



Annual Institutional Profile Report 2016



September 2016

Preface

I am pleased to submit the 2016 Annual Institutional Profile (AIP) for Bergen Community College.

Submission of the attached report fulfills the 1994 Higher Education Restructuring Act mandate to “prepare and make available to the public an annual report on the condition of the institution.” The form and content of the report is established by the Office of the Secretary of Higher Education, and the performance indicators and institutional information in the AIP have been compiled and arranged by the Center for Institutional Effectiveness at Bergen Community College. The Annual Institutional Profile provides a summary of the relevant institutional data, as well as the College’s accomplishments and contributions to our community.

College Overview

Bergen Community College was founded in 1965 to provide accessible, affordable, and comprehensive community education services for the Bergen County region. Construction of the permanent campus began in 1969 in Paramus. Over the past 45 years, the college has expanded its main campus to include an expansive library, theater, student center, and new buildings housing additional classroom space, and state-of-the-art technology, art, music, 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 2015, Bergen Community College enrolled almost 15,000 students in degree programs, as well as nearly 7,000 more in continuing and adult education programs.

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 workforce development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

Mission

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 lifelong learning opportunities for all members of the community. The College responds to community needs through workforce training and continuing education, and by developing programs for employers.

Values

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

- Learning
- Excellence
- Integrity
- Respect
- Creativity

These core values will guide our daily endeavors.

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. B. Kaye Walter
President, Bergen Community College

Table of Contents

II. Data by Category

A. Accreditation Status

- 1. Institutional accreditation..... 1
- 2. Professional accreditation..... 1

B. Number of Students Served

- 1. Number of undergraduate students by attendance status 2
- 2. Number of graduate students by attendance status 2
- 3. Number of non-credit students served..... 2
- 4. Unduplicated number of students for entire academic year..... 2

C. Characteristics of Undergraduate Students

- 1. Mean math, reading, and writing SAT scores..... 3
- 2. Enrollment in remediation courses by subject area 3
- 3. Race/ethnicity, sex, and age..... 4
- 4. Numbers of students receiving financial assistance under each federal-, state-, & institution-funded aid program [FY 2015 data]..... 5
- 5. Percentage of students who are New Jersey residents..... 6

D. Student Outcomes

- 1. Graduation rates
 - a. Four-, five- and six-year graduation rate by race/ethnicity 7
 - b. Two-year graduation rate 7
 - c. Three-year graduation and transfer rate by race/ethnicity 7
- 2. Third-semester retention rates
 - a. By attendance status 7
- 3. Degrees Awarded 7

E. Faculty Characteristics

- 1. Full-time faculty by race/ethnicity, sex, academic rank and tenure status 8
- 2. Percentage of course sections taught by full-time faculty..... 8
- 3. Ratio of full- to part-time faculty 8

F. Characteristics of the Trustees or Governors

- 1. Race/ethnicity and sex 9
- 2. List of trustees/governors with titles and affiliations 9
- 3. Additional information on trustees/governors 9

G. Profile of the Institution

- 1. Credit Programs: Transfer Programs 10
- 2. Credit Programs: Career Programs 11
- 3. Non-Credit Programs: Continuing Education 12

H. Major research and Public Service Activities

- 1. Faculty Scholarship..... 13
- 2. Service Learning/Community Outreach 17
- 3. Grants Administration..... 19

I. Major Capital Projects Underway in Fiscal Year 2016 20

III. Other Institutional Information

J. Strategic Planning Goals..... 21

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 Commission in Diagnostic Medical Sonography
Legal Nurse Consulting	American Bar Association
Medical Office Assistant	Commission on Accreditation of Allied Health Education Programs Medical Assisting Education Review Board
Nursing	New Jersey State Board of Nursing National League for Nursing Accrediting Commission
Paralegal Studies	American Bar Association
Paramedic Science	Commission on Accreditation of Allied Health Education Programs Commission on Accreditation of Educational Programs for the Emergency Medical Services Professions
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology New Jersey Radiologic Technology Board of Examiners
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

