



Annual Institutional Profile Report 2011



Preface

I am pleased to submit the 2011 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 NJ Commission on Higher Education, and the performance indicators and institutional information in the AIP have been compiled and arranged by the Center for Institutional Effectiveness at Bergen Community College. The Annual Institutional Profile provides a summary of the relevant institutional data, as well as the College’s accomplishments and contributions to our community.

College Overview

Bergen Community College was founded in 1965 to provide accessible, affordable, and comprehensive community education services for the Bergen county region. Construction of the permanent campus began in 1969 in Paramus, and over the past 42 years, the college expanded its main campus to include an expansive library, theater, student center, and new buildings housing additional classroom space, and state-of-the-art technology, art, music, and communications facilities. In 1970, the Ciarco Learning Center in Hackensack, NJ was founded to provide non-credit education and counseling services including GED and adult ESL courses. Most recently, in an attempt to expand its offerings to the southern portion of Bergen County, a new satellite site, Bergen Community College at the Meadowlands, began offering courses at a newly-purchased facility in Lyndhurst, NJ. As of Fall 2010, Bergen Community College enrolls over 17,000 students in degree programs, with over 10,000 more enrolled in continuing and adult education programs.

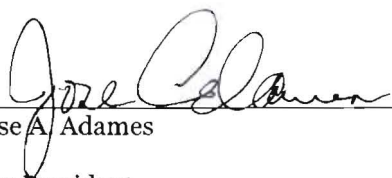
Mission Statement

Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The College offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides life-long learning opportunities for all members of the community. The College responds to community needs through work force training and continuing education, and by developing programs for employers.

Statement of Vision

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the College creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of work force development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

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. Jose A. Adames

Interim President

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Section A: Accreditation status

1. Institutional accreditation

Bergen Community College is accredited by the Commission on Higher Education, of the Middle States Association of Colleges and Schools.

Accreditation was last reaffirmed by Middle States in Spring 2006.

2. Professional accreditation

The following professional programs are individually accredited:

Program	Accrediting Agency
Nursing	National League for Nursing Accrediting Commission; New Jersey State Board of Nursing
Dental Hygiene	American Dental Association, Commission on Dental Accreditation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs
Radiography	Joint Review Committee on Education in Radiologic Technology
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Commission on Accreditation of Allied Health Education Programs
Medical Office Assistant	Commission on Accreditation of Allied Health Education Programs
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Veterinary Technology	American Veterinary Medical Association
Legal Assistant	American Bar Association
Legal Nurse Consultant	American Bar Association

Section B. Number of students served

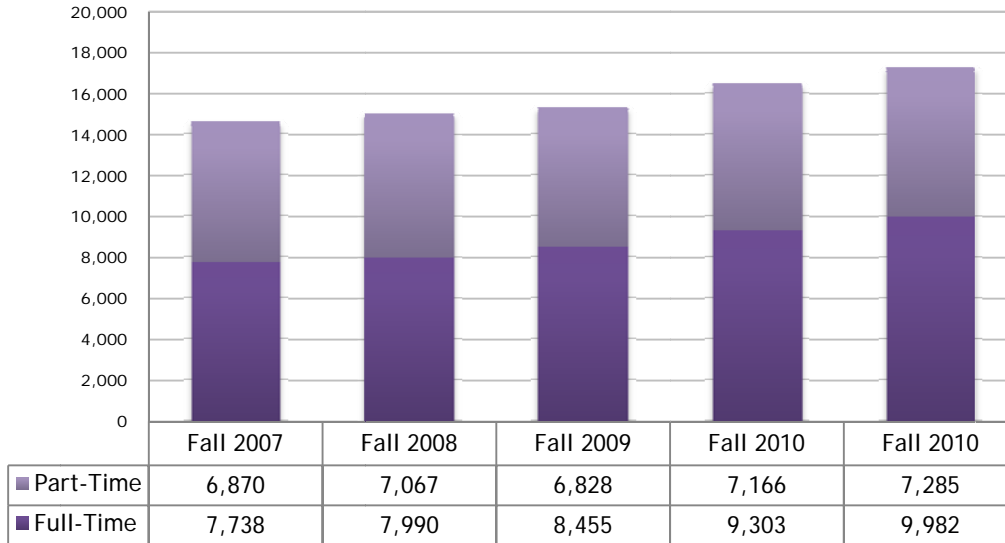
1. Number of undergraduate students by attendance status

