Annual Institutional Profile Report 2021

September 2021
Preface

I am pleased to submit the 2021 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 half-century, 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, communications facilities, a Health Professions Integrated Teaching Center, and a STEM Student Research Center featuring state-of-the-art equipment for student research. More recent construction projects include the campus quad and outdoor classroom as well as the renovation of the One-Stop Center at the main campus. As of Fall 2020, Bergen Community College enrolled more than 11,000 students in degree programs, as well as more than 5,000 additional students in continuing and adult education programs. In 2021, Bergen Community College welcomed the leadership of a new President, Dr. Eric M. Friedman. Responding to the challenges introduced by a worldwide pandemic, the College has positioned itself as a recognized hub-site for post-COVID economic recovery, leveraging its many strengths and partnerships.

Vision

Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Mission

To inspire our community to realize a better future.

Values

To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors:

- Learning
- Excellence
- Integrity
- Respect
- Creativity

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. Eric M. Friedman
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 June 2016.

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 Committee on Education in Diagnostic Medical Sonography</td>
</tr>
<tr>
<td>Legal Nurse Consultant</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 Board of Nursing</td>
</tr>
<tr>
<td></td>
<td>Accreditation Commission for Education in Nursing</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>American Bar Association</td>
</tr>
<tr>
<td>Paramedic Science</td>
<td>Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions</td>
</tr>
<tr>
<td>Radiation Therapy</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td></td>
<td>New Jersey Department of Environmental Protection Bureau of X-ray Compliance</td>
</tr>
<tr>
<td>Radiography</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td></td>
<td>New Jersey Radiologic Technology Board of Examiners</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>Commission on Accreditation for Respiratory Care</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>
<tr>
<td></td>
<td>Committee on Veterinary Technician Education and Activities</td>
</tr>
</tbody>
</table>
Section B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status

Undergraduate Enrollment by Attendance Status, Fall 2020

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5,994</td>
<td>52.5%</td>
<td>5,415</td>
<td>47.5%</td>
<td>11,409</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

Five-Year Unduplicated Enrollment Comparison, Fall 2016 - Fall 2020

- Part Time
- Full Time

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 # of Registrations(^1)</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>10,837</td>
<td>5,281</td>
<td>373,460</td>
<td>830</td>
</tr>
<tr>
<td>Customized Training</td>
<td>793</td>
<td>-</td>
<td>9,347</td>
<td>21</td>
</tr>
</tbody>
</table>

\(^1\)Includes all registrations in any course that started on July 1, 2019 through June 30, 2020.
\(^2\)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 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>Headcount Enrollment</th>
<th>Credit Hours</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>17,685</td>
<td>282,818</td>
<td>9,427</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 for selecting test takers in Fall 2020:

   Who must take a Basic Skills Placement Test:
   ▪ All full-time and part-time students in a degree or certificate program, before registering for all courses.
   ▪ All full-time and part-time non-degree seeking students who wish to enroll in English or mathematics courses
   ▪ All full-time and part-time non-degree seeking students who have accumulated eleven (11) attempted credits (based on completed courses earning one of the following grades: A, B, C, D, R, E, F, W, AU, Q, N, or INC)

   How to be waived from the Basic Skills Placement Test:
   ▪ If you hold a Bachelor’s, Master’s, or Doctoral degree from an accredited college or university in the United States.
   ▪ If you have passed a college-level English or Mathematics course (other than accounting) in the United States, with a grade of C or higher in English or a grade of D or higher in Mathematics. If you have passed such a course from a country other than the US, please submit a “course by course” evaluation from a current member at NACES (http://www.naces.org/members.html). You may be required to take the Accuplacer ESL test
   ▪ If you have taken the SAT examination since March 2016 with a score of 530 or above in math and/or 500 or above in Evidence-Based Reading & Writing (within five years).
   ▪ If you have previously taken an Accuplacer exam at another college (within five years), your exam scores can be evaluated for a possible placement test waiver.
   ▪ If you have a CLEP exam score of 50 or higher (within five years).
   ▪ If you have taken the AP exam in English or mathematics and have a score of 3 or higher.
   ▪ If you have a math ACT score of 22 or higher and/or an English ACT score of 20 or higher (within five years).
   ▪ If you have TOEFL test scores of 550 or above (paper/pencil version), 213 or above (computerized version) or 80 or above (internet based version) (within two years).
   ▪ If you have taken the IELTS examination (academic version) and have a score of 6.5 or above (within two years).
   ▪ If you have a PSAT exam score of 480 or higher in Evidence-Based Reading & Writing (within five years).
   ▪ If you have a qualifying English PARCC/NJSLA/Regents exam score within five years (PARCC ELA 10 or ELA 11 Exam with 4 or higher, NJSLA ELA 10 Exam with 5 or higher, NJSLA ELA 11 Exam score with 4 or higher, or Regents English with 75 or higher).
   ▪ If you have a qualifying Math PARCC/Regents exam score within five years (PARCC Math with 4 or higher, Regents Algebra 2 with 85 or higher).
   ▪ If you have a GED Test with a score of 170 or higher on the Math portion.
   ▪ If you have graduated High School in the U.S. within the last two years with a GPA of at least 3.0 (and have taken three years of High School English), you may be eligible for a placement test waiver with the submission of your transcript.

