



2025

Annual Institutional Profile Report



September 2025

Preface

I am pleased to submit the 2025 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, and the nationally recognized STEM Student Research Center. The College continues to invest in facilities improvements to create a more comfortable and inviting campus environment. Renovations of the Pizzeria and Coffee Area of the Student Center began in Spring 2025 and were completed at the beginning of the Fall 2025 semester.

Bergen Community College is fully accredited by the Middle States Commission on Higher Education and is a federally recognized Hispanic-serving institution (HSI). The latest reaffirmation of accreditation occurred on June 30, 2025. The College boasts an accomplished faculty, bustling facilities, and opportunities for cultural awareness, civic engagement, and service-learning.

Since Fall 2023, Bergen Community College has continued to enroll more than 11,000 students in degree programs and over 5,400 additional students in continuing and adult education programs. In May 2024, the College’s Board of Trustees approved its new Strategic Plan, Focusing on the Future, with a focus on four themes: 1) Student Achievement and Enrollment, 2) Diversity, Equity, Inclusion, and Belongingness (DEIB), 3) Marketing, Communication, and Outreach, and 4) Innovation. Bergen opened its Innovation Center at its Meadowlands location in November 2023. The Center includes new cybersecurity, gaming, and Bloomberg Finance laboratories, which are intended to prepare students for careers in areas with growth and opportunity. Bergen has deepened its relationships with local and national partners including, New Bridge Medical Center, New Jersey Transit, Ramapo College of New Jersey, Montclair State University, and the Hispanic Association of Colleges and Universities (HACU).

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 education in the liberal arts, sciences, technical fields, and a variety of non-credit programs that fosters critical thinking, facilitates upward mobility, and instills 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 2025.

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	Commission on Accreditation of Allied Health Education Programs 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

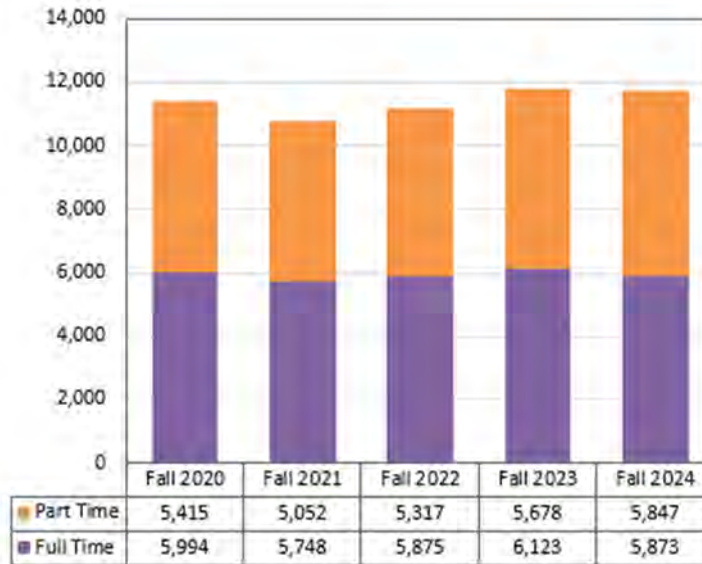
1. Number of Undergraduate Students by Attendance Status

Undergraduate Enrollment by Attendance Status, Fall 2024

Full-time		Part-time		Total
N	%	N	%	
5,873	50.1%	5,847	49.9%	11,720

Source: IPEDS Fall Enrollment Survey

Five-Year Unduplicated Enrollment Comparison, Fall 2020 - Fall 2024



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 ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	10,380	5,443	394,354	876
Customized Training	1,433	14,815	10	233

¹Includes all registrations in any course that started on July 1, 2023 through June 30, 2024.

