



# 2023 | Annual Institutional Profile Report



September 2023

## Preface

I am pleased to submit the 2023 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

Operating on three sites in central and southern Bergen County, New Jersey, Bergen Community College (BCC) has served the educational needs of county residents since 1965. A publicly supported two-year college, BCC remains committed to the hallmarks of a community college education – quality, access, equity, and affordability – for all who seek lifelong learning opportunities. Located in the northeastern corner of New Jersey across the Hudson River from New York City, the College serves a growing and diverse urban community. The largest community college in New Jersey, BCC’s main campus is in Paramus with off-site locations in Hackensack (Ciarco Learning Center) and Lyndhurst (Bergen Community College at the Meadowlands). Within the last decade, BCC has seen considerable growth in its physical space with the most substantial addition being the completion of the Health Profession Integrated Teaching Center in 2016. Additional recent construction and renovation projects include the reimagined campus quad including an outdoor classroom, the complete renovation of the Student Affairs One-Stop Center, the nationally recognized STEM Student Research Center, and the opening of the College’s Innovation Center at the Meadowlands campus. The College is currently in the final design stages for a new culinary arts building which will provide a modern space for learning and innovation that features teaching kitchens with leading-edge equipment, a student-run restaurant, and much more.

Bergen Community College is fully accredited by the Middle States Commission on Higher Education and is a federally recognized Hispanic-serving institution (HSI). The College boasts an accomplished faculty, bustling facilities, and opportunities for cultural awareness, civic engagement, and service-learning. BCC has the distinction of being New Jersey’s No. 1 ranked institution for associate degree graduates, a title the College has held dating back to 2014.

As of Fall 2022, Bergen Community College enrolled more than 11,000 students in degree programs and over 4,300 additional students in continuing and adult education programs. The College has embarked on new and exciting initiatives that include increased partnerships, initiatives, and enrollment opportunities that will greatly benefit our students as they progress on their educational and employment journeys. To meet the ever-evolving educational needs of our students and community, the College continues to invest significantly in virtual and distance education. BCC’s fully virtual campus, the Center for Online Learning, offers five accredited associate degree programs that are serving as catalyst for the College’s next generation of program and course offerings.

## Vision

Bergen Community College will be:

- A first-choice option for its community.
- A national model for innovation and partnerships.
- An institution recognized for its ability to meet the needs of an ever-changing student population in a landscape of evolving employers' workforce needs.

## Mission

Bergen Community College provides accessible and transformative programs and services to its diverse community. As a comprehensive community college, we are committed to student success, innovation, and inclusivity.

## Values

Consistent with Bergen Community College and who we are as a community, these core values guide our daily work:

- **Commitment** – We are committed to providing an education in the liberal arts, sciences, technical fields, and a variety of non-credit programs that foster critical thinking, facilitate upward mobility, and install a sense of purpose.
- **Creativity** – We are imaginative and innovative in promoting success for our students and in accomplishing our goals.
- **Collaboration** – We emphasize teamwork and acknowledge and take pride in the contributions of others.
- **Communication** – We regularly and openly share what we do with both internal and external community members.
- **Care** – We identify, prioritize, and resolve issues by leading with an ethic of care.
- **Challenge** – We challenge ourselves to improve upon our programs and services.
- **Celebration** – We acknowledge, honor, and take pride in the quality of our work and the work of others.

*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

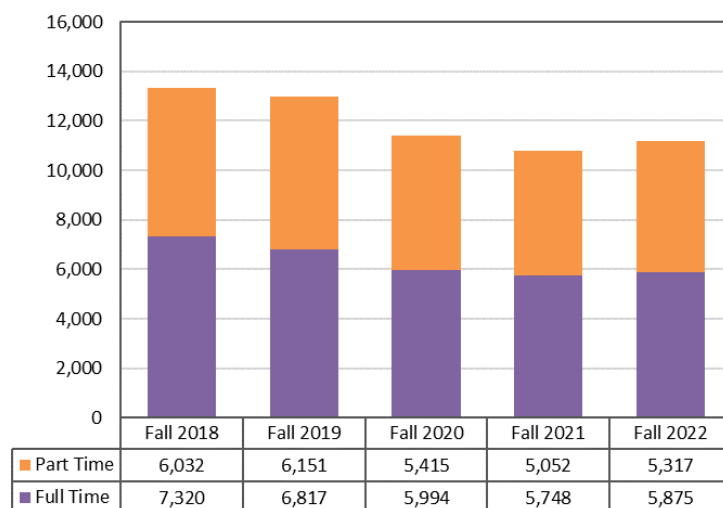
### 1. Number of Undergraduate Students by Attendance Status