   Total Number of Undergraduate Students Enrolled in Remediation in Fall 2020:

<table>
<thead>
<tr>
<th>Total Undergraduate Enrollment</th>
<th># of Students Enrolled in One or More Remedial Courses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11,409</td>
<td>2,017</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

   Source: SURE Fall Enrollment file

   Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2020:

<table>
<thead>
<tr>
<th>Total # of FTFT Students</th>
<th># of FTFT Students Enrolled in One or More Remedial Courses</th>
<th>% of FTFT Enrolled in One or More Remedial Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,608</td>
<td>735</td>
<td>45.7%</td>
</tr>
</tbody>
</table>

   Source: SURE Fall Enrollment file
## Section C. Characteristics of Undergraduate Students (Continued)

**Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2020 by Subject Area:**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th># of FTFT Enrolled In</th>
<th>% of all FTFT Enrolled In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>404</td>
<td>25.1%</td>
</tr>
<tr>
<td>Algebra</td>
<td>136</td>
<td>8.5%</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>565</td>
<td>35.1%</td>
</tr>
</tbody>
</table>

*Source: SURE Fall Enrollment file*

### 3. Race/Ethnicity, Sex, and Age

#### Undergraduate Enrollment by Race/Ethnicity*, Fall 2020

<table>
<thead>
<tr>
<th></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>2,005</td>
<td>33.5%</td>
<td>374</td>
<td>6.2%</td>
</tr>
<tr>
<td></td>
<td>2,273</td>
<td>37.9%</td>
<td>1,594</td>
<td>29.4%</td>
</tr>
<tr>
<td></td>
<td>560</td>
<td>9.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>1,987</td>
<td>36.7%</td>
<td>377</td>
<td>7.0%</td>
</tr>
<tr>
<td></td>
<td>1,594</td>
<td>29.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>634</td>
<td>11.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3,992</td>
<td>35.0%</td>
<td>751</td>
<td>6.6%</td>
</tr>
<tr>
<td></td>
<td>3,867</td>
<td>33.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,194</td>
<td>10.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey*

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

#### Undergraduate Enrollment by Sex, Fall 2020

<table>
<thead>
<tr>
<th></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>2,884</td>
<td>48.1%</td>
<td>3,110</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2,276</td>
<td>42.0%</td>
<td>3,139</td>
</tr>
<tr>
<td>Total</td>
<td>5,160</td>
<td>45.2%</td>
<td>6,249</td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey*

#### Undergraduate Enrollment by Age, Fall 2020

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>133</td>
<td>2.2%</td>
<td>2,321</td>
<td>38.7%</td>
<td>1,711</td>
<td>28.5%</td>
<td>803</td>
<td>13.4%</td>
<td>550</td>
<td>9.2%</td>
<td>220</td>
<td>3.7%</td>
</tr>
<tr>
<td>Part-time</td>
<td>293</td>
<td>5.4%</td>
<td>609</td>
<td>11.2%</td>
<td>1,136</td>
<td>21.0%</td>
<td>1,156</td>
<td>18.3%</td>
<td>991</td>
<td>9.2%</td>
<td>443</td>
<td>2.1%</td>
</tr>
<tr>
<td>Total</td>
<td>426</td>
<td>3.7%</td>
<td>2,930</td>
<td>25.7%</td>
<td>2,847</td>
<td>25.0%</td>
<td>1,959</td>
<td>17.2%</td>
<td>1,541</td>
<td>13.5%</td>
<td>663</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey*
Section C. Characteristics of Undergraduate Students (Continued)