²FTEs 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
15,858	242,082	8,569

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 2024:

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 2024:

Total Undergraduate Enrollment	# of Students Enrolled in One or More Remedial Courses	% of Total
10,557	2,946	27.9%

Source: SURE Fall Enrollment file

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2024:

Total # of FTFT Students	# of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Courses
2,021	1,284	63.5%

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 2024 by Subject Area:

Subject Area	# of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	822	40.7%
Algebra	199	9.8%
Reading	0	0.0%
Writing	0	0.0%
English	997	49.3%

Source: SURE Fall Enrollment file

3. Race/Ethnicity, Sex, and Age

Undergraduate Enrollment by Race/Ethnicity, Fall 2024

	White		Black		Hispanic		Asian*		American Indian	
	N	%	N	%	N	%	N	%	N	%
Full-time	1,304	22.2%	374	6.4%	2,756	46.9%	446	7.6%	5	0.1%
Part-time	1,669	28.5%	448	7.7%	2,348	40.2%	597	10.2%	7	0.1%
Total	2,973	25.4%	822	7.0%	5,104	43.5%	1,043	8.9%	12	0.1%

	Native Hawaiian/Other Pacific Islander		U.S Nonresident		Two or More Races		Race Unknown		Total	
	N	%	N	%	N	%	N	%	N	%
Full-time	5	0.1%	468	8.0%	97	1.7%	418	7.1%	5,873	100.0%
Part-time	12	0.2%	184	3.1%	126	2.2%	456	7.8%	5,847	100.0%
Total	17	0.1%	652	5.6%	223	1.9%	874	7.5%	11,720	100.0%

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Sex, Fall 2024

	Male		Female		Total
	N	%	N	%	N
Full-Time	2,826	48.1%	3,047	51.9%	5,873
Part-Time	2,566	43.9%	3,281	56.1%	5,847
Total	5,392	46.0%	6,321	54.0%	11,720

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Age, Fall 2024

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unk.	Total
Full-time	N	158	2,426	1,612	774	445	222	106	89	34	1	6	5,873
	%	2.7%	41.3%	27.5%	13.2%	7.6%	3.8%	1.8%	1.5%	0.6%	0.0%	0.1%	100.0%
Part-time	N	357	784	1,258	1,208	888	411	289	313	142	48	149	5,847
	%	6.1%	13.4%	21.5%	20.7%	15.2%	7.0%	4.9%	5.4%	2.4%	0.8%	2.6%	100.0%
Total	N	515	3,210	2,870	1,982	1,333	633	395	402	176	49	155	11,720
	%	4.4%	27.4%	24.5%	16.9%	11.4%	5.4%	3.4%	3.4%	1.5%	0.4%	1.3%	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 2023-24 data]

Financial Aid from Federal-Funded Programs, AY 2023-24

	Recipients	Dollars (\$)	\$/Recipient
Pell Grants	4,823	\$21,451,000	\$4,448
College Work Study	135	\$325,000	\$2,407
Perkins Loans	0	\$0	\$0
SEOG	356	\$260,000	\$730
PLUS Loans	24	\$148,000	\$6,167
Stafford Loans - Subsidized	1,836	\$5,576,000	\$3,037
Stafford Loans - Unsubsidized	1,769	\$6,356,000	\$3,593
SMART & ACG or other	0	\$0	\$0
CARES ACT- HEERF Student Aid	0	\$0	\$0

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, AY 2023-24

	Recipients	Dollars (\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,366	\$5,151,000	\$2,177
Educational Opportunity Fund	348	\$404,000	\$1,161
Other State Programs (OSRP & others)	6	\$14,000	\$2,333
Distinguished Scholars	0	\$0	\$0
Urban Scholars	0	\$0	\$0
NJSTARS	100	\$307,000	\$3,070
CCOG	1,837	\$4,132,000	\$2,249
NJCLASS	14	\$116,000	\$8,286

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, AY 2023-24

	Recipients	Dollars (\$)	\$/Recipient
Grants & Scholarships	441	\$451,000	\$1,023
Institutional Loans	0	\$0	\$0

Source: NJIPEDS Form #41 Student Financial Aid Report

5. Percentage of Students who are New Jersey Residents

Fall 2024 First-Time Undergraduate Enrollment by State Residence

NJ Residents	Non-State Residents	Total	% State Residents
2,561	134	2,695	95.0%

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 2021 Full-Time, First-Time, Degree/Certificate-Seeking Students

Fall 2021 Cohort	Graduated after 2 Years	Graduation Rate
1,817	148	8.1%

Source: IPEDS Graduation Rate Survey

c. Three-Year Graduation and Transfer Rate of Fall 2021 Full-Time, First-Time, Degree/Certificate-Seeking Students by Race/Ethnicity