#### Undergraduate Enrollment by Attendance Status, Fall 2022

Full-time		Part-time		Total
N	%	N	%	
5,875	52.5%	5,317	47.5%	11,192

Source: IPEDS Fall Enrollment Survey

#### Five-Year Unduplicated Enrollment Comparison, Fall 2018 - Fall 2022



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	7,989	4,350	280,782	624
Customized Training	1,015	-	9,218	20

<sup>1</sup>Includes all registrations in any course that started on July 1, 2021 through June 30, 2022.

<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
15,447	242,787	8,093

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 Matriculating Students Enrolled in Remediation\* in Fall 2022:**

Total Undergraduate Enrollment	# of Students Enrolled in One or More Remedial Courses	% of Total
10,011	2,851	28.5%

Source: SURE Fall Enrollment file

#### **Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2022:**

Total # of FTFT Students	# of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Courses
2,185	1,277	58.4%

Source: SURE Fall Enrollment file

\* Prior to the 2023 Institutional Profile report, enrollment figures for this metric included non-degree students. Starting with the 2023 Institutional Profile report, enrollment figures for this metric exclude non-degree students and only include degree-seeking undergraduates.

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

### Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2022 by Subject Area:

Subject Area	# of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	578	26.5%
Algebra	207	9.5%
Reading	0	0.0%
Writing	0	0.0%
English	1,041	47.6%

Source: SURE Fall Enrollment file

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

#### Undergraduate Enrollment by Race/Ethnicity\*, Fall 2022

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-time	1,653	28.1%	372	6.3%	2,600	44.3%	476	8.1%
Part-time	1,724	32.4%	396	7.4%	1,921	36.1%	592	11.1%
Total	3,377	30.2%	768	6.9%	4,521	40.4%	1,068	9.5%

	American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-time	12	0.2%	359	6.1%	403	6.9%	5,875	100.0%
Part-time	7	0.1%	137	2.6%	540	10.2%	5,317	100.0%
Total	19	0.2%	496	4.4%	943	8.4%	11,192	100.0%

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

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Sex, Fall 2022

	Male		Female		Total
	N	%	N	%	N
Full-Time	2,975	50.6%	2,900	49.4%	5,875
Part-Time	2,339	44.0%	2,978	56.0%	5,317
Total	5,314	47.5%	5,878	52.5%	11,192

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Age, Fall 2022

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unk.	Total
Full-time	N	172	2,546	1,605	652	452	184	102	114	41	6	1	5,875
	%	2.9%	43.3%	27.3%	11.1%	7.7%	3.1%	1.7%	1.9%	0.7%	0.1%	0.0%	100.0%
Part-time	N	368	718	1,105	1,095	812	441	249	276	143	50	60	5,317
	%	6.9%	13.5%	20.8%	20.6%	15.3%	8.3%	4.7%	5.2%	2.7%	0.9%	1.1%	100.0%
Total	N	540	3,264	2,710	1,747	1,264	625	351	390	184	56	61	11,192
	%	4.8%	29.2%	24.2%	15.6%	11.3%	5.6%	3.1%	3.5%	1.6%	0.5%	0.6%	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 2021-22 data]

#### Financial Aid from Federal-Funded Programs, AY 2021-22

	Recipients	Dollars (\$)	\$/Recipient
Pell Grants	4,405	16,813,944	3,817
College Work Study	98	275,349	2,810
Perkins Loans	0	0	-
SEOG	1,157	564,550	488
PLUS Loans	23	163,942	7,128
Stafford Loans - Subsidized	1,644	5,017,141	3,052
Stafford Loans - Unsubsidized	1,567	5,541,236	3,536
SMART & ACG or other	0	0	-
CARES ACT- HEERF Student Aid	10,406	8,612,536	828

Source: NJIPEDS Form #41 Student Financial Aid Report

#### Financial Aid from State-Funded Programs, AY 2021-22

	Recipients	Dollars (\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,179	4,186,909	1,921
Educational Opportunity Fund	214	188,573	881
Other State Programs (OSRP & others)	6	11,396	1,899
Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJSTARS	112	363,723	3,248
CCOG	1,106	2,233,263	2,019
NJCLASS	6	46,453	7,742

