



## Annual Institutional Profile Report 2022



September 2022

## **Preface**

I am pleased to submit the 2022 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 and 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, 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 2021, Bergen Community College enrolled more than 10,000 students in degree programs and more than 5,000 additional students in continuing and adult education programs. The College has embarked on new and exciting initiatives that include new partners and enrollment opportunities. With the prestigious Aspen-AASCU Transfer Student Success and Equity Intensive, the Bergen Community College-William Paterson University partnership will provide practical support aimed at accelerating the reform of practices and policies associated with improved and equitable student transfer outcomes. Based on recommendations from the Bergen community, the College continues to invest significantly in virtual and distance education with the development of Bergen’s Center for Online Learning, which will serve as a catalyst for the College’s next generation of program and course offerings.

## **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:

Program	Accrediting Agency
Dental Hygiene	Commission on Dental Accreditation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs Joint Review Committee on Education in Diagnostic Medical Sonography
Legal Nurse Consultant	American Bar Association
Medical Office Assistant	Commission on Accreditation of Allied Health Education Programs Medical Assisting Education Review Board
Nursing	New Jersey Board of Nursing Accreditation Commission for Education in Nursing
Paralegal Studies	American Bar Association
Paramedic Science	Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology New Jersey Department of Environmental Protection Bureau of X-ray Compliance
Radiography	Joint Review Committee on Education in Radiologic Technology New Jersey Radiologic Technology Board of Examiners
Respiratory Care	Commission on Accreditation for Respiratory Care
Surgical Technology	Commission on Accreditation of Allied Health Education Programs Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
Veterinary Technology	American Veterinary Medical Association Committee on Veterinary Technician Education and Activities

## Section B. Number of Students Served

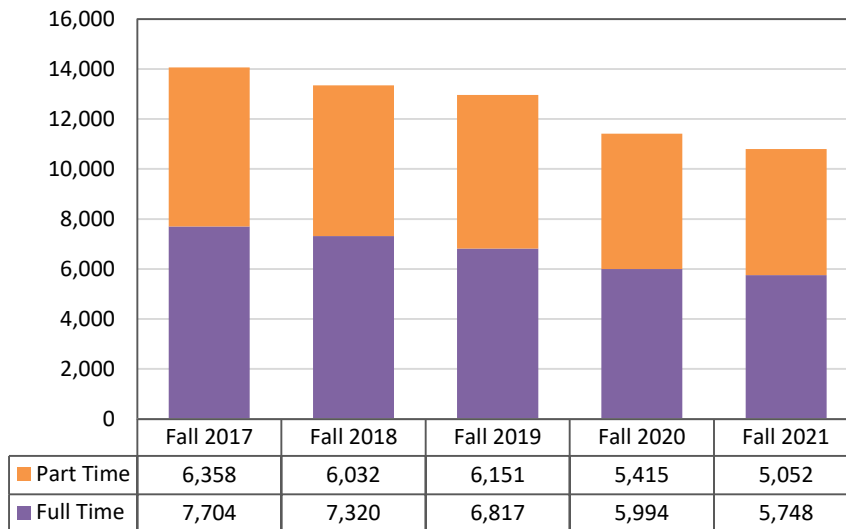
### 1. Number of Undergraduate Students by Attendance Status

#### Undergraduate Enrollment by Attendance Status, Fall 2021

Full-time		Part-time		Total
N	%	N	%	
5,748	53.2%	5,052	46.8%	10,800

Source: IPEDS Fall Enrollment Survey

#### Five-Year Unduplicated Enrollment Comparison, Fall 2017 - Fall 2021



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

	Total # of Registrations <sup>1</sup>	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs <sup>2</sup>
Open Enrollment	4,859	2,579	169,642	377
Customized Training	555	-	4,327	10

<sup>1</sup>Includes all registrations in any course that started on July 1, 2020 through June 30, 2021.