	White		Black		Hispanic		Asian		American Indian	
	N	%	N	%	N	%	N	%	N	%
Fall 2021 Cohort	600		99		812		117		2	
Graduated in 3 years	150	25.0%	12	12.1%	148	18.2%	26	22.2%	0	0.0%
Transfers	98	16.3%	16	16.2%	110	13.5%	18	15.4%	1	50.0%

	Native Hawaiian/Other Pacific Islander		U.S Nonresident		Two or More Races		Race Unknown		Total	
	N	%	N	%	N	%	N	%	N	%
Fall 2021 Cohort	4		70		27		86		1,817	
Graduated in 3 years	0	0.0%	19	27.1%	8	29.6%	13	15.1%	376	20.7%
Transfers	0	0.0%	8	11.4%	7	25.9%	20	23.3%	278	15.3%

Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention of First-Time Undergraduates, Fall 2023 to Fall 2024

a. By Attendance Status

	Fall 2023 First-Time Undergraduates	Retained in Fall 2024	Retention Rate
Full-Time	2,062	1,319	64.0%
Part-Time	568	245	43.1%

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 2024

		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	29	23	1	2	1	0	1	0	0	0	0	0	0	0	33	27
	Associate Prof.	14	20	1	0	0	0	0	0	0	0	0	0	1	0	17	22
	Assistant Prof.	13	22	1	0	0	3	0	3	0	0	0	0	0	1	16	28
	All Others	2	4	1	0	0	0	0	0	0	0	0	0	0	0	3	4
	TOTAL	58	69	4	2	1	3	1	3	0	0	0	0	1	1	69	81
Without Tenure	Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Associate Prof.	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
	Assistant Prof.	3	3	1	1	2	2	2	2	0	0	0	0	1	0	7	9
	All Others	10	12	1	1	2	2	2	2	0	0	0	0	1	0	16	17
	TOTAL	13	17	2	2	4	4	4	4	0	0	0	0	2	0	24	28
Total	Professors	29	23	1	2	1	0	1	0	0	0	0	0	0	0	33	27
	Associate Prof.	14	22	1	0	0	0	0	0	0	0	0	0	1	0	18	24
	Assistant Prof.	16	25	2	1	2	5	2	5	0	0	0	0	1	1	23	37
	All Others	12	16	2	1	2	2	2	2	0	0	0	0	1	0	19	21
	TOTAL	71	88	6	4	5	7	5	7	0	0	0	0	3	1	93	109

* 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 2024

Percentage of Course Sections Taught by Instructor Type, Fall 2024

Course Sections	Taught by FT Faculty		Taught by PT Faculty		Taught by Others*	
	N	%	N	%	N	%
1,913	917	47.9%	955	49.9%	41	2.1%

*Others includes Full-time Administrators and Teaching Assistants

Source: BCC Student Information System

3. Ratio of Full- to Part-Time Faculty, Fall 2024

Full-time		Part-time		Total	
N	%	N	%	N	%
202	22.9%	679	77.1%	881	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	4	1	1	0	0	0	0	6
Female	0	0	3	2	0	0	0	5
Total	4	1	4	2	0	0	0	11

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
Patrick Fletcher, Treasurer	Superintendent of Schools	River Dell Regional School District
Ritzy Moralez-Diaz, Secretary	Senior Personnel Technician	Bergen County Board of Social Services
Ana Marti, Trustee	Director	Caldwell University
Louis DeLisio, Trustee	Executive County Superintendent of Schools	Bergen County Office of Education
Damon Englese, Trustee	Principal	E. Roy Bixby Elementary School - Bogota, NJ
Howard Haughton, Trustee	CEO	Eva's Village, Inc. - Paterson, NJ
Mark Longo, Trustee	Director	Engineers Labor-Employer Cooperative
Sheetal Ranjan, Trustee	Professor	Montclair State University
Kaylie Quezada	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 2023-2024 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 and Administration

Cybersecurity

Office Technology

Networking Administration

Web Development and 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)
Computer Animation
Computer Graphics
Computer Technical Support
Baking and Pastry Arts
Culinary Arts
Database Programming and Administration
Event Planning and Management
Exercise Science
Floral Design
Grounds Management