Financial Aid from Federal-Funded Programs, AY 2019-20

<table>
<thead>
<tr>
<th>Recipients</th>
<th>Dollars ($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>5,188</td>
<td>20,147,000</td>
</tr>
<tr>
<td>College Work Study</td>
<td>174</td>
<td>435,000</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SEOG</td>
<td>850</td>
<td>316,000</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>38</td>
<td>233,000</td>
</tr>
<tr>
<td>Stafford Loans - Subsidized</td>
<td>2,107</td>
<td>6,572,000</td>
</tr>
<tr>
<td>Stafford Loans - Unsubsidized</td>
<td>2,079</td>
<td>8,088,000</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CARES ACT - HEERF Student Aid</td>
<td>3,321</td>
<td>3,321,000</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, AY 2019-20

<table>
<thead>
<tr>
<th>Recipients</th>
<th>Dollars ($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>2,256</td>
<td>4,478,000</td>
</tr>
<tr>
<td>Educational Opportunity Fund</td>
<td>252</td>
<td>234,000</td>
</tr>
<tr>
<td>Other State Programs (OSRP &amp; others)</td>
<td>1</td>
<td>1,000</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NJSTARS</td>
<td>114</td>
<td>384,000</td>
</tr>
<tr>
<td>CCOG</td>
<td>878</td>
<td>1,723,000</td>
</tr>
<tr>
<td>NJCLASS</td>
<td>6</td>
<td>66,000</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, AY 2019-20

<table>
<thead>
<tr>
<th>Recipients</th>
<th>Dollars ($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants &amp; Scholarships</td>
<td>311</td>
<td>347,000</td>
</tr>
<tr>
<td>Institutional Loans</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of Students who are New Jersey Residents

Fall 2020 First-Time Undergraduate Enrollment by State Residence

<table>
<thead>
<tr>
<th>NJ Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% state Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,908</td>
<td>46</td>
<td>1,954</td>
<td>97.6%</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 of Fall 2017 Full-Time, First-Time, Degree/Certificate-Seeking Students

<table>
<thead>
<tr>
<th>Fall 2017 Cohort</th>
<th>Graduated after 2 Years</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,312</td>
<td>171</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Graduation Rate Survey

   c. Three-Year Graduation and Transfer Rate of Fall 2017 Full-Time, First-Time, Degree/Certificate-Seeking Students by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th></th>
<th>Black</th>
<th></th>
<th>Hispanic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017 Cohort</td>
<td></td>
<td>%</td>
<td></td>
<td>%</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Graduated in 3 years</td>
<td>222</td>
<td>26.7%</td>
<td>28</td>
<td>16.1%</td>
<td>84</td>
<td>14.9%</td>
</tr>
<tr>
<td>Transfers</td>
<td>123</td>
<td>14.8%</td>
<td>22</td>
<td>12.6%</td>
<td>87</td>
<td>15.5%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention of First-Time Undergraduates, Fall 2019 to Fall 2020

   a. By Attendance Status

<table>
<thead>
<tr>
<th></th>
<th>Fall 2019 First-Time Undergraduates</th>
<th>Retained in Fall 2020</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>1,963</td>
<td>1,237</td>
<td>63.0%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>581</td>
<td>259</td>
<td>44.6%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Fall Enrollment Survey, Part E

<table>
<thead>
<tr>
<th></th>
<th>Fall 2019 First-Time Undergraduates</th>
<th>Retained in Fall 2020</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>1,963</td>
<td>1,237</td>
<td>63.0%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>581</td>
<td>259</td>
<td>44.6%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Fall Enrollment Survey, Part E
Section E. Faculty Characteristics

1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2020

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
<th>American Ind.</th>
<th>Alien</th>
<th>Race Unknown*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Professors</td>
<td>37</td>
<td>19</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>20</td>
<td>26</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>11</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>All Others</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>69</td>
<td>72</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
<th>American Ind.</th>
<th>Alien</th>
<th>Race Unknown*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td>21</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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 2020

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>Taught by FT Faculty</th>
<th>Taught by PT Faculty</th>
<th>Taught by Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1,814</td>
<td>957</td>
<td>52.8%</td>
<td>802</td>
</tr>
</tbody>
</table>

*Others includes Full-time Administrators and Teaching Assistants
Source: BCC Student Information System

3. Ratio of Full- to Part-Time Faculty, Fall 2020

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Professors</td>
<td>205</td>
<td>26.7%</td>
<td>564</td>
<td>73.3%</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>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Non-Res Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