<sup>2</sup>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

Headcount Enrollment	Credit Hours	FTE
15,928	253,677	8,456

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 2021:**

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 2021:**

Total Undergraduate Enrollment	# of Students Enrolled in One or More Remedial Courses	% of Total
10,800	2,401	22.2%

Source: SURE Fall Enrollment file

#### **Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2021:**

Total # of FTFT Students	# of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Courses
1,817	1,045	57.5%

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 2021 by Subject Area:

Subject Area	# of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	578	31.8%
Algebra	198	10.9%
Reading	0	0.0%
Writing	0	0.0%
English	734	40.4%

Source: SURE Fall Enrollment file

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

#### Undergraduate Enrollment by Race/Ethnicity\*, Fall 2021

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-time	1,865	32.4%	365	6.4%	2,325	40.4%	503	8.8%
Part-time	1,749	34.6%	350	6.9%	1,637	32.4%	577	11.4%
Total	3,614	33.5%	715	6.6%	3,962	36.7%	1,080	10.0%

	American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-time	14	0.2%	299	5.2%	377	6.6%	5,748	100.0%
Part-time	13	0.3%	156	3.1%	570	11.3%	5,052	100.0%
Total	27	0.3%	455	4.2%	947	8.8%	10,800	100.0%

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

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Sex, Fall 2021

	Male		Female		Total
	N	%	N	%	N
Full-Time	2,853	49.6%	2,895	50.4%	5,748
Part-Time	2,137	42.3%	2,915	57.7%	5,052
Total	4,990	46.2%	5,810	53.8%	10,800

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Age, Fall 2021

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unk.	Total
Full-time	N	206	2,280	1,547	723	485	216	121	121	45	0	4	5,748
	%	3.6%	39.7%	26.9%	12.6%	8.4%	3.8%	2.1%	2.1%	0.8%	0.0%	0.1%	100.0%
Part-time	N	317	537	1,068	1,100	829	462	261	293	145	32	8	5,052
	%	6.3%	10.6%	21.1%	21.8%	16.4%	9.1%	5.2%	5.8%	2.9%	0.6%	0.2%	100.0%
Total	N	523	2,817	2,615	1,823	1,314	678	382	414	190	32	12	10,800
	%	4.8%	26.1%	24.2%	16.9%	12.2%	6.3%	3.5%	3.8%	1.8%	0.3%	0.1%	100.0%

Source: IPEDS Fall Enrollment Survey

## Section C. Characteristics of Undergraduate Students (Continued)

### 4. Numbers of Students Receiving Financial Assistance Under Each Federal-Funded, State-Funded, and Institution-Funded Aid Program [AY 2020-21 data]

#### Financial Aid from Federal-Funded Programs, AY 2020-21

	Recipients	Dollars (\$)	\$/Recipient
Pell Grants	4,452	17,045,000	3,829
College Work Study	29	58,000	2,000
Perkins Loans	0	0	-
SEOG	1,227	594,000	484
PLUS Loans	19	118,000	6,211
Stafford Loans - Subsidized	1,773	5,609,000	3,164
Stafford Loans - Unsubsidized	1,806	7,299,000	4,042
SMART & ACG or other	0	0	-
CARES ACT- HEERF Student Aid	3,835	9,108,000	2,375

Source: NJIPEDS Form #41 Student Financial Aid Report

#### Financial Aid from State-Funded Programs, AY 2020-21

	Recipients	Dollars (\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,440	4,757,000	1,950
Educational Opportunity Fund	186	181,000	973
Other State Programs (OSRP & others)	2	3,000	1,500
Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJSTARS	131	447,000	3,412
CCOG	1,471	3,060,000	2,080
NJCLASS	2	22,000	11,000

Source: NJIPEDS Form #41 Student Financial Aid Report

#### Financial Aid from Institutional-Funded Programs, AY 2020-21

	Recipients	Dollars (\$)	\$/Recipient
Grants & Scholarships	346	320,000	925
Institutional Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