Hospitality Management
Landscaping
Legal Nurse Consultant
Medical Office Administrative Assistant
Office Technology
Radiation Therapy Technology
Surgical Technology
Transfer Studies: Science, Technology, and
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/CREO®

Medicinal and Industrial Cannabis
Network Security
Nonprofit 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:

Apprenticeship Opportunities
Approved Unemployment Education
Business and Technology
Construction Administration and Licensing/UCC
Construction Management/OSHA
ESL – English as a Second Language
Fashion Design
Health Professions
Hospitality and Culinary
High School Equivalency (HSE)
Human Services and Public Safety

Institute for Learning in Retirement
Interior Design
Kids and Teens Programs
Multicultural Learning
Advanced Manufacturing
Basic Skills Workforce Training
Online Self-Paced Courses
Project Management
Real Estate
Teacher Education and Childcare

Section H. Major Research and Public Service Activities

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

Brian Altano has had three books published: The third edition of “Testing Academic Reading” (Kendall Hunt, 2025), the third edition of “Grammar without the Teacher textbook (Kendall Hunt, 2024), and the second edition of “Writing Processes and Structures: the College Essay” (Kendall Hunt, 2024). Brian performed an international storytelling show in Bari, Italy in February 2025 and is the recipient of the Faculty Research/Scholarship Reassigned Time Program award.

Leah Carmona presented “Enriching Instruction with AI - Practical Strategies and tools” at the ITC Northeastern Distance Education Conference in November 2024, “Scaffolding: Theorizing, Researching, and Implementing Linguistic and Metacognitive Support” in March 2025 at TESOL International, and “College Readiness Now - Pathway to Success” in May 2025 at the NJTESOL/NJBE Spring Conference. Leah developed new questions, stimulus, and updated practice tests for the EBSCO Learning Express TOEFL and IELTS tests in Summer 2024 and 2025. Leah also developed and conducted AI series workshops in Fall 2024 and Spring 2025, developed a 15 week “Grammatical Theories” synchronous course to 15 in-service teachers who are majoring in English Language Education for their Master of Arts in Education at Saint Louis University in the Philippines from February 2025 to March 2025. Leah is currently working on Ph.D. in Education with a concentration in Instructional Design and Technology and is a candidate for graduation in 2026.

Carol Miele presented at a brown-bag session “Assessment of Student Learning in the Age of AI” sponsored by the Center for Institutional Effectiveness. Carol also held a Poverty Summit with keynote speaker Matthew Desmond in partnership with the Office of Community Affairs and the Common Read/Equity Council.

Susanna Lansangan initiated partnerships with Bergen County high schools to inform their English Language Learners about ESL opportunities at Bergen Community College which has led to the ESL/ALP Bergen Community College Readiness Program.

Gregg Biermann premiered his film “Personal Effects” at the Michigan Theater, as part of the Ann Arbor Film Festival. This film was also screened locally at the William Carlos Williams center in Rutherford, NJ, as part of the Rutherford Film Festival.

Mike Echols served as a guest panelist at the annual New Jersey Communication Association conference, held at Rutgers-New Brunswick this past March in a program titled “Navigating a Changing Higher Education Landscape” in March 2025.

Larry Joel is an active member with ABA, NJ and BC Bar Associations, President’s Advisory Committee on College Wide Policy, NJSBA Paralegal Committee, BCBA Estates and Trust Committee, Board Member for the Bergen Community College Foundation and participated in numerous Middle States panel discussions as an Assessment Liaison.

Melissa Krieger served as a Peer-reviewer for the Journal of Applied Research for the Community College (JARCC), reviewed textbooks “Introduction to Education. 1st ed” (2024), “Teach” (2024), and “Living Well Together: Educator Accounts of Doing Anti-bias Work for and With Young Children”. Melissa has held membership on the Bergen County Social Services Office Shared Services Alliance Committee, Kean University’s Early Childhood Education Advisory Board, National Coalition for Campus Child Care Centers (4NC) since 2020, National Association for Early Childhood Educators, (NAEYCE), since 2015, and the Association for the Assessment of Learning in Higher Education (AALHE) and moderated a Center for Institutional Effectiveness Focus Group, “Assessment Liaisons’ Perspectives” in October 2025.