2. List of Trustees with Titles/Affiliations

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorothy L. Blakeslee, Chair</td>
<td>Chief Operating Officer</td>
<td>Browncoats Consulting LLC</td>
</tr>
<tr>
<td>Adam Silverstein, Vice Chair</td>
<td>President</td>
<td>Silver Strategies and Communications Group</td>
</tr>
<tr>
<td>Gerald L. Carroll, Secretary</td>
<td>Retired</td>
<td></td>
</tr>
<tr>
<td>Joseph Barreto, Treasurer</td>
<td>High School Guidance Counselor</td>
<td>NYC Department of Education</td>
</tr>
<tr>
<td>Louis DeLisio, Trustee</td>
<td>Interim Executive County</td>
<td>Bergen County Office of Education</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
</tr>
<tr>
<td>Ritzy Moralez-Diaz, Trustee</td>
<td>District Director</td>
<td>Representative Bill Pascrell</td>
</tr>
<tr>
<td>Patrick Fletcher, Trustee</td>
<td>Superintendent of Schools</td>
<td>River Dell Regional School District</td>
</tr>
<tr>
<td>Krista Flinn, Trustee</td>
<td>Accounts Payable</td>
<td>Old Tappan School District</td>
</tr>
<tr>
<td>Mark Longo, Trustee</td>
<td>Director</td>
<td>Engineers Labor-Employer Cooperative</td>
</tr>
<tr>
<td>Stephen F. Pellino, Trustee</td>
<td>Partner</td>
<td>Basile Birchwale and Pellino, LLC</td>
</tr>
<tr>
<td>Sheetal Ranjan, Trustee</td>
<td>Professor</td>
<td>William Paterson University</td>
</tr>
<tr>
<td>Robert Krasowski, Alumni Trustee</td>
<td>Student Alumni</td>
<td></td>
</tr>
</tbody>
</table>

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://bergen.edu/about-us/board-of-trustees/](http://bergen.edu/about-us/board-of-trustees/)
Section G. Profile of the Institution


Associate in Arts (A.A.) Degrees

LIBERAL ARTS
General Curriculum
Cinema Studies
Communication
Economics
History
Literature
Philosophy

Political Science
Psychology
Religion
Sociology
Women's and Gender Studies
World Languages and Cultures

FINE AND PERFORMING ARTS
General Curriculum

Associate in Fine Arts (A.F.A.) Degrees
Music
Theatre

Associate in Science (A.S.) Degrees

NATURAL SCIENCE AND MATHEMATICS
General Science
Aviation Operations
Biology
Biotechnology
Chemistry

Computer Science
Mathematics
Physics

ENGINEERING SCIENCE
Engineering Science

PROFESSIONAL STUDIES
General Curriculum
Athletic Training
Aviation Administration
Broadcasting
Business Administration
Criminal Justice
Education

Exercise Science
Health Science
Information Technology
Journalism
Social Work
Sports Management

Note: The credit program options listed are those programs that were offered in the 2020-2021 Catalog.
Section G. Profile of the Institution (Continued)

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

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

**ART**
- Computer Animation
- Graphic Design

**BUSINESS ADMINISTRATION**
- Accounting
- Banking and Finance

**BUSINESS TECHNOLOGIES**
- Hospitality Management
- Office Technology
- Management Information Systems

**FASHION APPAREL DESIGN**
- Fashion Apparel Design

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

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

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

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

**MUSIC**
- Music Business
- Recording Technology

**NURSING**
- Day
- Evening

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

**SOFTWARE DEVELOPMENT**
- Game Programming
Section G. Profile of the Institution (Continued)

One-Year Certificates
- Computer Aided Drafting (CAD)
- Computer Animation
- Computer Graphics
- Computer Technical Support
- Bakery and Pastry Arts
- Culinary Arts
- Database Programming & Administration
- Event Planning and Management
- Exercise Science
- Floral Design
- Grounds Management
- Hospitality Management
- Landscaping
- Legal Nurse Consulting
- Medical Office Administrative Assistant
- Office Technology
- Radiation Therapy Technology
- Surgical Technology: Day and Evening
- Transfer Studies: Science, Technology, Professional Studies

Certificates of Achievement
- Baking
- Biotechnology
- CNC Programming
- Fashion Design Fundamentals
- Fashion Product Development
- Fire Science
- Forensic Science
- Homeland Security
- Machine Tooling
- Manufacturing Design using Pro/Engineer®
- Medicinal and Industrial Cannabis
- Network Security
- Non-Profit Management
- Private Security
- Professional Cooking
- Real Estate
- Sports Management
- Sports Merchandising
- Welding Technology

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:

- Alcohol and Drug Counseling
- Baking
- Childcare Development Certificate
- Construction & Project Management Certificate
- Construction Administration and Licensing/UCC
- Construction Management Certificate
- ESL – English as a Second Language
- Event Planning and Management
- Fashion Design Programs
- High School Equivalency for Adults
- Human Resources
- Information Technology
- Institute for Learning in Retirement
- Interior Design
- Kids and Teens Programs
- Languages & Multicultural Learning
- Law & Public Safety
- Manufacturing & Logistics
- Marketing
- Online Self-Paced Courses
- Patient Care Technician/Associate Certificate
- Pharmacy Tech
- Phlebotomy
- Professional Cooking
- Professional Development and Leadership
- Project Management
- Real Estate
- Sustainability and Renewable Energies
- Teacher Education
- Workplace Software
- Workplace Wellness and Safety
Section H. Major Research and Public Service Activities

1. Selected Faculty Scholarship, Service Learning, and Community Outreach

**Brian Altano** presented "Storytelling Show" at Dinner's Ready Live in November 2020 and at Hudson Catholic High School in February 2021.

**Mark Altschuler** exhibited "Tris and Lefty: An Unlikely Pair" at the Baseball Hall of Fame in Cooperstown, New York in June 2021, and presented it at the Symposium on Baseball and American Culture.

**Mark Altschuler** has been a member of the Straus Historical Society since 2010. He also volunteered as the Coordinator of Discussions for the Friends of Chautauqua Theater in Summer 2021.

**Denise D. Avrutik** has been a member of the American Dental Hygienists' Association as well as the New Jersey Dental Hygienists' Association since 1974, and of the American Dental Education Association since 2004. She also volunteered as a Foundation Board Member with Zufall - Smiles for Our Heroes, as well as volunteered as a school coordinator for the Special Olympics Give Kids A Smile Program.

**John Bandman** presented "The effects of task repetition and feedback on written performance on an integrated listening-to-write task by English as a Second Language ESL college students" at the Bergen Community College Day of Development in April 2021, and presented multiple workshops at the college's Center for Innovation in Teaching and Learning, including on the use of the GroupMe app for text messaging and on the use of Calendly. He also presented a spotlight program on "Champagne, Sparkling Wines, and Cocktails" in May 2021 to the college.

**John Bandman** has been a member of TESOL.ORG since 2012 and Chaine des Rotisseurs since 2021. This year, he served as Faculty Advisor for the Hospitality Club.

**Susan Barnard** has been a member of the American Dental Hygienists Association since 1982.

**Jacqueline Behn** has been a member of the National Association of Social Workers since 1993.

**Gregg Biermann**'s work "New York Gradual" was exhibited at the National Gallery of Art, Washington D.C. in August 2020. Gregg Biermann was also interviewed for "Retracted Cinema" published by Found Footage Magazine in March 2021.

**Gregg Biermann** serves as the co-President of the Board of Directors of the Film-makers' Cooperative/New American Cinema Group, and has been a member of Film-makers' Cooperative since 2013 and Canyon Cinema since 1999.

**Charles Bordogna** designed the installation and signage for the ongoing "Permanent Exhibition of African Art" at The African Art Museum of the SMA Fathers in Tenafly, NJ, and presented "Men at Work" at the Men's Conference at Rockpoint Church in North Haledon, New Jersey in June 2021.

**Charles Bordogna** volunteered as an ESL Instructor with New Hope Community Ministries in Prospect Park during Spring 2021.


**Denise Budd** presented "Charles Mather Ffoulke and the Emerging Tapestry Market" at Beyond Borders: The Key for Art Market Power (University of Lisbon and Ecole Normale Superieure) in November 2020 and "Buying and Selling Tapestries in the Gilded Age: Phoebe Elizabeth Apperson Hearst and Charles Mather Ffoulke" at the College Art Association Annual Conference in February 2021.

**Denise Budd** has been a member of the College Art Association (CAA) since 2002, of the International Council of Museums (ICOM) since 2019, and of The International Art Market Studies Association (TIAMSA) since 2018. She also volunteered as a lecturer in Bergen Community College's Institute for Learning in Retirement in Fall 2020.
**Section H. Major Research and Public Service Activities (Continued)**

1. **Selected Faculty Scholarship, Service Learning, & Community Outreach (Continued)**


   **James Bumgardner** volunteered as a Team Organizer with the AFSP Out of Darkness Walk in October 2020 and at the New Jersey AIDS Walk in May 2021. He also served as an Adjudicator for the Classical Music/Musical Theatre Scholarship semi-final and final competitions in May 2021.