### 5. Percentage of Students who are New Jersey Residents

#### Fall 2021 First-Time Undergraduate Enrollment by State Residence

NJ Residents	Non-State Residents	Total	% state Residents
2,109	75	2,184	96.6%

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 2018 Full-Time, First-Time, Degree/Certificate-Seeking Students

Fall 2018 Cohort	Graduated after 2 Years	Graduation Rate
2,166	196	9.0%

Source: IPEDS Graduation Rate Survey

#### c. Three-Year Graduation and Transfer Rate of Fall 2018 Full-Time, First-Time, Degree/Certificate-Seeking Students by Race/Ethnicity

	White		Black		Hispanic	
	N	%	N	%	N	%
Fall 2018 Cohort	698		131		946	
Graduated in 3 years	199	28.5%	19	14.5%	194	20.5%
Transfers	112	16.0%	27	20.6%	128	13.5%

	Asian		Alien		Other *		Total	
	N	%	N	%	N	%	N	%
Fall 2018 Cohort	193		88		110		2,166	
Graduated in 3 years	62	32.1%	19	21.6%	26	23.6%	519	24.0%
Transfers	28	14.5%	13	14.8%	19	17.3%	327	15.1%

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

Source: IPEDS Graduation Rate Survey

### 2. Third-Semester Retention of First-Time Undergraduates, Fall 2020 to Fall 2021

#### a. By Attendance Status

	Fall 2020 First-Time Undergraduates	Retained in Fall 2021	Retention Rate
Full-Time	1,608	1,055	65.6%
Part-Time	346	166	48.0%

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 2021

		White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured	Professors	34	19	1	2	1	0	1	1	1	0	0	0	1	0	39	22
	Associate Prof.	19	26	1	1	0	1	2	4	0	0	1	0	0	0	23	32
	Assistant Prof.	11	26	0	0	0	3	0	2	0	0	0	0	0	1	11	32
	All Others	1	4	0	0	0	0	0	0	0	0	0	0	0	0	1	4
	TOTAL	65	75	2	3	1	4	3	7	1	0	1	0	1	1	74	90
Without Tenure	Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Associate Prof.	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Assistant Prof.	3	3	1	0	1	0	2	0	0	0	0	0	0	0	7	3
	All Others	10	15	1	2	2	1	0	2	0	0	0	0	1	1	14	21
	TOTAL	13	19	2	2	3	1	2	2	0	0	0	0	1	1	21	25
Total	Professors	34	19	1	2	1	0	1	1	1	0	0	0	1	0	39	22
	Associate Prof.	19	27	1	1	0	1	2	4	0	0	1	0	0	0	23	33
	Assistant Prof.	14	29	1	0	1	3	2	2	0	0	0	0	0	1	18	35
	All Others	11	19	1	2	2	1	0	2	0	0	0	0	1	1	15	25
	TOTAL	78	94	4	5	4	5	5	9	1	0	1	0	2	2	95	115

\* 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 2021

#### Percentage of Course Sections Taught by Instructor Type, Fall 2021

Course Sections	Taught by FT Faculty		Taught by PT Faculty		Taught by Others*	
	N	%	N	%	N	%
1,829	995	54.4%	770	42.1%	64	3.5%

\*Others includes Full-time Administrators and Teaching Assistants

Source: BCC Student Information System

### 3. Ratio of Full- to Part-Time Faculty, Fall 2021

Full-time		Part-time		Total	
N	%	N	%	N	%
210	26.8%	574	73.2%	784	100.0%

Source: IPEDS Human Resources Survey

## Section F. Characteristics of the Board of Trustees

### 1. Race/Ethnicity and Sex

Sex	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	5	0	1	0	0	0	0	6
Female	0	0	1	3	0	0	0	4
Total	5	0	2	3	0	0	0	10