Sarah Shurts published “French Revolution: Facts and Fictions” for Bloomsbury Press in 2025.

Ronda Drakeford earned the American Hotel and Lodging Certified Hospitality Educator endorsement and was a published contributor of the ServSafe Manager 8th edition coursebook.

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

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

Andy Krikun performed a retrospective of his song catalog in March 2025 as a fundraiser for the Musicares LA Fire Relief fund and raised \$1040.

Alexs Birdsall Griffiths presented "Ethical Dilemmas in Interpreting" at the Montclair State University Interpreter Training Program.

Ellen Feig was named a fellow for Israel on Campus Summer 2025, a fellowship focused on antisemitism on campus and the view of Israel on American campuses. Ellen was also named a fellow for Fighting Online AntiSemitism 2025-2026 to monitor the rise of antisemitism in America.

Tom LaPointe is a recipient for the Community College Faculty Research Grant from the American Council of Learned Societies and the Mellon Foundation. The grant supports his ongoing research project, Opium Fiend: Race, Gender and the Making of American Anti-Drug Policy, 1870-1914.

Jessica Datema has a book published and released by Bloomsbury on revisioning war trauma in cinema from 2019.

Lynn Schott has held membership in the American Library Association since January 2001, the Association of College and Research Libraries since January 2002, the New Jersey Library Association since December 2002, the Society of American Archivists since July 2011, the Geological Society of America since September 2017, and the American Horticulture Society since 2019. Lynn has presented at the Mid-Atlantic Regional Archives Conference in July 2011, is a year-round volunteer as an Association Librarian for New Jersey Botanical Gardens Skylands Association, and volunteered at the Hero 5K in November 2024.

Amy Diaz has been a member of ARRT since September 2008.

Joanne Piccininni presented Integrating NAEMT Evidence-Based Courses into Your Paramedic Program at ACCREDITCON in May 2024 and has held membership in the National Association of EMT's since 2000, the National Association of EMS Educators since 2006, and the National Association of EMS Physicians since 2022.

Joan Cohen has held membership in the Society of American Archivists since September 2000 and the New Jersey Library Association since September 1995.

Institutional Awards and Recognitions

Diverse: Issues in Higher Education magazine's "Most Promising Places to Work in Community Colleges" has granted Bergen a spot for the second consecutive year, of which only 18 institutions from across the country earned the designation. Categories examined to determine honorees include family friendliness, salary/benefits, and professional development opportunities.

New Jersey Council for the Humanities recognized Bergen with its highest honor: the Stanley N. Katz Prize for Excellence in Public Humanities. This was awarded for a series of projects revolving around the "Faith Ringgold: Coming to Jones Road" Gallery Bergen art exhibition.

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

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

Bergen's Public Relations and Marketing Department received a Paragon Award from the National Council in Marketing and Public Relations, which is the highest honor in strategic communication at community college. Bergen's Public Relations and Marketing Department have also received an institution-record four Medallion Awards as part of the organization's regional recognition program.

The Commerce and Industry Association of New Jersey recognized Bergen twice with the Companies that Care Award for supporting military veterans and the Environmental Leader Award for its commitment to stewardship.

Complete College America selected Bergen as one of only seven institutions in the country to paint a representative portrait of the college experience through photography. Photographers from the organization captured promotional photos of Bergen's main campus and students during a four-day shoot for use by colleges nationwide.

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 FY25, the College won eight competitive new grants in the amount of \$2,878,123.20. The Office also managed/facilitated a total of \$25,540,504.46 for thirty Grant Awards in FY25. A few of the more significant projects, either continually funded or newly awarded in FY25, 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.
- 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 Robert 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.
- NSF Robert Noyce Grant in partnership with Ramapo University. Another award of \$270,000 was received to provide full scholarship support to selected STEM scholars starting in their first year of community college through their graduation from a baccalaureate institution
- **State of New Jersey Department of Labor and Workforce Development's PACE**, a \$347,969 Grant supports New Jersey employers participating in existing federal and state-approved apprenticeships in health care occupations through employer and BCC-sponsored training programs.
- 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. FY25's funding was \$68,129.