   **Mary Chmielewski** has been a member of the Association of Surgical Technology since 2010.

   **Geralyn Collins Eisler** served as Reviewer for "Curry/Tempkin Sonography: Introduction to Normal Structure and Function" in 2020.

   **Geralyn Collins Eisler** has been a member of the Society of Diagnostic Medical Sonography since 2012.

   **Deborah A. Cook** has been a member of the American Dental Hygienists' Association as well as the New Jersey Dental Hygienists' Association since 1981. She also volunteered as the Coordinator for Give Kids A Smile Day in February 2021.

   **Gina Costa** presented a panel session "Pivoting Overnight to Virtual Learning as a Result of the Pandemic" at the March 2021 New Jersey Communication Association conference.

   **Gina Costa** has been a member of the Delta Kappa Gamma International Society for Key Women Educators since 2012.

   **Mary Crosby** published both "Augury" and "To Sarah" in the Paterson Literary Review in June 2021, and exhibited "Augury" at The Poetry Center at Passaic County Community College in February 2021.

   **Mary Crosby** served as an essay judge for "Women (re)Writing History" at Bergen Community College in March 2021.

   **Mary Crosby** has been a member of the Academy of American Poets since 2013 and TYCA Northeast since 2011.

   **Carmen Cruz-Torres** presented "Careers in Nursing" at the Perth Amboy School District in June 2021.

   **Carmen Cruz-Torres** has been a member of the National Association of Hispanic Nurses since 2016 and of Certified Nursing Educator since 2014.

   **Claire Cyriax** published "Developing and Implementing an Ambulatory Postanesthesia Care Unit Hand-Off Tool" in the online publication of the Journal of Perianesthesia Nursing in April 2021.

   **Claire Cyriax** has been a member of the American Society of PeriAnesthesia Nurses since 2012. She also volunteered with vaccinations with the New Jersey Medical Reserve Corps (NJMRC) in Spring 2021.

   **Amy Diaz** has been a member of both the American Registry of Radiologic Technologists and the American Society of Radiologic Technologists since 2009.

   **Ellen Feig** has volunteered as a Case Investigator with the NY State Department of Health since October 2020. She has been a member of the Rockland County Democratic Committee since 2019 and a member of the Midwest Modern Language Association since 2012.
Section H. Major Research and Public Service Activities (Continued)

1. Selected Faculty Scholarship, Service Learning, & Community Outreach (Continued)

Gemma Figaro presented "African American Males Can Succeed in Community College" at the New Jersey City University Community College Showcase in June 2021.

Gemma Figaro has been a member of the New Jersey TEFOL since 2021. She also volunteered as the Recording Secretary/Historian for the Early Childhood "Read to Succeed" events in Bergen County as well as volunteered at the College Community Coalition for Student Success College Prospect Night at Teaneck High School.

Eileen Fitzgerald volunteered as the Events Chair for the New York City St. Patrick's Day Parade in March 2021 and volunteered as a Parent Advocate in initial CPSE and ongoing IEP meetings on an ongoing basis.

Aurora Genova has been a member of the American Council on the Teaching of Foreign Language since 2010 and the National Language Service Corps (NLSC) since 2019. Aurora Genova also volunteered as a translator with the NLSC for a Department of Defense translation project in Winter 2021.

Behdad Ghazaei has been a member of the Phi-Alpha Honor Society since 2005.

Martha Goodwin presented "What Was Learned From Teaching Online During Covid" at the Faculty Development conference in January 2021.

Martha Goodwin has been a member of the New Jersey Educational Association since 2001 and the Mid-Atlantic College Reading Association since 2007.

Linda B. Hall volunteered with Give Kids A Smile Day in February 2021.

Jeffrey Hering published "Central Processing Technician Review Course" with the National Online Academy in February 2021.

Peter Iachetti has volunteered with the Knights of Columbus since April 2020.

Thomas Jewell has been a member of the American Forensic Association since 1982.

Leigh Jonaitis served as the National Secretary for the Two-Year College English Association as well as served on the Executive Committee of the Conference on College Composition and Communication.


Melissa Krieger has been a member of the National Association of Early Childhood Teacher Educators (NAECTE) since 2015. She also volunteered as a yoga teacher with the Yoga Alliance.

Jimena Ladino has served on the Board of Directors of the Immigration and American Citizenship Organization (IACO) since 2019, and has been a member since 2008.

Richard Laird has been a member of the American Political Science Association since 2011.

Sharon Mancini has been a member of the American Psychiatric Nurses Association since 2008.