Enrolled Students by Status, Fall 2010

All Students	Full-time Students		Part-time Students	
	N	%	N	%
17,197	9,982	58.0%	7,215	42.0%

Source: IPEDS Fall Enrollment Survey

Five-Year Enrollment Comparison, 2006-2010



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, FY 2010

	Total Registrations ¹	Unduplicated Headcount	Total Clock Hours	Total FTEs ²
Open Enrollment	16,804	8,115	417,502	928
Customized Training	1,760		19,819	44

Source: NJ IPEDS Form #31, Customized Training

4. Unduplicated number of students, FY 2010

Total Headcount	Total Credit Hours	Total FTE
23,625	353,921	11,797

Source: IPEDS 12-Month Enrollment Survey

Section C: Characteristics of undergraduate students

1. Mean math and verbal SAT scores

Not applicable to community colleges.

2. Enrollment in remediation courses

Name of basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2010:

- All degree-seeking students and all non-degree-seeking students who reach their 11th attempted credit are required to take a basic skills placement test (Accuplacer).
- Tests are waived for students (a) scoring above 530 (math)/1200 (combined verbal) on the new SAT, (b) possessing a US bachelor's degree or higher, or (c) having completed a college-level mathematics class and college-level English composition class.

Total number of students enrolled in remediation in Fall 2010:

Total Enrollment	Remedial Enrollment*	% of Total
17,197	5,238	30.5%

*Number of students enrolled in one or more remedial course
 Source: SURE Fall enrollment file

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2010:

All FTFT Students	Enrolled in One or More Remedial Courses	Percent of Total
2,786	1,948	69.9%

Source: SURE Fall enrollment file

Total number of First-time, Full-time (FTFT) students enrolled in remediation in Fall 2010 by subject area:

Subject Area	Number of FTFT Enrolled	Percent of all FTFT Enrolled
Computation	1,075	38.6%
Algebra	315	11.3%
Reading	0	0.0%
Writing	0	0.0%
English*	1,686	60.5%

*English Basic Skills, which include reading and writing components
 Source: SURE Fall enrollment file

Section C: Characteristics of undergraduate students, contd.

3. Enrollment by race/ethnicity, sex, and age, Fall 2010

*Enrollment by Race/Ethnicity**

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-time	3,724	37.3%	605	6.1%	2,695	27.0%	850	8.5%
Part-time	3,010	41.7%	461	6.4%	1,843	25.5%	676	9.4%
Total	6,734	39.2%	1,066	6.2%	4,538	26.4%	1,526	8.9%

	American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-time	15	0.2%	970	9.7%	1123	11.3%	9,982	100.0%
Part-time	13	0.2%	375	5.2%	837	11.6%	7,215	100.0%
Total	28	0.2%	1,345	7.8%	1,960	11.4%	17,197	100.0%

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
 Source: IPEDS Fall Enrollment Survey

Enrollment by Sex

	Male		Female		Total
	N	%	N	%	
Full-time	5,153	51.6%	4,829	48.4%	9,982
Part-time	3,266	45.3%	3,949	54.7%	7,215
Total	8,419	49.0%	8,778	51.0%	17,197

Source: IPEDS Fall Enrollment Survey

Enrollment by Age

		> 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unkwn.	Total
		Full-time	N	39	3,747	3,113	1,470	801	314	159	235	94	3
	%	0.4%	37.5%	31.2%	14.7%	8.0%	3.1%	1.6%	2.4%	0.9%	0.0%	0.1%	100%
Part-time	N	50	827	1,291	1,527	1,348	698	448	658	292	62	14	7,215
	%	0.7%	11.5%	17.9%	21.2%	18.7%	9.7%	6.2%	9.1%	4.0%	0.9%	0.2%	100%
Total	N	89	4,574	4,404	2,997	2,149	1,012	607	893	386	65	21	17,197
	%	0.5%	26.6%	25.6%	17.4%	12.5%	5.9%	3.5%	5.2%	2.2%	0.4%	0.1%	100%

Source: IPEDS Fall Enrollment Survey

Section C: Characteristics of undergraduate students, contd.
4. Numbers of students receiving financial assistance under each federal-funded, state-funded, and institution-funded aid program [FY 2009 data]
Financial Aid from Federal-Funded Programs, FY 2010

