshmen student cohort of fall 2010, the tables are broken down by degree/certificate seeking students (Table II.D.1.b). The three-year rate is a combination of graduation and transfer rates as calculated by the Office of the Secretary of Higher Education. Based on the first-time, full-time students of fall 2010, the table is broken down by race/ethnicity (Table II.D.1.c.)

**Table II.D.1.b
Two-Year Graduation Rate of Fall 2010 First-time Full-time,
Degree/Certificate Seeking Students**

	Number of Students	Percentage of Students
Fall 2010 Cohort	1,891	
Graduated after 2 Years	192	10.2%

Source: IPEDS Graduation Rate Survey



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Table II.D.1.c
Three-year Rate (Combined Graduation & Transfer) of Fall 2010 First-time Full-time, Degree/Certificate Seeking by Race/Ethnicity

Race/Ethnicity	Number in Cohort	Graduated after 3 Years		Transferred	
		Number	Percent	Number	Percent
White	1,183	300	25.4%	194	16.4%
Black	334	38	11.4%	74	22.2%
Hispanic	175	31	17.7%	29	16.6%
Asian	53	10	18.9%	11	20.8%
Alien	28	9	32.1%	3	10.7%
Other*	118	26	22.0%	18	15.3%
Total	1,891	414	21.9%	329	17.4%

* Other includes American Indians, Native Hawaiian and Pacific Islanders, two or more races and unknown race.

Source: IPEDS Graduation Rate Survey

Retention Rates

The number and percentage of first-time, full-time freshmen in fall 2012 retained for their third semester (fall 2013) are shown in Table II.D.2.

Table II.D.2
Third-Semester Retention of First-time Undergraduates, Fall 2012 to Fall 2013

	Fall 2012 First-time Undergraduates	Retained in Fall 2013	Retention Rate
Full-time	1,850	1,168	63.1%
Part-time	454	177	39.0%

Source: IPEDS Fall Enrollment Survey, Part E



BURLINGTON COUNTY COLLEGE

E. Faculty Characteristics

Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank

The number and percentage of full-time faculty by tenure status, gender and race/ethnicity appear in Table II.E.1.



**Table II.E.1
Full-time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank
Fall 2013**

Status and Academic Rank	White		Black		Hispanic		Asian		American Indian		Race Unknown		Alien		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Tenured																
Professors	3	1	0	0	0	0	0	0	0	0	1	1	0	0	4	2
Associate Professor	2	1	1	1	0	0	0	0	0	0	0	0	0	0	3	2
Assistant Professor	1	4	0	0	0	0	0	0	0	0	1	0	0	0	2	4
Other	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Total Tenured	6	9	1	1	0	0	0	0	0	0	2	1	0	0	9	11
Without Tenure																
Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	12	17	2	5	0	0	1	0	0	0	1	3	0	0	16	25
Total Without	12	17	2	5	0	0	1	0	0	0	1	3	0	0	16	25
Total Tenured and Without Tenure																
Professors	3	1	0	0	0	0	0	0	0	0	1	1	0	0	4	2
Associate Professor	2	1	1	1	0	0	0	0	0	0	0	0	0	0	3	2
Assistant Professor	1	4	0	0	0	0	0	0	0	0	1	0	0	0	2	4
Other	12	20	2	5	0	0	1	0	0	0	1	3	0	0	16	28
Total Faculty	18	26	3	6	0	0	1	0	0	0	3	4	0	0	25	36

Source: IPEDS Human Resources Survey

* Note: Asian includes Pacific Islanders and unknown includes two or more races.

The number and percentage of course sections taught by an instructional group appear in Table II.E.2.

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Table II.E.2
Percent of Course Sections Taught by Full-time Faculty
Fall 2013

Instructor Group	Number of Course Sections Taught	Percent of Course Sections Taught
Full-time Faculty	312	16.4%
Part-time Faculty/Staff	1,585	83.6%
Total	1,897	100.0%

Note: Staff includes full-time administrators and teaching assistants

Ratio of Full-time to Part-time Faculty

The number and percentage of full-time and part-time faculty, or adjuncts, in Fall 2013 appear in Table II.E.3. Instructional Assistants and Full-time staff who teach part-time are excluded from the table.

Table II.E.3
Ratio of Full-time to Part-time Faculty
Fall 2013

Instructor Group	Number	Percent
Full-time Faculty	61	9.2%
Part-time Faculty	599	90.8%
Total	660	100.0%

Source: IPEDS Human Resources Survey



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F. Governing Board Characteristics

Race/Ethnicity and Gender of Governing Board

Table II.F lists Burlington County College's Board of Trustees for 2014 by name, occupation, residence, race/ethnicity and gender. A list of BCC Trustees and Emeriti can be found at <http://www.bcc.edu/board-of-trustees>.