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

2. Grants Administration (Continued)

- The **Adult Basic Skills and Integrated ESL Civics Literacy** award for \$470,500 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.
- The USDA National Institute of Food and Agriculture (NIFA) has awarded a \$996,254.00 **USDA NIFA-HSI Grant** in partnership with Rutgers University Newark. This initiative aims to create robust career pathways in agribusiness and promote employment opportunities within the USDA. Additionally, the grant will facilitate curriculum development and professional training for K-12 educators, incorporating culinary arts and hydroponics into their classroom instruction. This effort seeks to enhance educational offerings and prepare students for future careers in sustainable agriculture and related fields.
- The New Jersey Department of Environmental Protection (NJDEP) has awarded Bergen Community College a \$250,000 grant –the **Trees for Schools Initiative Grant** – to promote tree equity across urban campuses. Facilitated by The College of New Jersey (TCNJ), this initiative led to the planting of over a hundred trees on the Paramus campus, significantly enhancing the campus environment. Furthermore, this project has contributed to advancing the curriculum of the Horticulture Department, providing students with hands-on experience in environmental stewardship and sustainability.
- The New Jersey Office of the Secretary of Higher Education (NJ OSHE) has granted \$202,570 to Bergen Community College for the establishment of the **Center for Adult Transition**. This program is dedicated to offering individualized support services designed to assist students aged 18 to 24 with intellectual and developmental disabilities as they transition from high school to adult life. By focusing on personalized pathways, the center aims to empower these students to achieve greater independence and success in their post-secondary endeavors.
- NJOSHE awarded **Some College No Degree** grant in the amount of \$100,000 to re-engage and re-enroll SCND students and help them complete their degree program by providing them with improved support services. These funds will also be used to study the impact of institutional and state-wide policies in improving the outcomes for SCND students.
- NJOSHE awarded \$383,694.00 to BCC for Community College Opportunity Grant (CCOG) for FY25. The CCOG fund is New Jersey's initiative to offer free community college tuition by providing last-dollar awards. It is available to New Jersey residents attending community college with an annual adjusted gross income (AGI) of under \$65,000. For those with an AGI between \$65,001 and \$80,000, they pay reduced tuition after receiving up to half of the maximum CCOG award. For AGIs between \$80,001 and \$100,000, they receive reduced tuition after up to one-third of the maximum CCOG award. The CCOG funds aim to boost student enrollment and support the initiative's goals by enhancing capacity, improving student completion rates, and easing financial burdens.

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

2. Grants Administration (Continued)

- United States Department of Education awarded \$2,967,913.53 for Developing Hispanic Serving Institutions Title V grant funds to Bergen Community college for period of five years. The grant will provide our Hispanic students and at-risk students with evidence-based interventions that foster retention, persistence, and completion to graduation through student-centered high-impact practices.
- United States Small Business Administration (SBA) awarded \$75,000 for Congressional Community Project to Bergen Community College. This funding will support the Bergen LatinXCEO program, which aims to develop and empower aspiring Latino business professionals. The program offers Latino students and their allies' valuable professional development, networking opportunities, and career exploration.
- **Department of Health and Human Services** under the ***Substance Abuse and Mental Health Services Administration (SAMHSA)*** awarded \$10,000 sub-award to BCC. *The purpose of this program is to help reduce the onset and progression of substance misuse and its related problems by supporting the development and delivery of community-based substance misuse prevention and mental health promotion services. The program is intended to expand and strengthen the capacity of local community prevention providers to implement evidence-based prevention programs.*
- New Jersey Economic Development Authority (NJEDA) awarded \$184,000 to Bergen Community College Child development center under the **Childcare Facilities Improvement Program** for facilities improvement.
- **Hunger Free Campus** grant was awarded by NJOSHE for \$37,000 to combat hunger and basic needs at Bergen Community College.
- NJDOL in working with New Jersey Community College Consortium (NJCCC) awarded \$ 284,500 to BCC to develop three workforce development pathways. NJ Pathways is an initiative developed by NJCCCC to unite employers, industry associations, unions, education institutions, and workforce partners to offer students, adult learners, and workers the education and career opportunities needed to secure high-paying jobs
- **New Jersey Board of Public Utilities and its Clean Energy Program (NJCEP)** awarded \$174,600 to BCC to develop **Decarbonization Plan** outlining the strategies that will be implemented on campus over a 3-year period.
- Bergen Community College has also received an award of \$409,819 from NJ OSHE for the **Community College Opportunity Grant (CCOG)**. This funding will enhance financial accessibility for students, ensuring they have the support necessary to pursue their educational goals.
- In addition, the NJ Department of Education has awarded \$ 876,712.00 through the **Carl D. Perkins Program** to support Career and Technical Education (CTE) initiatives at Bergen Community College. This funding is crucial for developing and enhancing vocational programs that equip students with essential skills for today's job market.
- A substantial grant of \$441,582 has been awarded by NJ OSHE for a three-year **Mental Health initiative** at Bergen Community College. This funding is designated to provide 24/7 mental health services to students, faculty, and staff. Importantly, \$22,222 of the total grant will be allocated for the professional development of staff and faculty to ensure they are equipped to support the mental health needs of the college community.