Section B. Number of Students Served

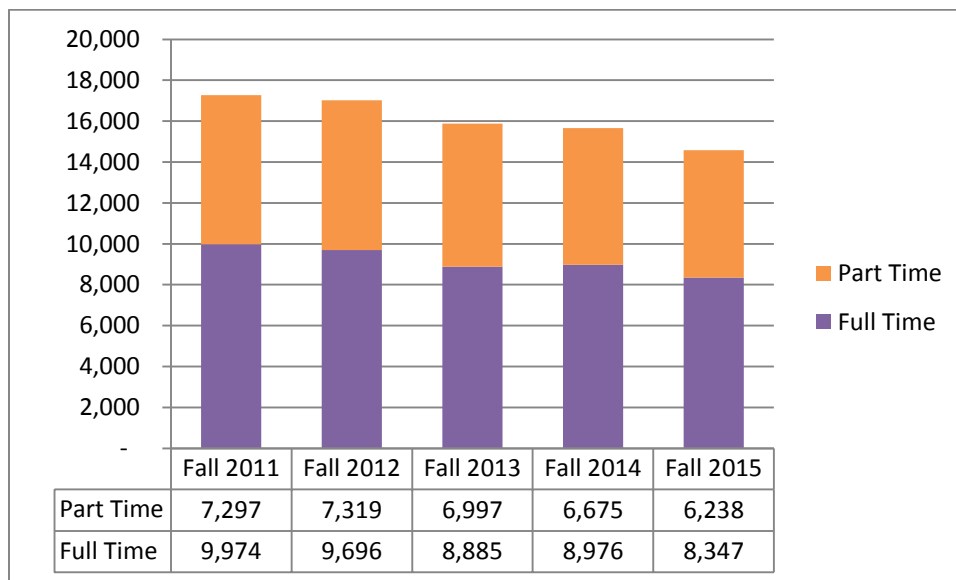
1. Number of Undergraduate Students by Attendance Status

Enrolled Students (unduplicated) by Status, Fall 2015

Full-time		Part-time		Total
N	%	N	%	
8,347	57.2%	6,238	42.8%	14,585

Source: IPEDS Fall Enrollment Survey

Five-Year Unduplicated Enrollment Comparison, Fall 2011 - Fall 2015



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 Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	16,610	6,958	515,084	1,145
Customized Training	1,144	-	17,814	40

¹Includes all registrations in any course that started on July 1, 2014 through June 30, 2015.

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, FY 2015

Total Headcount	Total Credit Hours	Total FTE
21,135	329,578	10,986

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 (if any) for selecting test takers in Fall 2015:

- All degree-seeking students and all non-degree-seeking students who reach their 11th attempted credit are required to take a basic skills assessment and placement test in reading, writing, computation, and algebra (Accuplacer).
- Tests are waived for students (a) scoring a 530 or higher on math or scoring a 540 or higher on critical reading on the new SAT, valid within the past 5 years, (b) scoring a 23 or higher on the math ACT, valid within the past 5 years, (c) possessing a US bachelor's degree or higher, or (d) having completed a college-level mathematics class or college-level English composition class.

Total Number of Undergraduate Students Enrolled in Remediation in Fall 2015:

Total Enrollment	Remedial Enrollment*	% of Total
14,585	3,327	22.8%

*Number of Students Enrolled in One or More Remedial Courses
Source: SURE Fall Enrollment file

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2015:

All FTFT Students	Enrolled in One or More Remedial Courses	Percent of Total
2,515	1,519	60.4%

Source: SURE Fall Enrollment file

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2015 by Subject Area:

Subject Area	Number of FTFT Enrolled	Percent of all FTFT Enrolled
Computation	931	37.0%
Algebra	177	7.0%
Reading	0	0.0%
Writing	0	0.0%
English	1243	49.4%

Source: SURE Fall Enrollment file

Section C. Characteristics of Undergraduate Students (Continued)

3. Race/Ethnicity, Sex, and Age

Undergraduate Enrollment by Race/Ethnicity*, Fall 2015

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-time	2,512	30.1%	509	6.1%	2,173	26.0%	564	6.8%
Part-time	2,154	34.5%	371	5.9%	1,510	24.2%	530	8.5%
Total	4,666	32.0%	880	6.0%	3,683	25.3%	1,094	7.5%

	American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-time	19	0.2%	670	8.0%	1,900	22.8%	8,347	100.0%
Part-time	16	0.3%	269	4.3%	1,388	22.3%	6,238	100.0%
Total	35	0.2%	939	6.4%	3,288	22.5%	14,585	100.0%