Lisa Mayer, a member of the New Jersey Bar Association since 2019, served as an Appellate Advocacy Judge in the Eugene Gressman Moot Courts Competition at Seton Hall Law School in April 2021.
1. **Selected Faculty Scholarship, Service Learning, & Community Outreach (Continued)**

   **Paul Mindell** has exhibited several oil and mixed media paintings at Scott Daniel’s Auction and Gallery in High Falls, New York since September 2020, and at SFW Gallery in Rhinebeck, New York since June 2021.

   **Christina Nemec** presented both "Healthy Foods" and "Mental Health and the Return to Campus" at the Faculty Development Conference in April 2021.

   **Christina Nemec** has been a member of the Physicians Committee for Responsible Medicine Food For Life since 2020 and the American Heart Association since 2016. She also volunteered as a Board Member of the Thousand Island Park Foundation and as a Friend of the Thousand Island Park Library.

   **Danielle Oliveri** has been a member of the Board of Certification Athletic Training, the New Jersey State Board Of Medical Licensure - Athletic Training, the National Athletic Trainers Association, and the BLS National Safety Council since 2004.

   **Jaclyn Park** has been a member of the North Jersey Vascular Association since 2015 and the Society of Diagnostic Medical Sonography since 2012.

   **Joanne Piccininni** has been a member of the National Association of Emergency Medical Technicians since 2000.

   **Lisa Picht** has been a member of the New Jersey Veterinary Technician Association since 1997 and the American Veterinary Technician Association since 2007. She also volunteered as a veterinary technician at the Spay/Neuter Clinic in April 2021, and as an advisor as the job fair in May 2021.

   **Bonnie Fox Platter** served as the Board Vice President for SeaWatch Long Branch and as a Trustee for Temple Beth Sholom.

   **Cynthia Rockafellow** has been a member of the American Veterinary Medical Association since 1992 and is also a member of the New Jersey Veterinary Medical Association.

   **Tomira Rozar** presented "Are we in the same boat?" to Bergen Community College Dental Hygiene Alumni in June 2021.

   **Tomira Rozar** has been a member of the American Dental Hygienists Association since 2001.

   **Mary Ryan** has served as an on-call volunteer with the National Multiple Sclerosis Society.

   **Mazooz Sehwail** has volunteered as an interpreter with the Friday Weekly Ceremony since 2015.

   **Dan Sheehan** presented "Tales from Earth Incorporated" at the Galway Fringe Festival in September 2020. He volunteered as a performer at the Elephants for Autism Music Festival in March 2021 and at Make Music Englewood in June 2021.

   **Joanne Varratos Diamantidis** has been a member of the National League for Nursing since 2001. She also volunteered with vaccinations administration with Bergen Community College nursing students in May 2021.

   **Robert Wiater** has been a member of the American Psychological Association since 1972 and the National Education Association since 1971.
Section H. Major Research and Public Service Activities (Continued)

2. Grants Administration

The Office of Grants Administration facilitates development, acquisition, and implementation of grant-funded projects that further the vision, goals, and strategic priorities of Bergen Community College. During FY21, the College won fourteen new and continuing grants, totaling $6,721,096. The Office also managed/operated eighteen projects totaling $9,556,010 in grant and matching funds, and submitted 17 new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY21 include:

- **American Cancer Society Tobacco Free Campus Project.** This initiative was designed to reduce the amount of smoking and vaping among students. While cigarette smoking has been essentially eliminated on campus, there was a need to reduce vaping and the use of smokeless tobacco and nicotine products by students.

- **State of New Jersey Department of Labor and Workforce Development's Growing Apprenticeship in Nontraditional Sectors (GAINS).** The grant award supports New Jersey employers participating in existing federal and state approved apprenticeships in health care and advanced manufacturing occupations through employer and BCC-sponsored training programs. Up to 500 participants are expected to be served.

- **Scaling Apprenticeships through Sector Based Strategies** is a $12 million US Department of Labor grant designed to expand the use of health professions apprenticeships across the state of New Jersey, the region, and nationally. Bergen is the lead agency for the NJ Health Professions Consortium comprised of nearly all NJ community colleges, as well as employer, the workforce development system, and other partners.

- **US Department of Education’s Child Care Access Means Parents in School (CCAMPIS) Program** grant. The grant supports a 4-year program through Bergen’s Child Development Center to serve the child care needs of low-income students enrolled at the Bergen and the broader community served by the College.