Federal Programs	Recipients	Dollars(\$)	\$/Recipient
Pell Grants	4,683	16,693,000	3,564.60
College Work Study	322	486,000	1,509.32
Perkins Loans	***	***	***
SEOG	1,752	279,000	159.25
PLUS Loans	63	269,000	4,269.84
Stafford Loans (Subsidized)	1,238	3,452,000	2,788.37
Stafford Loans (Unsubsidized)	1,287	4,001,000	3,108.78
SMART & ACG or other	133	98,000	736.84

Source: NJ IPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, FY 2010

State Programs	Recipients	Dollars(\$)	\$/Recipient
Tuition Aid Grants (TAG)	3,411	4,859,000	1,424.51
Educational Opportunity Fund (EOF)	424	342,000	806.60
Outstanding Scholars (OSRP)	***	***	***
Distinguished Scholars	7	5,000	714.29
Urban Scholars	23	19,000	826.09
NJ STARS	186	657,000	3,532.26
NJCLASS Loans	34	147,000	4,323.53

Source: NJ IPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, FY 2010

Institutional Programs	Recipients	Dollars(\$)	\$/Recipient
Grants/Scholarships	21	17,000	809.52
Loans	***	***	***

Source: NJ IPEDS Form #41 Student Financial Aid Report

5. Percentage of first-time students who are New Jersey residents

NJ Residents	Non-State Residents	Total	% State Residents
3,400	137	3,537	96.1%

Source: IPEDS Fall enrollment survey

Section D: Student Outcomes

1. Graduation rates

Two-year graduation rate

Fall 2007 Cohort	Number of Graduates	Graduation Rate
2,446	75	3.1%

Source: IPEDS Graduation Rate survey

Three-year graduation and transfer rate by race/ethnicity

	White		Black		Hispanic			
	#	%	#	%	#	%	#	%
Fall 2007 Cohort	1,007		186		754			
Graduated after 3 Years	198	19.7%	9	4.8%	78	10.3%		
Transferred	149	14.8%	38	20.4%	149	19.8%		
	Asian		Non-Resident Alien		Other *		Total	
	#	%	#	%	#	%	#	%
Fall 2007 Cohort	180		147		172		2,446	
Graduated after 3 Years	37	20.6%	25	17.0%	20	11.6%	367	15.0%
Transferred	31	17.2%	15	10.2%	23	13.4%	405	16.6%

* Other includes American Indian and Unknown Race.

Source: IPEDS Graduation Rate survey

2. Third-semester retention rates by enrollment status

	First-Time, Fall 2009	Retained, Fall 2010	Retention Rate
Full-Time	2,696	1,810	67.1%
Part-Time	814	428	52.6%

Source: IPEDS Fall Enrollment Survey, Part E

3. Degrees awarded, FY 2010

Degree Type	2006	2007	2008	2009	2010
A.A. Degrees	297	300	336	382	475
A.S. Degrees	476	523	577	607	955
A.A.S. Degrees	491	501	465	492	437
Certificates	59	76	55	61	49
TOTAL	1,323	1,400	1,433	1,542	1,916

Source: SURE Graduation File

Section E: Faculty characteristics

1. Full-time faculty by race/ethnicity, sex, academic rank, and tenure status: Fall 2010

		White		Black		Hispanic		Asian		Am. Ind.		Non-Resident Alien		Unknown		Total		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Tenured Faculty	Professors	37	28	2	3	0	2	3	1	1	0	0	0	0	0	0	43	34
	Associate Prof.	32	28	1	2	1	1	0	0	0	0	0	0	0	0	0	34	31
	Assistant Prof.	8	23	2	0	0	2	1	2	0	0	0	0	0	0	0	11	27
	All Others	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	TOTAL	77	81	5	5	1	5	4	3	1	0	0	0	0	0	0	88	94
Non-Tenured	Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Assistant Prof.	19	31	1	3	0	1	1	3	0	0	0	0	1	1	22	39	
	All Others	33	54	2	0	1	2	0	8	0	0	0	0	2	1	38	65	
	TOTAL	52	85	3	3	1	3	1	11	0	0	0	0	3	2	60	104	
Total	Professors	37	28	2	3	0	2	3	1	1	0	0	0	0	0	43	34	
	Associate Prof.	32	28	1	2	1	1	0	0	0	0	0	0	0	0	34	31	
	Assistant Prof.	27	54	3	3	0	3	2	5	0	0	0	0	1	1	33	66	
	All Others	33	56	2	0	1	2	0	8	0	0	0	0	2	1	38	67	
	TOTAL	129	166	8	8	2	8	5	14	1	0	0	0	3	2	148	198	