Source: NJIPEDS Form #41 Student Financial Aid Report

#### Financial Aid from Institutional-Funded Programs, AY 2021-22

	Recipients	Dollars (\$)	\$/Recipient
Grants & Scholarships	460	583,000	1,267
Institutional Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

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

#### Fall 2022 First-Time Undergraduate Enrollment by State Residence

NJ Residents	Non-State Residents	Total	% State Residents
2,633	142	2,775	94.9%

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 2019 Full-Time, First-Time, Degree/Certificate-Seeking Students

Fall 2019 Cohort	Graduated after 2 Years	Graduation Rate
1,963	193	9.8%

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 2019 Cohort	621		146		845	
Graduated in 3 years	191	30.8%	24	16.4%	178	21.1%
Transfers	76	12.2%	25	17.1%	96	11.4%

	Asian		Alien		Other *		Total	
	N	%	N	%	N	%	N	%
Fall 2019 Cohort	172		86		93		1,963	
Graduated in 3 years	46	26.7%	28	32.6%	24	25.8%	491	25.0%
Transfers	25	14.5%	5	5.8%	13	14.0%	240	12.2%

\*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 2021 to Fall 2022

#### a. By Attendance Status

	Fall 2021 First-Time Undergraduates	Retained in Fall 2022	Retention Rate
Full-Time	1,817	1,137	62.6%
Part-Time	367	174	47.4%

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 2022

		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	33	22	1	2	1	0	3	2	0	0	0	0	0	0	38	26
	Associate Prof.	20	25	1	1	0	0	1	3	0	0	1	0	0	0	23	29
	Assistant Prof.	10	22	0	0	0	3	0	2	0	0	0	0	0	1	10	28
	All Others	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	TOTAL	64	69	2	3	1	3	4	7	0	0	1	0	0	1	72	83
Without Tenure	Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Associate Prof.	0	6	1	0	0	0	0	0	0	0	0	0	0	0	1	6
	Assistant Prof.	6	4	2	0	2	1	3	3	0	0	0	0	0	0	13	8
	All Others	8	13	0	2	2	1	2	2	0	0	0	0	0	0	12	18
	TOTAL	14	23	3	2	4	2	5	5	0	0	0	0	0	0	26	32
Total	Professors	33	22	1	2	1	0	3	2	0	0	0	0	0	0	38	26
	Associate Prof.	20	31	2	1	0	0	1	3	0	0	1	0	0	0	24	35
	Assistant Prof.	16	26	2	0	2	4	3	5	0	0	0	0	0	1	23	36
	All Others	9	13	0	2	2	1	2	2	0	0	0	0	0	0	13	18
	TOTAL	78	92	5	5	5	5	9	12	0	0	1	0	0	1	98	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 2022

#### Percentage of Course Sections Taught by Instructor Type, Fall 2022

Course Sections	Taught by FT Faculty		Taught by PT Faculty		Taught by Others*	
	N	%	N	%	N	%
1,853	870	47.0%	919	49.6%	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 2022

Full-time		Part-time		Total	
N	%	N	%	N	%
213	27.6%	560	72.4%	773	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	6	1	1	0	0	0	0	8
Female	1	0	1	2	0	0	0	4
Total	7	1	2	2	0	0	0	12

### 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
Damon Englese	Principal	E. Roy Bixby Elementary School - Bogota, NJ
Patrick Fletcher, Trustee	Superintendent of Schools	River Dell Regional School District
Howard Haughton, Trustee	CEO	Eva's Village, Inc. - Paterson, NJ
Mark Longo, Trustee	Director	Engineers Labor-Employer Cooperative
Ritzy Morales-Diaz, Trustee	Senior Personnel Technician	Bergen County Board of Social Services
Stephen F. Pellino, Trustee	Partner	Basile Birchwale and Pellino, LLC
Sheetal Ranjan, Trustee	Professor	Montclair State University
Alicia Guidolin Hockman, 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**

##### ***FINE AND PERFORMING ARTS***

Music  
Theatre

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

##### ***NATURAL SCIENCE AND MATHEMATICS***

General Curriculum  
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 2022-2023 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