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

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Sex, Fall 2015

	Male		Female		Total
	N	%	N	%	N
Full-Time	4,402	52.7%	3,945	47.3%	8,347
Part-Time	2,938	47.1%	3,300	52.9%	6,238
Total	7,340	50.3%	7,245	49.7%	14,585

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Age, Fall 2015

		<18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unk.	Total
Full-time	N	53	3,284	2,611	1,146	682	244	121	157	44	5	0	8,347
	%	0.6%	39.3%	31.3%	13.7%	8.2%	2.9%	1.4%	1.9%	0.5%	0.1%	0.0%	100.0%
Part-time	N	57	637	1,401	1,465	1,147	534	329	394	218	54	2	6,238
	%	0.9%	10.2%	22.5%	23.5%	18.4%	8.6%	5.3%	6.3%	3.5%	0.9%	0.0%	100.0%
Total	N	110	3,921	4,012	2,611	1,829	778	450	551	262	59	2	14,585
	%	0.8%	26.9%	27.5%	17.9%	12.5%	5.3%	3.1%	3.8%	1.8%	0.4%	0.0%	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 [FY 2015 data]

Financial Aid from Federal-Funded Programs, AY 2014-15

	Recipients	Dollars(\$)	\$/Recipient
Pell Grants	6,171	22,979,565	3,723.80
College Work Study	150	329,518	2,196.79
Perkins Loans	-	-	-
SEOG	1,840	275,425	149.69
PLUS Loans	50	313,069	6,261.38
Stafford Loans - Subsidized	2,376	7,747,220	3,260.61
Stafford Loans - Unsubsidized	2,320	8,489,313	3,659.19
SMART & ACG or other	-	-	-

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from State-Funded Programs, AY 2014-15

	Recipients	Dollars(\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,668	5,153,625	1,931.64
Educational Opportunity Fund	374	322,897	863.36
Outstanding Scholars (OSRP) or other	-	-	-
Distinguished Scholars	-	-	-
Urban Scholars	-	-	-
NJSTARS	141	433,244	3,072.65
NJCLASS	12	71,483	5,956.92

Source: NJIPEDS Form #41 Student Financial Aid Report

Financial Aid from Institutional-Funded Programs, AY 2014-15

	Recipients	Dollars(\$)	\$/Recipient
Grants & Scholarships	305	423,457	1,388.38
Institutional Loans	-	-	-

Source: NJIPEDS Form #41 Student Financial Aid Report

Section C. Characteristics of Undergraduate Students (Continued)

5. Percentage of Students who are New Jersey Residents

Fall 2015 First-Time, Full-Time (FTFT) Undergraduate Enrollment by State Residence

NJ Residents	Non-State Residents	Total	% state Residents
2,850	137	2,987	95.4%

Source: IPEDS Fall Enrollment Survey

Total Enrollments by State Residence

NJ Residents*	Non-State Residents	Total	% State Residents
14,511	74	14,585	99.5%

**Includes state unknown*

Source: SURE 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

Fall 2012 Cohort	N Graduates	Graduation Rate
2,674	114	4.3%

Source: IPEDS Graduation Rate Survey

c. Three-Year Graduation and Transfer Rate by Race/Ethnicity

	White		Black		Hispanic	
	N	%	N	%	N	%
Fall 2012 Cohort	769		158		732	
Graduated in 3 years	203	26.4%	17	10.8%	126	17.2%
Transfers	134	17.4%	38	24.1%	132	18.0%

	Asian		Alien		Other *		Total	
	N	%	N	%	N	%	N	%
Fall 2012 Cohort	140		147		728		2,674	
Graduated in 3 years	35	25.0%	42	28.6%	118	16.2%	541	20.2%
Transfers	26	18.6%	13	8.8%	119	16.3%	462	17.3%

Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention Rates

By Attendance Status

	First-Time, Fall 2014	Retained Fall 2015	Retention Rate
Full-Time	2,713	1,709	63.0%
Part-Time	673	334	49.6%

Source: IPEDS Fall Enrollment Survey, Part E

3. Degrees Awarded

Degree Type	2012	2013	2014	2015	2016
A.A. Degrees	442	329	392	356	289
A.F.A. Degrees	0	1	6	4	8
A.S. Degrees	1,069	1,461	1,658	1,656	1,655
A.A.S. Degrees	442	431	463	422	380
Certificates	74	63	91	76	78
TOTAL	2,027	2,285	2,610	2,514	2,410