* 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 2010

Course Sections	Taught by FT Faculty		Taught by PT Faculty	
	#	%	#	%
2,789	1,744	62.5%	1,045	37.5%

Source: BCC Student Information System

3. Ratio of full- to part-time faculty, Fall 2010

Full-time		Part-time		Total	
#	%	#	%	#	%
346	34.2%	666	65.8%	1012	100.0%

Source: IPEDS Human Resources survey

Section F: Characteristics of the Board of Trustees

1. Race/ethnicity and sex

Sex	Race/Ethnicity				Total
	Asian	Black	Hispanic	White	
Male	0	1	0	6	7
Female	1	0	1	1	3
Total	1	1	1	7	10

Source: BCC Board of Trustees Office 2011

2. List of Trustees with titles/affiliations

Name	Affiliation
E. Carter Corriston, Chair	Attorney
Carol D. Otis, Secretary	Teacher (retired)
Cid D. Wilson, Secretary	Senior Research Analyst
Dorothy L. Blakeslee, Treasurer	Financial Advising
Philip J. Ciarco, III	Business Owner
Malcolm J. Curtis	Employee Benefits Management
Richard Dressel	Business Manager
Hani Khoury	Attorney
Michael J. Neglia	Engineering
Germaine M. Ortiz	Financial Management
Ayelet Shimron, Alumni Trustee	Student

Source: BCC Board of Trustees Office 2011

3. Board of Trustees additional information

Additional information about the BCC Board of Trustees will be available at the Board's page on the Bergen website:

<http://www.bergen.edu/pages/3963.asp>

Section G: Degrees and Certificate Programs

CREDIT PROGRAMS: Transfer (A.A. and A.S.)

Associate in Arts (A.A.) Degrees

LIBERAL ARTS

General Curriculum
Cinema Studies
Communication Arts
Economics
Global Studies
History
Latin American Studies
Literature

Philosophy
Political Science
Psychology
Religion
Social Sciences
Sociology
Women's Studies
World Languages and Cultures

FINE AND PERFORMING ARTS

General Studies
Art
Cinema Studies

Music: General, Computer-Based Recording,
Electronic Music, Music Business
Theatre Arts: General, Acting, Dance, Technical
Production

Associate in Science (A.S.) Degrees

NATURAL SCIENCE AND MATHEMATICS

General Curriculum
Biology
Biotechnology
Chemistry

Computer Science
Mathematics
Physics

ENGINEERING SCIENCE

Engineering Science

PROFESSIONAL STUDIES

General Curriculum
Broadcasting
Business Administration-General
Business Administration-Accounting
Business Administration-Hospitality
Business Administration-International Trade
Business Administration-Management
Business Administration-Marketing

Business Administration-Nonprofit Mgmt.
Criminal Justice
Education
Exercise Science
Information Technology
Journalism
Labor Studies
Social Work

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

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

ART

Computer Animation

Graphic Design/Computer Graphics

BUSINESS ADMINISTRATION

Accounting
Banking and Finance
e-Business Management

Management Information Systems
Paralegal Studies

Associate in Applied Science (A.A.S.) Degrees, contd.*BUSINESS TECHNOLOGIES*

Database Programming/Administration
Hotel/Restaurant/Hospitality:
 Catering/Banquet Management
 Hospitality Management
Information Technology
Networking Administration

Office Technology
Software Development:
 Game Programming
 Game Testing
Web Development and Management

HEALTH PROFESSIONS

Dental Hygiene
Diagnostic Medical Sonography
Health Science
Medical Informatics

Medical Office Assistant
Radiography
Respiratory Therapy
Veterinary Technology

HUMAN SERVICES

Career Ladder:
 Education & Child Development
Correctional Studies

Early Childhood Education
Law Enforcement Studies

INDUSTRIAL AND DESIGN TECHNOLOGIES

Drafting and Design Technology
Electronics Technology
General Engineering Technology