Management Information Systems

##### *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

Office Technology

Networking Administration

Web Development & Management

##### *MUSIC*

Music Business

Recording Technology

##### *NURSING*

Day

Evening

##### *SCIENCE TECHNOLOGY*

Horticulture

Landscape/Design/Build

##### *SOFTWARE DEVELOPMENT*

Game Programming

##### *THEATRE*

Technical Theatre Production



## ***Section G. Profile of the Institution (Continued)***

### **One-Year Certificates**

Computer Aided Drafting (CAD)	Hospitality Management
Computer Animation	Landscaping
Computer Graphics	Legal Nurse Consultant
Computer Technical Support	Medical Office Administrative Assistant
Baking and Pastry Arts	Office Technology
Culinary Arts	Radiation Therapy Technology
Database Programming & Administration	Surgical Technology
Event Planning and Management	Transfer Studies: Science, Technology, and
Exercise Science	Professional Studies
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

**Gregg Biermann** exhibited “Scenes from the Anthropocene” at the New Jersey Arts Annual-Noyes Arts Garage in Atlantic City in February 2023. Gregg has been a member of Canyon Cinema since 1998 and the New American Cinema Group Filmmakers’ Cooperative since 2010. Gregg has served on the Board of Directors for the New American Cinema Group since 2020.

**Alexs Birdsall Griffiths** presented “Ethics & Role Conflicts in Interpreting” at the Ethics of Interpreting Class at MSU in April 2023. Alexs has been a member of the Registry of Interpreters for the Deaf since September 1994, the NJ Psychiatric Rehabilitation Association since May 1997, the International Association of Psychosocial Rehabilitation Services since May 1998, the National Association of Social Workers since January 2006, the American Sign Language Teacher’s Association since April 2007, and Educational Interpreters/BoysTown since June 2010. Alexs volunteered as an interpreter at DeafFest in September 2022.

**Denise Budd** co-edited *Italy for Sale: Alternative Objects - Alternative Markets* (edited by Denise Budd and Lynn Catterson) published in Brill in August 2023. Denise also co-authored with Lynn Catterson “The Torrigiani Affair,” a chapter in *Italy for Sale: Alternative Objects-Alternative Markets*. Denise presented “The Groundbreaking Genius of Leonardo da Vinci” at the Town Hall Celebrity Lecture Series, Margaret Waterman Alumni Group, University of Michigan in April 2023. Denise has been a member of The International Art Market Studies Association (TIAMSA) since February 2018 and the International Council of Museums (ICOM) since May 2018. Denise volunteered as an instructor for “Michelangelo: Universal Man” in October 2022 for the Institute for Learning in Retirement.

**Mary Chmielewski** published *Lang Q & A Surgical Examination* in November 2022. Mary has been a member of the Association of Surgical Technology since June 1981.

**Gina Costa** presented “Public Speaking Basics” for BCC’s Communication Workshop Series in February 2023. Gina has been a member of Delta Kappa Gamma International since January 2012. Gina is also a member of the Girl Scouts and has volunteered as Girl Scout Daisy Troop Leader every month since May 2023.

**Claire Cyriax** has attended the QPR course at Bergen Community College over the summer and completed the Clinical Judgement Certification for ATI.

**Victor Conversano Jr.** has been a member of ACJS since 2006 and LFEETA since 2000.

**Carmen Cruz-Torres** presented “Inclusive Teaching for Equitable Learning” at Bergen Community College’s Faculty Conference in September 2022 and “NJ Pathways: Health Services Collaborative” for the NJ Pathways: Patient Care Report Out and Pathways Overview in October 2022. Carmen has been a member of the National Association of Hispanic Nurses since January 2012 and the Organization of Associate’s Degree Nursing since October 2022. Carmen volunteered as a RN Mentor for Rutgers EOF in April 2023 and a RN Mentor for high school students at the NAHN Community Initiatives event in May 2023.

**Joan Dalrymple** published “What’s in a Frame? Perspectives of high school librarians and first-year college students” in *College & Research Libraries News* in October 2022. Joan presented “Rethinking Marketing and Outreach to Re-engage Our Communities” at the NJ Academic Librarians Conference in January 2023. Joan has been a member of the American Library Association since 1995, the New Jersey Library Association since 2012, the Association of College and Research Libraries since 2012, and the Alpha Epsilon Lambda Graduate Honor Society since 2021. Joan has volunteered as a girl Scout Leader since August 2017.

**Joanne Diamantidis** has been a member of the OADN since September 2021. Joanne volunteered as a camp nurse for the Greek Orthodox Church of NJ in July 2023.