### 2. List of Trustees with Titles/Affiliations

Name	Title	Affiliation
Dorothy L. Blakeslee, Chair	Retired	
Adam Silverstein, Vice Chair	President	Silver Strategies and Communications Group
Joseph Barreto, Treasurer	Retired	
Louis DeLisio, Trustee	Executive County Superintendent of Schools	Bergen County Office of Education
Ritzy Moralez-Diaz, Trustee	Senior Personnel Technician	Bergen County Board of Social Services
Patrick Fletcher, Trustee	Superintendent of Schools	River Dell Regional School District
Mark Longo, Trustee	Director	Engineers Labor-Employer Cooperative
Stephen F. Pellino, Trustee	Partner	Basile Birchwale and Pellino, LLC
Sheetal Ranjan, Trustee	Professor	Montclair State University
Crystal Yoo, Alumni Trustee	Student Alumni	

### 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/>

## ***Section G. Profile of the Institution***

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

#### **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**

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  
Exploratory Studies  
Health Science  
Information Technology  
Journalism  
Social Work  
Sports Management

**Note:** The credit program options listed are those programs that were offered in the 2021-2022 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

##### *FASHION APPAREL DESIGN*

Fashion Apparel Design

##### *HEALTH PROFESSIONS*

Dental Hygiene

Diagnostic Medical Sonography

Health Science

Medical Informatics

Medical Office Assistant

Paramedic Science

Radiography

Respiratory Care

Veterinary Technology

##### *HUMAN SERVICES*

Law Enforcement

Paralegal

##### *INDUSTRIAL AND DESIGN TECHNOLOGIES*

Drafting and Design Technology

Engineering Technology

Manufacturing Technology

##### *INFORMATION TECHNOLOGY*

Database Programming & Administration

Cyber Security

Networking Administration

Web Development & Management

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

### **Certificates of Achievement**

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

## **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:

Apprenticeship Opportunities	Interior Design
Approved Unemployment Education	Kids and Teens Programs
Business and Technology	Languages & Multicultural Learning
Construction Administration and Licensing/UCC	Law and Public Safety
Construction Management/OSHA	Manufacturing and Logistics
ESL – English as a Second Language	NJBIA Basic Skills Workforce Training
Fashion Design	Online Self-Paced Courses
Health Professions	Project Management
Hospitality and Culinary	Real Estate
High School Equivalency (HSE)	Teacher Education and Childcare
Institute for Learning in Retirement	

## **Section H. Major Research and Public Service Activities**

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

**Mi Na Ahn** organized the BCC student presentation session “Our Stories: American Identity and Me” in fall 2021 at the Korean Community Center in Tenafly, where both PTK/Honors students and students from the Institute for Multicultural Learning (IML) worked together on this community outreach/service-learning project. She later gave a presentation about the "Our Stories: American Identify and Me" event at the American Association of Community Colleges Conference in May 2022. In collaboration with BCC’s Common Read program, she through the IML initiated and implemented the book club “Reading, Learning and Being” with community members to discuss social justice and multiculturalism during the 2022 academic year. She also organized and executed the community outreach cultural event: A film screening by director Joseph Juhn with the documentary called “Chosen” in the summer of 2022. This was a joint project with various community organizations including the MPlus Media Production, Korean Community Center, and Judy Chang’s Law firm.

**Afsheen Akbar** has been a member of the Mathematics Association of Two Year Colleges of New Jersey (NJMATYC) since September 2021.

**Brian Altano** published "Writing Processes and Structures, 2nd edition" in September 2021 and "Reading Themes and Skills, 2nd edition" in August 2021 with the publisher Kendall Hunt.

**John Bandman** presented " Let the Educational Games Begin: Effective L2 Vocabulary Teaching Strategies” at the LAEL Postgraduate Conference 2022 in Lancaster, UK in Innsbruck, Austria in June 2022. He is a member of the American Culinary Federation and a member of La Chaine des Rotisseurs. He has also served as Lead Judge for the Arthur Tolve Junior Chefs Competition in April 2022.