- **National Endowment for Humanities Campus Connections** is a two-year planning grant for developing and strengthening Criminal Justice curricula by integrating humanities concepts and issues. Planning and pilot testing allowed for determining the extent to which phase-2 implementation efforts can integrate humanities across the curriculum.

- **The Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics (HSI STEM) Grant** is a five-year project designed to fulfill the urgent and growing need for STEM professionals in a competitive and global workforce. The project has three goals: (a) to strengthen the learning engagement of STEM students; (b) to broaden the role of 20 partners from four-year colleges, industry, and government agencies to become joint stewards of student success; and (c) to equip STEM students with the financial tools necessary to persist through degree completion.

- **The Title V Developing Hispanic-Serving Institutions Grant** is a five-year award designed to improve the academic success of high-need Hispanic and low-income students, especially during their transition from developmental into college-level courses. The project has three goals: (a) to strengthen the learning engagement of students transitioning from developmental into college-level courses; (b) to energize the overall experience of students transitioning to college-level coursework; and (c) to broaden the role of staff and faculty, with a special attention to 50 gateway course instructors, to become joint stewards of student success.

- **The Transition Program for Students with Intellectual Disabilities 2 (TPSID2) Grant** is a model comprehensive transition and postsecondary education program conducted in collaboration with The College of New Jersey. This second phase will attain four key goals: 1) provide students with LD a strong foundation of essential skills and competencies needed to secure and retain jobs; 2) assist LD students in earning meaningful credentials to help advancement along a career Pathway towards higher-skill, higher-wage opportunities; 3) engage employer partners, supportive services and families; and 4) develop a formal network of post-secondary programs within the region.
Section I. Major Capital Projects Underway in Fiscal Year 2021

Projects Under Design:

- Pool spalling concrete repair
- Lyndhurst rooftop chiller replacement
- Replacement elevator #2 hydraulic piston

Construction Projects Ready to Bid:

- Culinary Building/Parking Deck at CLC
- Soccer Field Bleachers - Phase II
- Softball Field Dugouts/Bleachers - Phase III
- Bi-polar Ionization Hackensack/Lyndhurst

Under Construction:

- Theatre Roof Levels 1 through 3
- Gym Floor Refinishing
- Baseball Field Dugouts/Bleachers (pending Board of Trustees Approval)

Completed Construction:

- One-Stop Renovation/Expansion
- Health Profession Student Quad
- Ender Hall Phase V - Window Replacement
- Bi-polar Ionization - Paramus Campus
Section J. Strategic Planning Goals

Strategic Theme 1: Reimagine Student Experiences

*Bergen Community College offers a comprehensive learning environment with individualized services dedicated to guiding students and developing them as independent learners on their unique paths to success.*

- Goal: Promote practices that support students in accomplishing their educational goals.
- Goal: Enable students to take ownership of their learning and personal growth.
- Goal: Evaluate emerging curricular practices that promote equity, deep learning, student engagement and personal growth.

Strategic Theme 2: Reimagine Human Talent and Internal Culture

*Bergen Community College will invest in its employees through enhanced professional engagement and development opportunities that will prepare them to fulfill the College’s vision, mission, values, and strategic initiatives.*

- Goal: Foster a collaborative culture that values and respects all Bergen members.
- Goal: Develop internal talent to lead and serve the College community.
- Goal: Delineate and communicate College policies and procedures to promote transparency and cohesion.

Strategic Theme 3: Reimagine Technology

*Bergen Community College will invest in and support technology that is secure and reliable. Information technology will continue to enhance efficiency and access while ensuring a user-friendly experience.*

- Goal: Enhance information technology to support student learning and the educational experience.
- Goal: Anticipate, plan and support long-term changes in information technology.
- Goal: Implement integrated information technology solutions to improve efficiency of core business processes.

Strategic Theme 4: Reimagine Financial Resources

*Bergen Community College will secure robust resources to deliver excellent academic and co-curricular programming. The College will continue to foster a culture of transparency where all stakeholders are responsible for the financial viability of the College.*

- Goal: Support student success initiatives and the Completion Agenda.
- Goal: Foster a culture where faculty and staff are responsible for the financial viability of the College.
- Goal: Develop a cohesive alternative revenue stream to supplement the existing funding structure.

Strategic Theme 5: Reimagine Relationships and Partnerships

*Bergen Community College will strengthen and expand relationships with education, industry and community partners to support a continuum of lifelong and global learning.*

- Goal: Strengthen and broaden relationships with PreK-12 schools and four-year institutions.
- Goal: Partner with community leaders and alumni to advocate for the College.
- Goal: Strengthen connections with regional industries.