Source: SURE Graduation File

Section E. Faculty Characteristics

1. Full-Time Faculty by Race/Ethnicity, Sex, Academic Rank, and Tenure Status, Fall 2015

		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	43	31	3	3	1	1	2	2	1	0	0	0	0	0	0	50	37
	Associate Prof.	38	47	2	3	2	1	1	3	0	0	0	0	0	0	0	43	54
	Assistant Prof.	13	30	1	3	0	3	1	5	0	0	0	0	0	0	0	15	41
	All Others	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4
	TOTAL	95	112	6	9	3	5	4	10	1	0	0	0	0	0	0	109	136
Without Tenure	Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Associate Prof.	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1
	Assistant Prof.	4	16	0	0	0	1	0	0	0	0	0	0	0	0	0	4	17
	All Others	13	20	1	1	1	1	3	2	0	0	0	0	0	0	0	18	24
	TOTAL	17	37	1	1	2	2	3	2	0	0	0	0	0	0	0	23	42
Total	Professors	43	31	3	3	1	1	2	2	1	0	0	0	0	0	0	50	37
	Associate Prof.	38	48	2	3	3	1	1	3	0	0	0	0	0	0	0	44	55
	Assistant Prof.	17	46	1	3	0	4	1	5	0	0	0	0	0	0	0	19	58
	All Others	14	24	1	1	1	1	3	2	0	0	0	0	0	0	0	19	28
	TOTAL	112	149	7	10	5	7	7	12	1	0	0	0	0	0	0	132	178

* 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 2015

Course Sections	Taught by FT Faculty		Taught by PT Faculty	
	N	%	N	%
2404	1263	53.0%	1141	47.0%

Note: Others includes Full-time Administrators and Teaching Assistants

Source: BCC Student Information System

3. Ratio of Full- to Part-Time Faculty, Fall 2015

Full-time		Part-time		Total	
N	%	N	%	N	%
310	29.4%	743	70.6%	1,053	100.0%

Source: IPEDS Human Resources Survey

Section F. Characteristics of the Board of Trustees

1. Race/Ethnicity and Sex

Sex	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	5	1	1	0	0	0	0	7
Female	2	0	2	1	0	0	0	5
Total	7	1	3	1	0	0	0	12

2. List of Trustees with Titles/Affiliations

Name	Affiliation
E. Carter Corriston, Chairman	Attorney
Philip J. Ciarco III, Vice Chairman	Retired, Business Management
Germaine Ortiz, Secretary	Financial Consultant
Dorothy L. Blakeslee, Treasurer	Chief Operating Officer, Browncoats Consulting, Inc.
James D. Demetrakis, Trustee	Attorney
Dr. Jo-Anne Mecca, Trustee	Director, Center for Teacher Preparation and Partnerships
Anthony Miller, Trustee	Retired
Michael J. Neglia, Trustee	President, Neglia Engineering
Irene Oujo, Trustee	Assistant Director, Fairleigh Dickinson University
Gerard L. Carroll	Bergen County Technical Schools
Norah Peck, Trustee	Interim Superintendent of Schools, Bergen County
Isaac Alejo-Reyes	Student, Alumni Trustee

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
Global Studies
History
Latin American Studies
Literature

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

FINE AND PERFORMING ARTS

General Curriculum
Art
Cinema Studies

Music
Theatre Arts: General, Acting, Dance, Technical
Production

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

Music Business

Music Technology

Associate in Science (A.S.) Degrees

NATURAL SCIENCE AND MATHEMATICS

General Science
Aviation Operations
Biology
Biotechnology
Chemistry

Computer Science
Mathematics
Physics

ENGINEERING SCIENCE

Engineering Science

PROFESSIONAL STUDIES

General Curriculum
Aviation Administration
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
Early Childhood Education
Education
Exercise Science
Health Science
Information Technology
Journalism
Social Work
Sports Management