Manufacturing Technology
Technology Studies

NURSING

Day and Evening Sequences

LPN/ADN Mobility Track

SCIENCE TECHNOLOGY

Environmental Technology
Horticulture

Landscaping Design/Building
Science Laboratory Technology

One -Year Certificate Programs

Computer Aided Drafting (CAD)
Computer Animation
Computer Graphics
Computer Science
Computer Technical Support
Culinary Arts/Science
E-Commerce: Business Emphasis
Environmental Technology
Event Planning and Management
Exercise Science
Floral Design
Grounds Management
Hospitality Management
Labor Studies

Landscaping
Legal Nurse Consulting
Medical Office Administrative Assistant
Music Business
Music Technology
Musical Theater
Office Technology
Radiation Therapy
Small Business Management
Surgical Technology
Transfer Studies
Travel Service
U.S. Studies
Vascular Technology

Certificate Programs, continued

Certificates of Achievement

Biotechnology	Manufacturing Design
Commercial Music Production	Network Security
Environmental Technology	Non-Profit Management
Fire Science	Professional Cooking
Geographical Information Systems (GIS)	Real Estate
Homeland Security and Emergency Management	Special Imaging for Radiological Technicians
Machine Tooling	Sports Management

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:

Computer Training	Finance / Financial Literacy
Online Courses	Construction / Construction Management
Teacher Education Programs	Wedding Planning / Consulting
Certificate Program for Paraprofessionals: Autism Specialty	Interior Design
Nonprofit Institute for Philanthropy & Leadership	Fashion Design
Certificate in Government/Public Service	Nursing
Business and Industry	Bergen Goes Green
Law	Sign Language
Real Estate	Health Professions
Pest Control / Applicators	Lifestyle and Leisure
Food Safety	The American Experience
	For Young Learners Courses

Section H: Research and Public Service Activities

1. Faculty Scholarship

Brian Altano was the 2011 recipient of the NISOD Award for Teaching Excellence. He received the award at the NISOD Conference in Austin, Texas in June, and he presented a paper on Creative Grammar. Professor Altano also gave a performance in the "Just a Jersey Guy" series at the Anna Maria Ciccone Theatre in May 2011.

Suzaan Boettger published "Petah Coyne: Not Afraid of the Dark," in the September 2010 *Art in America* 98; "Earthworks" and "Robert Smithson" in the Grove Encyclopedia of American Art (2011); and "Postcards from the Edge" in Remediate/Re-vision: Public Artists Engaging the Environment, (Cambridge Arts Council, 2010).

Charles Bordogna contributed an essay to a catalogue for an exhibition entitled "Through the Eyes of Our Ancestors" featuring a major collection of African art, at Queensborough Community College. As the Project Director of the Center for the Study of Intercultural Understanding (CSIU), Professor Bordogna provides support to a program which sponsors African students at American schools in conjunction with the Society of African Missions in Tenafly, NJ.

George Cronk presented "A Symbolic Interactionist Account of the Process of Psychotherapy: An Application of Mead's Central Concepts," at the Fall 2010 Conference of the NJ Regional Philosophical Association.

Mary Crosby published the poems "Hurricane Season" in Calyx (Winter 2011); "Long Pond Ironworks" and "8th Grade Graduation" in Paterson Literary Review (Spring 2011); and "Redemption" in The Dos Passos Review, (Summer 2011). Her poem "The Ramapoughs" received an Honorable Mention in the 2011 Allen Ginsberg Poetry Awards.

Jessica Fargnoli presented "Building Effective Presentation Skills with Audio and Video Captures," and "Looking into the Future of Communication Devices" at the New Jersey Communication Association's 15th Annual Conference in March 2011.

Brian Fuschetto (with Anita Verno) works on the "National Computer Science Standards for K-12 Education", through the CSTA (Computer Science Teachers Association).

Ellen Feig served as a Carl Wilkens Fellow for Genocide Intervention Network/Save Darfur, a Congressional District Leader for ONE.org, a Regional Coordinator for MoveOn.org and an NEH Summer Fellow for the Rutherford B Hayes Institute. Professor Feig is also the founder of W.R.I.T.E Educational Foundation/US/Africa, an organization that supports sustainable educational institutions

Compton Jenkins published Dynamics of Fitness and Health, 9th ed. through Kendall Hunt Publishing in 2011. He is an active member of the Collegiate Commission on Exercise Science.