**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 and Business" at the Men's Conference at Rockpoint Church in North Haledon, New Jersey in September 2021. He is a volunteer ESL instructor to recent immigrants through New Hope Community Ministries, Prospect Park, NJ.

**Leah Carmona** published "How to SEE Vocabulary in Reading and Writing" in the TESOL International - The Reading and Vocabulary Newsletter in 2021. She presented “Teaching Strategies with Semantic Domains” at the TESOL International Convention in March 2022 and presented “Enhance Writing by Focusing on Vocabulary’ at the NJTESOL - Spring Conference in June 2022. She is a member of TESOL International and NJTesoL-NJBE.

**Mary Chmielewski** published "Lang Q and A Surgical Technology Review for the CST Exam" with McGraw Hill in November 2021.

**George Chudyk** is a member of the IBM Academic Initiative since 2007 and has made presentations about the IBM Academic Initiative at BCC.

**Carmen Cruz-Torres** presented “Careers in Nursing” for Perth Amboy High School in May 2022. She is a member of the National Association of Hispanic Nurses. She volunteered as a nurse vaccinator during a COVID-19 Seniors Event in September 2021.

**Amy Diaz** served as a Reviewer and Contributor to “Radiation therapy calculations manual: a radiation therapy student’s guide to mastering calculations” (Nappi 2021). She has been a member of both the American Registry of Radiologic Technologists and the American Society of Radiologic Technologists since 2009.

**Michael Echols** is a member of the Marine Corps League and New Jersey Communication Association. He serves as Chair for the BCC Veterans Committee and actively volunteers at events such as the Hero 5K and fundraisers benefiting BCC students who are veterans.

## **Section H. Major Research and Public Service Activities (Continued)**

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

**Ilan Ehrlich** presented “The most listened-to station in the Republic’: How the Auténtico Party’s mastery of new media built a Cuban political powerhouse, 1937-38” at the International Network for Theory of History (INTH) Puebla on April 29, 2022.

**Maureen Ellis-Davis** presented “Between the World and Me: Collaboration on the Common Read Through the Lens of Equity” at the International Conference on Teaching and Leadership Excellence (NISOD Conference) in May 2022. She is a member of the American Sociological Association and the American Educational Research Association.

**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 ACLU since 2020, the Rockland County Democratic Committee since 2019, and a member of the Midwest Modern Language Association since 2012.

**Steven Jay Fischer** has been a member New Jersey Landscape Contractors Association since 1978 and has served as a member in the NJLCA Advisory Board since 2022.

**Eileen Fitzgerald** presented “Bridging Disciplines: Integrating Humanities & Criminal Justice” at NISOD in May 2022.

**Robert Fusco** is a member of American Mathematical Association of Two-Year Colleges since 2015 and a member of New York College Learning Skills Association since 2010.

**Neel Haldolaarachchige** published " Computational Prediction of New Series of Topological Ternary Compounds LaXS (X = Si, Ge, Sn) from First-Principles" in the Multidisciplinary Scientific Journal in September 2021. He presented “Student performance analysis of virtual introductory calculus-based physics class” at The Cambodian 2nd International Conference on Mentoring Educators (CICME) in November 2021. He presented “First-principles computational prediction of new topological compound” at the American Physical Society Meeting in March 2022. He is a member of the American Association of Physics Teachers.

**Luis Jimenez** published “Analysis of FDA enforcement reports (2012-2019) to determine the microbial diversity in contaminated non-sterile and sterile drugs” in the eBook, [In Microbial Identification: Trends and Technologies for Aseptic Manufacturing Facilities](#), in September 2021.

**Leigh Jonaitis** has served as National Secretary for the Two-Year College English Association (TYCA) and as an Executive Committee Member for the Conference on College Composition and Communication since 2020.