**Table II.F
Burlington County College Board of Trustees
As of AY 2014**

Name	Occupation	Location	Race/ Ethnicity	Gender
George N. Nyikita	Board Chair/Consultant	Edgewater Park	White	Male
Natalie A. Collins	Board Vice Chair/ Deputy Dir. of Research, NJ Gen. Assembly Office	Burlington Township	African- American	Female
Michael D. Minton	Board Treasurer/ Business Manager	Cinnaminson	White	Male
Bruce M. Benedetti	Business Administrator	Roebing	White	Male
Todd C. Flora	Interim Executive County Superintendent of Schools - Burlington County	Toms River	White	Male
Daniel Gee	Attorney	Cinnaminson	White	Male
Brian E. Kamp	Business Representative	Marlton	White	Male
Noble F. McNaughton	Self Employed	Tabernacle	White	Male
Marilyn Williamson	Legislative Assistant	Marlton	White	Female
Evan H. C. Crook	Board Solicitor/Attorney	Trenton	White	Male
Dr. David I. Spang	Interim College President/Acting Board Secretary	Medford	White	Male

BURLINGTON COUNTY COLLEGE

G. Profile of the Institution

Degree and Certificate Programs

All academic programs and options offered at Burlington County College are listed in Table II.G.

**Table II.G
Burlington County College Academic Programs
2013-2014**

Associate of Arts (A.A.) Degree Programs

American Sign Language/Interpreter Education	Journalism
Art	Liberal Arts
Communication Arts	Philosophy
Education	Political Science
English	Psychology
Fashion Studies	Sociology
History	Theatre
International Studies	

Associate of Fine Arts (A.F.A.) Degree Program

Art
Photography

Associate of Science (A.S.) Degree Programs

Accounting	Culinary Arts
American Sign Language/Deaf Studies	Education
Biology	Engineering
Biotechnology	Environmental Science
Business Administration	Fashion Product Merchandising
Chemical Engineering	Hospitality and Tourism Management
Chemistry	Liberal Arts and Sciences
Chemistry, Pre-Medical Technology Option	Mathematics
Computer Information Systems	Music
Computer Science	Physics
Construction Management	Sustainable Energy Studies
Criminal Justice	Sustainability – Policy and Management

Continued

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Table II.G (continued)
Burlington County College Academic Programs
2013-2014

Associate of Applied Science (A.A.S.) Degree Programs

Accounting Technology	Fashion Design
Agriculture Business	Fire Science Technology
Alternative Energy Technologies	Food Service & Hospitality Management Technology
American Sign Language/Interpreter Education	Geospatial Technology
Automotive Technology	Graphic Design and Digital Media
Biotechnology	Health Information Technology
Business Management Technology	Health Sciences
Casino and Resort Management	Hearing Instrument Sciences
Computer Aided Drafting & Design Technology	Human Services
Computer Management Information Systems	Nursing
Computer Servicing & Networking Technology Option	Paralegal
Culinary Arts	Pastry Arts
Dental Hygiene	Radiography
Diagnostic Medical Sonography	Respiratory Therapy (with UMDNJ)
Electronics Engineering Technology	Retail Management Technology
Energy Management	Technical Studies
Entertainment Technologies: Sound & Recording Engineering Option Video & Digital Media Production Option	

Academic Certificate Programs

Accounting Certificate	Geospatial Technology Certificate
American Sign Language/Interpreter Education	*Liberal Arts and Sciences Certificate
Automotive Technology Certificate	Photography Certificate
Building Energy Management	Small Business Certificate
Diagnostic Medical Sonography	

Career Certificates

*Addictions Counseling Certificate	Family Helper Certificate
Business Paraprofessional	Fire Investigation Certificate
Business Technology	Fire Science Certificate
Cancer Registry Management Certificate	Food Service and Hospitality Management Certificate
Coding Certificate	Social Services Certificate – Department of Human Services
*Computed Tomography Certificate	Social Services Cert. – Developmental Disabilities
Computer Networking Support and Servicing	*Specification Technology for Fashion Design
Cooking and Baking Certificate	*Technical Fashion Design Certificate
Disaster Preparedness	
Elder-Adult Companion Care Certificate	

Note: * Denotes certificates that are not eligible for Financial Aid

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Burlington County College Mission Statement

Burlington County College, a comprehensive community college, provides all individuals access to affordable and quality education.

Goals

1. To provide an educational experience that encourages the individual to think critically and to examine and clarify ethical, personal and political values.
2. To prepare individuals for transfer to four-year colleges, for employment in business and industry and for new career skills.
3. To enable individuals to strengthen their academic skills through adaptive learning, counseling and academic support.
4. To enrich the quality of life by sponsoring cultural, recreational and personal interest activities through an extensive program of community and continuing education.
5. To engage in partnerships with the private and public sectors and to implement programs that address their identified employment needs.
6. To provide state-of-the-art technologies in the education and training of all individuals through an appropriate mix of delivery systems.