Tom Jewell was a panelist in November 2010 at the National Communication Association's Annual Convention on the topic, "No \$\$, Fame, or Status Would Lure Me Away From Teaching at a Community College." He also chaired a panel and gave a presentation on, "Opening the Hood: The Power of Online Courses in Communication," at the April 2011 Annual Conference of the Eastern Communication Association.

Andrew Krikun presented "The Historical Foundations of Popular Music Education" and "Rock and Popular Music in Post-Secondary Contexts: Toward a New View of Musicianship" (with John Kratus, Joseph Pignato, and Bryan Powell (moderator) at the Suncoast Music Education Research Symposium on Popular Music Pedagogy in February 2011. He also presented "Popular Music Pedagogy: Summary of the ISME Conference in Beijing and the Suncoast Music Research Symposium in Tampa" for the Association for Popular Music Education in June 2011.

Library and Learning Resource Center faculty and staff members hold membership and leadership roles in a number of state and national organizations, including the American Library Association, the New Jersey Library Association, American Association of School Librarians, ACRL-NJ, and Virtual Academic Library Environment (VALE). Library staff also attended numerous professional conferences and workshops during the 2010-2011 academic year, including ALA, NJLA, REFolution, and the VALE Annual conference.

Section H: Research and Public Service Activities, Faculty Scholarship continued

Laurie Lieberman served as Chair of the Two-Year College English Association (TYCA) Northeast, a branch of the National Council of Teachers of English (NCTE). Professor Lieberman additionally serves on the National TYCA English Executive Committee which represents all TYCA regions throughout the US and Canada.

Paul Mindell was selected by a Smithsonian jury to exhibit in Washington D.C. during 2010 in the Outwin Boochever Portrait Competition at The National Portrait Gallery. At the close of the exhibit in October 2010, Professor Mindell's photo-collage, "Align Through Time: The Painted Muse, The Pixelated Views," was moved to the offices of Senator Robert Menendez (D-NJ) and Congressman Jim Himes (D-CT). In November 2010, Prof. Mindell's "White House Proposal" supporting the Obama/Biden initiatives in community college education nationwide was delivered to the White House with support letters from New Jersey and Connecticut Senators and Congressmen, as well as the leadership of the NEA, NJEA, CEA, NISOD, and the Bergen Community College Board of Trustees and Administration.

Bill Morales published Farewell to the Last Golden Era: the Yankees, the Pirates, and the 1960 Baseball Season through McFarland Press.

Alexandra Perry published "Autism beyond pediatrics: Why bioethicists ought to rethink consent in light of chronicity and genetic identity," in Bioethics (May 2011) and co-authored "Competing definitions of hope in Obama's education marketplace: Media representation of school reform, equality, and social justice," in The Phenomenon of Obama and the Agenda for Education: Can Hope Audaciously Trump Neoliberalism? (2011). Professor Perry also publishes in and serves as the managing editor for the journal Theoretical & Applied Ethics.

Roberto Ruiz published "Pope admits: God ain't said shit to me - The Onion on the existence of God" in the 2010 anthology The Onion and Philosophy.

Robert Saldarini presented "Ethical Behavior and Anonymity in a Technically Pervasive Learning Environment" (with Marybeth Klein) at the League for Innovation Conference.

Carolan Sherman served as a panelist on a presentation, "The Changing Nature of the Suburban Hospital"

John Smalley co-authored and published "Population structure of *zostera marina* (eelgrass) on the western Atlantic coast is characterized by poor connectivity and inbreeding" in Journal of Heredity and "Zostera marina population genetics in Barnegat Bay, New Jersey and implications for grass bed restoration" in Population Ecology in 2010. Professor Smalley also had poster presentations at the NJ Academy of Science/Ecology Society of America Meeting and the American Society of Plant Biologists Annual Meeting in 2011.

Anita Verno was a keynote speaker at the Spring Education conference titled "Science, Technology, and Mathematics in Early Childhood Learning Environments: Get On Board in April 2011 and has been appointed to a position as an ACM CCECC Associate Member (Association for Computing Machinery Committee for Computing Education in Community Colleges). Professor Verno co-authored (with Nancy Muir) Guidelines for Microsoft Office 2010, and works (with Brian Fuschetto) on the "National Computer Science Standards for K-12 Education", through the CSTA (Computer Science Teachers Association).