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/Computer Graphics

BUSINESS ADMINISTRATION

Accounting

Banking and Finance

E-Business Management

Management Information Systems

Publishing Operations & Management

FASHION APPAREL DESIGN

Fashion Apparel Design

HOTEL / RESTAURANT / HOSPITALITY

General Studies

Catering & Banquet Management

Culinary Entrepreneurship

Event Planning & Management

Hospitality Management

HEALTH PROFESSIONS

Dental Hygiene

Diagnostic Medical Sonography

Health Science

Medical Informatics

Medical Office Assistant

Paramedic Science

Radiography

Respiratory Therapy

Veterinary Technology

HUMAN SERVICES

Correctional Studies

Law Enforcement Studies

Legal Studies

INDUSTRIAL AND DESIGN TECHNOLOGIES

Avionics

Drafting and Design Technology

Electronics Technology

General Engineering Technology

Manufacturing Technology

Technical Studies

INFORMATION TECHNOLOGY

Database Programming & Administration

Information Technology

Office Technology

Networking Administration

Web Development & Management

MUSIC

Recording Technology

Music Business

NURSING

Day

Evening

Weekend

LPN/AND Mobility Track Day

LPN/AND Mobility Track Evening

SCIENCE TECHNOLOGY

Horticulture

Landscape/Design/Build

SOFTWARE DEVELOPMENT

Game Programming

Game Testing

Section G. Profile of the Institution (Continued)

One-Year Certificates

Computer Aided Drafting (CAD)	Hospitality Management
Computer Animation	Landscaping
Computer Graphics	Legal Nurse Consulting
Computer Science	Medical Office Administrative Assistant
Computer Technical Support	Office Technology
Culinary Arts/Science	Radiation Therapy Technology
Database Programming & Administration	Surgical Technology Day
E-Commerce: Business Emphasis	Surgical Technology Evening
Event Planning and Management	Transfer Studies: Liberal Arts/Science, Technology & Professional Studies
Exercise Science	United States Studies
Floral Design	
Grounds Management	

Certificates of Achievement

Baking	Manufacturing Design using Pro/Engineer®
Biotechnology	Marketing Assistant
CNC Programming	Network Security
Fashion Design Fundamentals	Non-Profit Management
Fashion Product Development	Private Security
Finance	Professional Cooking
Fire Science	Real Estate
Forensic Science	Sports Management
Homeland Security	Sports Merchandising
Machine Tooling	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:

Advanced Manufacturing	Kids and Teens Programs
Autism	Languages
Bergen Goes Green	Makerspace
Business and Industry	NJ Family Care Training
Computer Training	Nonprofit Leadership Institute
Construction	Online Courses
Culinary Arts	Personal Development
Fashion Design	Pest Control
Finance	Property & Facility Management Education
Green Pathways to Employment Program	Quality Assurance Certificate Program
Health Professions	Real Estate
Hospitality and Tourism	Teacher Education
Human Resource Professional Development Certificate Program	Wedding/Event Planning
Interior Design	Welding

Section H. Major Research and Public Service Activities

1. Selected Faculty Scholarship

Not only was **Mi Ahn** certified as an instructor for the Mental Health First Aid, a national program, but she was a presenter at CITL Summer Institute Conference and was accepted to the Annual National Learning Communities Conference.

Jacqueline Behn attended the National Association for Social Workers Annual conference.

Sidney Birnback received a Federal Fish and Wildlife permit for specimen and scientific study. He also received the State of New Jersey Environmental Protection Agency Salvage and Migrating permit for scientific study. He is a licensed clinical psychologist, a lifetime member of the American Psychological Association and a member of the Ornithological Society of America and Palisade Nature Association.

Suzaan Boettger published articles in journals such as Brooklyn Rails, Handbook of Ecocriticism and Cultural Ecology, and Depth of Field. Additionally, she conducted research for a book and participated in national and international conferences.

Denise Budd currently has two publications under review for publication by Brill Publishers and the University Press of Florida. In addition to workshops hosted by the Center for Institutional Effectiveness, she attended lectures at the Decorative and Fine Arts Society, the Renaissance Society of America and the Center for History of Collecting at the Frick Collection.

James Bumgardner participated in the Broadway Teachers and Drama Educators Workshops, and his attendance at professional performances such as 'The King and I', 'King Charles III', 'Amazing Grace' and 'Smart People' to name a few. Additionally, Professor Bumgardner co-produced and/or taped several Bergenstages performances to include 'South Pacific', 'The Rivals', 'Stew and Heidi' and 'The Clouds' to mention a few.