**Bill Klappert** volunteered as an Explorer Post for the Boy Scouts of America in 2021.

**Melissa Krieger** published "Community Colleges Opens Doors to a Diverse Teaching Force" in the The New Jersey Education Association (NJEA) Review in September 2021.

**Susanna Lansangan-Sabangan** presented “Creating a Connecting Link between ESL High Schools and BCC” to ESL students from Ridgefield Park High School and Bergenfield High School in November 2021. She is a member of Filipino Americans for Racial Action and Philippine Academic Association Northeast USA.



## **Section H. Major Research and Public Service Activities (Continued)**

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

**Nelda Latham** has been a member of American Mathematical Association of Two-Year Colleges since 2006 and a member of National Council of Teachers of Mathematics since 1998.

**Heidi Lieb** has been a member of TESOL International since 2000.

**William Madden** presented posters on Quantum Computing and Supercomputing research conducted in Spring 2021 as part of the STEM Summer Scholars Program and presented at the STEM Summer Scholar Final Poster Presentation in August 2021. He is a member of the Community College Computer Consortium and SIGCSE - Special Interest Group Computer Science Education since 2001.

**Fred Marton** is a member of the American Geophysical Union, a member of the Geological Society of America, a member of the Mineralogical Society of America, and a member of the National Association of Geoscience Teachers, including membership in the GeoZYC division (2010-present).

**Sara Mastellone** is a member of the National Council of Teachers of Mathematics.

**Lisa G. Mayer** presented “The Calm After the Storm: Student Engagement Through Active Learning” at NISOD in May 2022. She has been a member of the New Jersey Bar Association since 1990.

**Katherine McGivern** published "Library Hints: A Marketing Project" in the NJLA College & University Section/ACRL-NJ Chapter Newsletter in Fall 2021. She has been a member of the American Library Association since 1992, a member of the New Jersey Library Association since 1995, and a member of the National Council for Learning Resources since 2018.

**Christina Mouser** presented “Applying a conditional oscillator for the mathematical modeling of neural perception of musical consonance and dissonance” at the Frontiers in Applied and Computational Mathematics (FACM) Conference in May 2022. She volunteers as a Journal Reviewer for the College Mathematics Journal since April 2022.

**Chanda-Louise Oton** is a member of the Project Management Institute (PMI). She volunteered as Lead Teacher for the Christ Church Teen Ministry from September 2021 to June 2022.

**PJ Ricatto** has been a member of the NJ Composting Council since September 2021.

**Laura Ruderman** has been a member of the Latin American Studies Association since 1996 and the Latin American Jewish Studies Association since 1998.

**Lynn Schott** has been a member of the following professional organizations: American Library Association (ALA); Association of College & Research Libraries (ACRL); Mid-Atlantic Regional Archives Conference (MARAC); New Jersey Library Association (NJLA) ; Society of American Archivists (SAA); Geological Society of America; American Horticulture Society; NEA/NJEA.

## **Section H. Major Research and Public Service Activities (Continued)**

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

**Julie Seda** served as a lead organizer of the 6th annual HERO 5K in November 2021. The HERO 5k brought 300 walkers and runners from the college and community to raise money for our Student Veterans Emergency Support Fund. This fund was created to provide financial assistance to student veterans. In 2021, close to ten thousand dollars was raised to keep that promise.

**Dan Sheehan** exhibited "Songs from The Seas Are Rising" at Bergenstock Music Festival, Overpeck County Park, Leonia, NJ in September 2021. He volunteered as a performer at Make Music Englewood in June 2022.

**John V. Smalley** published " Examination of the M20D Auxin Conjugate Peptidase Family from Hornwort and Implications on the Evolution of the Tracheophytes" in the Journal of Plant Growth Regulation in August 2021.

**Charles Sontag** presented "Cat Self Awareness" with Sandra Meza and Corina Ortez and presented "Orchard Survey of NJ" with Amanda Berroa at the Bergen Community College STEM C2 conference in August 2021. He is a member of the Animal Behavior Society and MACUB.