Jon Yasin presented "Linguistic Analysis of the Public Identity of President Barack Obama" at the 12th International Pragmatics Association Conference at the University of Manchester in July 2011.

Section H: Research and Public Service Activities, continued

2. Service Learning/Community Outreach

School of Health Professions

Dental Hygiene

- Dental Hygiene students and faculty volunteered for the NJ Special Olympics Special Smiles Program held in the Wellness Park. The games are held at the College of NJ in Ewing NJ. The athletes received oral health screenings, mouthguards and oral hygiene instruction.
- First year students provide educational presentations to the Head Start programs, local nursery schools and day care centers. Second year students continue to have service learning opportunities in their clinical experiences at a number of hospitals and clinics.
- In February, the program hosted the Give Kids a Smile Day, a national program focusing on access to oral health care for children.

Nursing

- The Nursing students participated in a number of service learning initiatives including the Great American Smokeout, holiday toy drive, nutritional counseling, hand washing with school children and teaching self-breast exams and emergency preparedness.

Respiratory Therapy

- Students participated in service learning initiatives including the nebulizer presentations to the nursery school teachers and the Hackensack University Medical Center Asthma Bus.

Surgical Technology

- The faculty and students participated in a service learning initiative related to Diabetes Awareness.

Veterinary Technology

- The Veterinary Technology students participated in service learning initiatives with the local animal shelters.

Other

- Bergen Community College provides service to the community by hosting and/or coordinating a variety of events including blood drives, Thanksgiving project for feeding the homeless, Habitat for Humanity programs, hazardous waste collection days, the New Jersey Writing Alliance, and the Teen Arts Festival.
- The College is open to the community for cultural events during Black History Month, Women's History Month, Asian Heritage Week, Latin-American Heritage Week, and many other diversity events.
- Through the efforts of faculty members in the Division of English, the BCC Literary Arts Series hosts and/or coordinates a series of author speaking events linked with resources for teaching the author's work in class.
- The Bergen Performance Arts series provides community service through sponsored events including Bergen Stages student productions, the Young Playwrights Festival, the Distinguished Artist Series, BCC Chorus, Jazz, and Pop/Rock ensemble shows, and numerous
- The Center for the Study of Intercultural Understanding continued in its role in academic leadership regarding diversity and intercultural understanding. The initiatives involved Curriculum & Teaching, Co-curricular Programs, and Community Engagement.

Section H: Research and Public Service Activities, continued

3. Grants Administration

The Office of Grants Administration at Bergen Community College collaborates with faculty and staff in the development of grant proposals and oversees and manages the administration and implementation of grants awarded.

During FY2011, the College was awarded thirteen new grants totaling over \$30 million (including consortium funds), operated nineteen ongoing grant projects with over \$8 million in funds; and developed or submitted fourteen new proposals. Some of the more prominent projects, either continually funded or newly awarded in FY2011, include:

- The 123 Contact (Title V) grant, which addresses the challenges of student retention by providing funds for activities to enhance student persistence and success
- The North New Jersey Health Professions Pathway, for which Bergen Community College serves as lead agency and fiscal agent for a consortium of New Jersey Community Colleges, industry employers, and county Workforce Investment Boards/One-Stop Career Centers providing education and training opportunities for the health professions
- The Community-Based Job Training/Employment Pathways Initiative, expands retail and hospitality curricula to increase education and training delivery in these business sectors
- The College's Regional Center for Disability Employment (MOSAIC Center), which supports workers with disabilities throughout the region by providing job-training and placement services.

Section I: Major capital projects underway in fiscal 2010

Recently Completed:

- **Bergen at the Meadowlands Facility - Lyndhurst, NJ**
Purchased in the spring of 2010 and currently under renovation.
- **New Science Wing - Paramus, NJ**
Addition of new Science Wing containing Science Labs
- **Student Center**
Refurbishment and expansion of existing space
- **Campus Surveillance System**
Upgrade of existing system
- **Skoskie Hall**
Renovation including new roof and windows

In Planning Stages:

- Renovation of Campus Restroom facilities

Under Construction:

- Resurfacing of track
- Student Center - expanded entrance and facilities
- Bergen Community College at the Meadowlands - renovation and expansion of classroom and student services facilities