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H. Major Research and Public Service Activities 2013-2014

Delivering 43,000 Books to Children in Need



Burlington County College (BCC) teamed with New Jersey Secretary of Higher Education Rochelle Hendricks, the African American Chamber of Commerce of New Jersey and First Book, a national nonprofit dedicated to eliminate illiteracy to deliver 43,000 new high-quality books to children in need throughout the community, including 13,000 books to children in military families.

It is estimated that nearly 34,000 children received at least one book from this project.

A New Era of Leadership

The Board of Trustees appointed the college's chief academic officer, Dr. David I. Spang, as Interim President after David C. Hespe, the college's fourth president, was nominated to serve as the state's education commissioner. Hespe was credited with stabilizing the college's finances, restructuring the administration to make it more efficient, effective, accountable and customer-friendly. Spang, who has served the college since 2005, has a sharp focus on academic quality and in his first few months achieved two significant milestones: adding Rutgers as BCC's fourth onsite transfer partner and completing the Periodic Review Report to confirm the college's dedication to its mission, goals and long-term plans.

The Board of Trustees also gained new leadership: Chair George Nyikita, Vice Chair Natalie Collins and Treasurer Mike Minton were selected in December. Todd Flora, Burlington County's new Interim Executive County Superintendent, joined the board in June.



Rutgers at BCC

Rutgers School of Business-Camden became the college's fourth onsite transfer partner when it signed an agreement to offer its business administration program in Mount Laurel. Beginning in the fall of 2015, students can earn a bachelor's degree from Rutgers at BCC. Rutgers joined Drexel, Fairleigh Dickinson and Wilmington universities to offer a menu of high-quality options to students who want to continue beyond an associate degree.



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New academic programs

Assessing the growing need for technology-based health care, BCC added two certificate programs to meet workforce demand – computed tomography and cancer registry management, which will be expanded to an associate degree program in fall 2015.

Sustainability Program Success Spreads

The college also had its first four graduates from an innovative Green Degree Program that began in 2012. The success of this program has spread to high schools and the college has formed partnerships with seven vocational high schools throughout the state to award college credits for certain sustainability courses.

First Year Initiative



The innovative First Year Initiative (FYI), launched to help at-risk students successfully transition from high school to college, demonstrated success in its first year. In addition to developmental courses, FYI features a unique course to help new students orient to the college and develop good habits to succeed in education, careers and life and is linked to the Leadership Success Series, which features inspirational workshops with leaders such as Stedman Graham, a nationally-renowned businessman, educator and motivational speaker and John Harmon, a community college graduate who has become a leading advocate for African-American businesses in New Jersey and throughout the nation.

Initial data showed FYI's impact: 88 percent of FYI students returned for spring semester; FYI students are twice as likely as others who require developmental courses to pass three or more courses; nine out of 10 FYI students believe graduation is an attainable goal.

World Class Soccer



Led by an All-American international student, the men's soccer team advanced to the national championship tournament for the first time in 17 years.

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The Barons (15-3-3) finished the season as the 11th-ranked NJCAA Division I team in the country under Head Coach Craig Dewar who played for the team in 1996 when it last earned a berth in the national tournament.

Jack Verth, from Scotland, was the first Baron to achieve All-American honors in 17 years.

Encouraging the Future Workforce

BCC launched two new career-focused events to help educate, inspire and prepare the next generation of entrepreneurs and health care workers.

A business plan competition, dubbed the “Future Start-Up Star,” was designed to teach local high school students, college students and military members the important components of a viable business concept. The finalists in each category presented their business plans to a panel of local educational, entrepreneurial and business leaders, who determined the winning business concepts—an interactive yoga mat, a charitable clothing line, and a company focused on men’s fashion and accessories.



In a new partnership with Deborah Heart and Lung Center, the college hosted a “Future Nurses Day” — allowing young people to get a look into a promising career field and the educational experiences ahead.

About 100 high school students from Camden County Technical School, Pemberton, Cherokee and Seneca high schools joined the college’s faculty and Deborah’s nursing staff for hands-on experiences that combined Deborah’s clinical expertise and BCC’s wide-ranging educational programs.

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Who to Contact

For additional information or clarification of material contained in this report please contact:

Max Slusher, Executive Director
Office of Institutional Research
Burlington County College
601 Pemberton Browns Mills Road
Pemberton, NJ 08068-1599

Phone: (609) 894-9311, ext. 1543
Fax: (609) 894-0183
E-mail: gslusher@bcc.edu



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