Joanna Campbell, Gail Fernandez and **Jill Rivera** presented The Assessment Fellows of the Roundtable: Ambassadors of a High-Performance Culture at the American Association of Community Colleges Annual Convention in April 2016; the Assessment Fellows Program – An Inside-Out Approach at the Middle States Commission on Higher Education Annual Conference in December 2015; and the Assessment Fellows Program – An Inside-Out Approach at Drexel University Annual Conference on Teaching & Learning Assessment in September 2015.

Joanna Campbell, Gail Fernandez and **Jill Rivera** co-authored An Assessment Fellows Program Model, National Institute for Learning Assessment Outcomes (NILOA), February 2016.

Daniel Chadwick participated in various seminars in the Hotel/Restaurant Management field. These include 'Creating Signature Kitchen Design', 'Targeted Recruitment in the Hospitality and Food Service Industry', 'International Hotel-Motel-Restaurant Show', and 'Simple Systems to Control Your Food Cost' to name a few.

Louis Cirrilla participated in several workshops including 'Legal Ethics, No Laughing Matter', 'Nuts and Bolts of NJ Small Business', and Ethics for Transactional Attorneys'.

Mary Clifford attended the Broadway Teachers Workshop and the Chita Rivera Lecture, which were aimed at exploring innovative teaching techniques in the performing arts. Additionally, she studied water color and acrylic painting to aid in the hands-on approach she used in her Stage Makeup Class.

David Cohen attended the International Hotel-Restaurant and the International Restaurant Workshops.

Benicia D'sa completed 5 graduate certificate courses in Teaching and Learning Technologies at William Paterson University. She also submitted two articles for publication in the BCC Journal of Scholarly Teaching. Additionally, Benicia attended the Beacon Conference, and was a participant in the Tri-State Best Practices and NJ Department of Education Pilot Program Conferences.

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

1. Selected Faculty Scholarship

Joan Dalrymple was the co-editor of the NJLA CUS/ACRL-NJ Chapter Newsletter, Fall 2011-Present. She served as member of NJLA CUS/ACRL-NJ Marketing and Communications Committee and ex-officio member of Executive Board. She presented a Scholarship Search 101 Workshop in partnership with the Foundation Office at Meadowlands (February 2016). She attended both NJLA and ALA conferences (May and June 2016, respectively).

Lucy Deane submitted an article, "Problem Solving for all Disciplines" to the 27th International Conference on College Teaching and Learning.

Kaye DeMetz attended at the Tri-State Conference where she presented "Teaching Critical Thinking Through Perceptions". She also was a presenter at the Latino Heritage Month celebrations, and the Club Leadership Awards.

Maureen Ellis-Davis was a co-organizer for the Tri-States Best Practices Conference and a member of the REVEL/Pearson Publications focus group that was responsible for reviewing revisions to the Introduction to Sociology text. Additionally, she is an Associate Editor of the East Coast Colleges of Social Sciences Association Journal, Vice-Chair for the Board of Directors of ECCSSA, and presented at various conferences such as the NJ Council of County Colleges and the League for Innovation in the Community College.

Mecheline Farhart participated in the NJEA, Tri-State and the Academy of Criminal Justice Annual Conferences. Additionally, she participated in and testified at the US Senate Democratic Steering Committee and the NJ College Affordability Study Commission.

Shari Franschman, completed 64 credits towards her doctorate, attended the National Behavioral Intervention Team Association's training and hosted the NJ Coalition Against Sexual Assault's webinar, "Serving Campus Survivors". In addition she developed a Title IX and Judicial Policy for Department of Education visiting institutions.

Princeton published **Barry Freeman's** article on student course mode preferences. He also presented "Which Course Delivery Mode Do Most Students Currently Prefer: Face-to-Face, Pure Online or Hybrid?" at the NISOD conference. He also attended investment-related seminars offered by Fidelity Investments.

Kate Hossain attended the ACRL Information Literacy Conference (March 2016) and NJLA (May 2016).

Lawrence Joel holds certification as an Elder Law Attorney as recognized by the ABA-approved National Elder Law Foundation. Additionally, he participated in various conferences such as the '73rd Semi-Annual Tax and Estate Planning Forum', the 'Elder and Disability Law Symposium' and '2016 Probate Symposium'. Lawrence continues to hold membership in many organizations including the American Bar Association Advisory Committee, the American Association for Paralegal Educators, the National Academy of Elder Law Attorneys, and the New Jersey State, New York State, Bergen County and American Bar Associations.