**Peter Dlugos** presented “Mindfulness & Academic Success” at the Spring 2023 Student Success Workshop Series in March 2023. Peter has volunteered on the Bryam Township Environmental Commission at numerous events throughout 2022 to 2023. Peter also volunteered as an Invasive Species Surveyor for the NYNJ Trail Conference from June to August 2023 and has served on the Musconetcong River Management Council from January 2023 to August 2023.

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

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

**Irene Figliolina** has been a member of the American Association of Medical Assistants since 1981.

**Joseph Goss** presented “Health Care Ethics” at the Rhode Island Society for Respiratory Care State Conference in May 2023, “Is there Room for the RT Assistant?” at the Rocking Chair Conference in June 2023, and “Approaches to Using Expressive Arts in Respiratory Care Education” at the American Association for Respiratory Care Summer Forum in July 2023. Joseph has been a member of the American Association for Respiratory Care since September 1992, the American Society of Law, Medicine & Ethics since June 2009, the Medical Historical Society of New Jersey since October 2016, and the American College of Health Care Executives since June 2017. Joseph has been a speaker for the American Association for Respiratory Care-Executive Leadership since November 2019 and has served on the Library Committee for Our Lady Mercy Academy from November 2022 to June 2023.

**Linda B. Hall** presented an educator’s workshop at the NJ Annual Dental Hygiene Association Conference in Fall 2022 and was a BCC Health Professions presenter at the BCC Open House in Fall 2022 and Spring 2023. Linda has been a member of the American Dental Hygiene Association (ADHA), the New Jersey Dental Hygiene Association (NJSHA), and the National Geographic Association since 1979. Linda has also been a member of the New Jersey Education Association (NJEA) since 2017 and a Special Olympics Partner since 2007. Linda participated as a Wellness Division volunteer for the NJ Special Olympics in June 2023 and volunteered at the 5k Hero Walk/Run at BCC as part of the Dental Hygiene Faculty. Linda has served as the Dental Hygiene Senior Class Student Advisor since Fall 2022.

**Dennis Kruk** presented “EMS Simulation Competition Faculty” at the NJ National Conference on EMS in November 2022 and “Training Scars, Operational Tips and Tricks” at the SimOps National Conference in July 2023. Dennis has been a member of the Society for Simulation in Healthcare since 2017.

**Richard Kuiters** presented “Guns, Youth, and Society” at the Honors Conference in April 2023 and “Criminal Justice and Humanities” at the Community College Leadership Conference in May 2023. Richard has been a member of the Academy of Criminal Justice Sciences since June 1997 and the Faculty Senate since January 2022. Richard volunteers on the Bergen County Chiefs of Police Training Committee for Bergen County Law and Public Safety every month and volunteers at the BCC Veteran Club 5k every year.

**Claire McConaughy** published *Curious Woods*, an exhibition catalog of Claire’s paintings with an essay by Ekin Erkan about the work titled “Claire McConaughy: the Landscape Shaped into Memory.” Claire exhibited “Curious Woods, Solo Painting Exhibition” at Red Fox Contemporary Art, Pound Ridge, NY from May to June 2023. Claire’s group exhibitions include: A Tree At My Window Collective, Upstate Art Weekend exhibition, June 2023; Esprit de L’Escalier, I Like Your Work, Summer exhibition catalog, Curator Alicia Puig, Summer 2023; Marking Impressions, Garvey Simon Fine Art, San Anselmo, CA, November 2022; and Fete 2022 Saints & Sinners, Red Fox Contemporary Art, Pound Ridge, NY, December 2022.

**Katherine McGivern** published “Reaching across the campus to support the freedom to read” in the *Community and Junior Colleges Newsletter* in Fall 2022, “Banned Books at Bergen” in the *CUS/ACRL-NJ Newsletter* in Fall 2022, and “Program Note” for *Radium Girls* presented by BergenStages. Katherine has been a member of the New Jersey Library Association since 1993, the American Library Association since 1995, and has served as Vice Chair for National Council for Learning Resources since 2019. Katherine gave a presentation on honeybees at the Oradell Public Library in July 2023 and regularly volunteers as a blood donor at the Vitalante Blood Center in Paramus.

**Joanne Piccininni** has been a member of the National Association of EMT’s (NAEMT) since January 2000, the NJ Association of Paramedic Programs (NJAPP) since January 2006, the National Association of EMS Physicians-NJ Chapter (NAEMSP) since January 2019, and Women in Emergency Services since January 2022.