Section I. Major Capital Projects Underway in Fiscal Year 2025

Projects Under Design:

- Cafeteria Renovation – Pitkin Education Center
- Existing Athletic Fields Irrigation Well Pumping System Modifications/Upgrade Paramus Campus
- 2021 – 2031 Master Plan Update

Construction Projects Ready to Bid:

- Culinary Addition to West Hall – Paramus Campus
- Replacement of Emergency Generators – Pitkin Education Center
- Paving Work – Paramus, and Hackensack Campuses
- NextGen Hydroponics Lab in Existing SA Wing East Vestibule – Pitkin Education Center
- Theatre RTU (T1) Removal/Replacement

Under Construction:

- Removal/Replacement of Paramus Road Digital Sign – Paramus Campus
- First Floor Café Area Renovation – Pitkin Education Center

Completed Construction:

- Science Wing Roof, Science Wing Skylight, and Business Wing Skylight
- BDA System – Pitkin Education Center
- Health Professions Building Emergency Generator Replacement
- Technology Building TEC128 RTU Removal/Replacement – Paramus Campus
- Gym Men's and Women's Locker Room Upgrades – Pitkin Education Center
- Men's and Women's Restrooms Renovation adjacent to Cafeteria – Pitkin Education Center

Section J. Strategic Plan 2024-2025 Goals

Strategic Theme 1: Student Achievement and Enrollment

- Goal: Improve graduation rates by one percent annually for the next five years.
- Goal: Develop and implement a comprehensive plan to improve retention rates by one percent annually for the next five years.
- Goal: Strengthen the College's partnerships with four-year institutions. Develop new collaborative opportunities to increase students' attainment of associate and bachelor's degrees and career success. This should include reverse transfer agreements, 3+1 agreements, and innovative on-site bachelor's degree completion programs.
- Goal: Ensure the current inventory of programs meets the evolving needs of the workplace and expand stackable credentials in key areas.

Strategic Theme 2: Diversity, Equity, Inclusion, and Belongingness (DEIB)

- Goal: Establish structure on the organizational chart to centralize multicultural services and activities and support the expansion of inclusive and equitable practices.
- Goal: Continue to improve students' sense of belonging and inclusion through the implementation of the DEI Action Plan.
- Goal: Assess the current diversity requirements in the General Education program, Identify and implement improvements that focus on diversity and inclusion.
- Goal: Expand professional development opportunities for faculty and staff that improve awareness, enhance pedagogical strategies, and lead to more inclusive environments.

Strategic Theme 3: Marketing, Communication, and Outreach

- Goal: Develop a modern, user-centric website to transform our online presence into a dynamic information hub.
- Goal: Use innovative techniques to market our programs and services, tell our story, and cultivate new partnerships that align with our mission.
- Goal: Establish a robust internal communication plan with seamless cross-departmental collaboration.

Strategic Theme 4: Innovation

- Goal: Promote continuous improvement through innovation in academic and administrative programs and services.
- Goal: Support an environment and revise the structures that facilitate idea generation and follow-through.
- Goal: Review relevant data to identify new and existing funding sources in support of innovative initiatives.
- Goal: Create and implement a technology plan that includes emerging technologies, expanded process automation, learning space improvements, and technology-enhanced pedagogy both online and in the classroom.