**Emily Vandalovsky** presented "BCC Cybersecurity Program" for the NJ Assembly Science, Innovation, and Technology Committee in June 2022 and presented "Bergen County Technical Schools & Bergen Community College Partnership" at the NJ Pathways Technology & Innovation Collaborative Meeting in February 2022. She is a member of the NJ STEM Pathways Network since 2020 and FORCEE ATE since 2022.

**Anita Verna** published "Guidelines for Microsoft 365" in May 2022.

**Anthony Yankowski** presented "A Real Talk With Faculty On Wellness and Flourishing" at Uiversity Presents: Chegg in December 2021. He has been a member of the American Psychological Association (APA) since 2008.

**Tomer Zilkha** presented "Healthy Baking Demonstration 2 – Introduction to yummy & healthier baking!" at in September 2021 and "Fundamentals of healthy and simple cooking" in October 2021 for a 'Food disparity in Black and Latino Communities' event at Lehman College. He has been a member of the Bread Baker's Guild of America since June 2021.

## ***Section H. Major Research and Public Service Activities (Continued)***

### **2. Grants Administration**

The Office of Grants Administration facilitates the development, acquisition, and implementation of grant-funded projects that further the vision, goals, and strategic priorities of Bergen Community College. During FY22, the College won eighteen new and continuing grants in the amount of \$9,450,897. The Office also managed/facilitated twenty-eight projects totaling \$13,247,902 in grant and matching funds and submitted thirteen new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY22, include:

- **National Science Foundation Noyce Grant.** The NSF Noyce grant provides full scholarship support to selected STEM scholars starting in their first year of community college through their graduation from a baccalaureate institution. This is a collaboration between Bergen and Montclair State University.
- **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.
- **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 employers, 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 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.
- Bergen's **College Readiness Now** project supports a Summer Bridge initiative that brings underrepresented students from collaborating school districts to the college campus for college preparatory activities. Seventy to eighty (70-80) students participate in developmental and college credit-bearing mathematics and or English courses. Students also take the Success 101 course, gain access to supportive services, and earn six or more college credits for their experience.
- The **Adult Basic Skills and Integrated ESL Civics Literacy** project is a collaboration between Bergen County Technical Services, Bergen Community College, and Greater Bergen Community Action. Bergen Community College's focus is on the delivery of adult basic skills education and Integrated English Literacy and Civics Education programming for more than 400 Bergen County residents and workers.
- The **Transition Program for Students with Intellectual Disabilities (TPSID) Grant** was developed by Bergen Community College over ten years ago as a model transition and postsecondary education program for students dealing with intellectual disabilities. This third phase is conducted in collaboration with The College of New Jersey and Georgian Court University. It is focused on the attainment of four key goals: 1) provide students with a strong foundation of essential skills needed to secure and retain jobs; 2) assist students in earning meaningful credentials to help them advance along a career Pathway toward 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 2022***

### **Projects Under Design:**

- Facility Condition Assessment – Paramus, Hackensack, and Lyndhurst Campuses
- Interior Wayfinding Signage – Pitkin Education Center
- Men’s and Women’s Restrooms Renovation adjacent to Cafeteria

### **Construction Projects Ready to Bid:**

- Culinary Building/Parking Deck at CLC
- Baseball Field Dugouts/Bleachers – Phase I
- Soccer Field Bleachers - Phase II
- Softball Field Dugouts/Bleachers - Phase III

### **Under Construction:**

- Theatre Roof Levels 1 through 4
- Lyndhurst rooftop chiller replacement

### **Completed Construction:**

- Gym Floor Refinishing
- Existing Restroom Evaluation/Code Review – Pitkin Education Center
- Replacement elevator #2 hydraulic piston
- Pool spalling concrete repair
- Bi-polar Ionization Hackensack/Lyndhurst

## **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.