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

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

**Phil Ross** has been a member the American Council of Exercise since March 2017 and an IRB member for the Collaborative Institutional Training Initiative since June 2020. Phil presented "Winning Mindset" at various venues in NY and NJ from 2022-2023

**Laura Ruderman** has been a member of the Latin American Studies Association since 1996 and the Latin American Jewish Studies Association since 1998. Laura volunteered at the Friendship Circle Walk in October 2022 and packaged/delivered food for home-bound individuals as a JRA Volunteer in November 2022.

**Mary Senor** has held membership in the Association of Surgical Technologist since September 1988.

**Lynn Schott** has been a member of the American Library Association since January 2001, the NEA/NJEA since September 2001, the New Jersey Library Association since December 2002, the Association of College & Research Libraries since January 2002, the Mid-Atlantic Regional Archives Conference (MARAC) since July 2011, the Society of American Archivists since July 2011, the Geological Society of America since September 2017, and the American Horticulture Society since February 2019. Lynn volunteered at the Hero 5k Run in November 2022. Lynn is also a year-round volunteer as a Librarian for the New Jersey Botanical Gardens Skylands Association.

**Cesarina Vinas** has held membership in the ACTFL since 2010. Cesarina participates as a Spanish Translation Remote Volunteer at the Delaware Water Gap National Recreation Area. Cesarina has been a foster parent for dogs with Bonnie Animal Kingdom since October 2021 and with Dogs and Cats of Antigua Animal Foundation since September 2023.

**Darlene Zales-Russamano** presented "Strategic Workforce Development Collaboration Through our School Systems & Healthcare Sector Partners" at the HCANJ (Health Care Association of New Jersey) 51st Annual Spring Conference in March 2023, "Patient Care Report Out and Pathways Overviews" at Health Services Collaborative in October 2022, and "Mental Health First Aid" at NJIT in January and August 2023. Darlene has been a member of National League of Nursing (NLN) since March 2012, Sigma Theta Tau International Honor Society of Nursing since May 2012, New Jersey Council of Associate Degree Nursing Programs since March 2019, and the Organization of Associate Degree Nursing (OADN) since September 2022.

## ***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 FY23, the College won seven competitive new grants in the amount of \$6,412,553. The Office also managed/facilitated a total of \$24,023,859 for thirty Grant Awards in FY23. A few of the more significant projects, either continually funded or newly awarded in FY23, include:

- **USDA NEXTGen** is a \$ 4.5 million four-year grant that Bergen Community College won in June 2023. Working with Rutgers University, New Brunswick, the grants aim to offer revised curriculum, new degree programs and smooth transfers in four-year degree programs in various FAHN, Horticulture, and HRM programs offered at BCC and Rutgers. Free dual enrollment opportunities for our high school partners in Culinary Arts and Horticulture are also part of the initiative. Greens-do-Good, our non-profit partners in the grant, will provide opportunities to students with special needs in vertical farming and other Horticulture related jobs and internships.
- **NJDOL NJBUILD** is 18 months, \$300,000 grant to bring women and other minorities in construction trade. The continuing education division is offering a 26-week program to earn a certificate in construction trade. Eligible students will earn stipend, transportation vouchers, books, and childcare support during the 26- week program period.
- NJ OSHE awarded a \$942,553.20 **New Jersey Higher Education Capital Facilities Grant under the Higher Education Technology Infrastructure (HETI) fund** to enhance a safe and inclusive student learning environment at Paramus campus.
- NJOSHE working with **New Jersey Community College Consortium for Workforce and Economic Development** awarded \$300,000 to BCC to develop Direct Support Professional Career Development Program (DSPCDP). The goals of the DSPCDP are to recruit and train individuals for careers as direct support professionals as well as upskill those already working in this field.
- National Science Foundation's (NSF) **Northern New Jersey Bridges to Baccalaureate (NNJ- B2B)** project is a \$270,309 sub-award in collaboration with four community colleges, including Passaic County Community College (lead applicant), Bergen Community College, Hudson County Community College, and County College of Morris. BCC as a partner college, is committed in assisting under-represented minority students at our campuses in enrolling, persisting, and completing STEM associate degrees and then transferring and succeeding in STEM bachelor's degrees at four-year colleges and universities.
- **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)** 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.

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

### **2. Grants Administration (Continued)**

- **US Department of Education's Child Care Access Means Parents in School (CCAMPIS) Program** 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.
- **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 2023***

### **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.