Rachel Lerner Colucci served as a panelist leading a discussion following a screening of The Hunting Ground, in collaboration with healingSpace – The YWCA of Bergen County at the Kaplan JCC in the Palisades and also received a Student Success Innovation Grant from the New Jersey Council on Community Colleges to enhance Behavioral Intervention Team Training.

Joan Liu-Devizio attended MAIUG-The annual Mid-Atlantic Innovative Users Group (October 2015) and NJLA 2016 conference (May 2016).

Michael DiBartolomeo, Dr. Naydeen Gonzalez, Denise Liguori and Jill Rivera presented on Project Graduation at the American Association of Community Colleges (AACC) Conference in Chicago, IL. (April 2016)

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

1. Selected Faculty Scholarship

David Kramer studied police responses and actions to domestic violence calls, New Jersey's use of body camera and microphones, and the deployment of tasers in New Jersey's law enforcement agencies. David's research findings were presented at various conferences and incorporated into the courses he taught.

Andrew Krikum's production and arrangement of Daisy Anabelle's 'My Own Person' was released by Fellaheen Records, he served on the editorial boards of the Journal of Popular Music Education and Intellect Journals, and he was a presenter at the Association for Popular Music Education Annual Conference.

Richard Kuiters held membership in several professional organizations including the Academy of Criminal Justice Science, the International Chief of Police, the New Jersey Criminal Justice Educators Association, the Bergen County Chief of Police and the FBI Newark Joint Terrorism Task Force Intelligence Sharing initiative to name a few. Additionally, he is a federal grant reviewer and an article reviewer for the US Community Policing Office. He was an attendee at the University of Texas, El Paso's Conference on Weapons of Mass Destruction.

Anne Maganzini held membership in the American Psychological Association, the Association for Psychological Science and Sigma Xi, the Scientific Research Society. She participated in a United Nations briefing on Gender and Women's right.

Linda Marcel collaborated on musical performances and participated in several workshops including the Foundation for Emerging Technologies and Arts' Night of Electronic Music and Art, and Italy's Montepulciano Music Conservatory Network.

Christopher Mayer holds membership in the American Institute of Certified Public Accountants and the New Jersey Society of Certified Public Accountants. He has taken courses in Microsoft Office and NJSCPA Issues Watch.

Claire McConaughy is a member of the College Art Association. Her published Pierogi Gallery interview demonstrated her contribution to scholarly work within the Visual Arts community. Additionally, her work was displayed in the Pierogi Gallery's Flat Fire Program, Yashar Gallery and The Drawing Room to name a few.

Kate McGivern presented on Nov. 17, 2015- Long Branch, NJ- New Jersey Association of School Librarians with **Helen-Ann Brown Epstein** on results of a survey of high school librarians. Presentation included discussion and small group break out session about the needs, frustrations, etc that high school librarians encounter.

Paul Mindell held membership in several organizations including the Rhode Island School of Design and the University of Michigan's School of Art Alumni Associations and the Wilton Art Council. Not only is his work displayed in various competitions, the University of Michigan Art Show and the congressional office of Jim Himes, but he developed paulmindell.com and CleverWebbyKids.com websites.

Michael O'Donovan attended the NJ Office of Homeland Security and Preparedness Active Shooter Seminar, and participated in courses on Moodle and Respondus applications for online exams. Additionally, he gave a presentation on the "Consolidation of Municipal Government Services" at the College's Suburban Studies Group, and is collaborating with St. John's University's Dr. Richard Stalter on the publication of a research paper.

L. Laura Ochoa attended the biennial conference of the Council on Undergraduate Research.

Lisa Pavlik published her 4th book, "Need for Sleep" by Cambridge Scholars Publishing.

Annemarie Roscello presented at the AASL National Conference "Best of the Best Selection Committee: Using the university press books in your school library" (November 2015) and attended ALA and NJLA (January 2016).

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

1. Selected Faculty Scholarship

Mary Ryan participated in various seminars such as ‘Federal and State Tax Credits’, ‘Tax Resolutions: the Six Secrets’ and ‘Thrive as A CPA of the Future’ to name a few.

Robert Saldarini was a graduate faculty, undergraduate mentor and a Distance Education mentor for classes in managerial communications at Thomas Edison State College. He was a member of the college’s Undergraduate Academic Council and the Business School’s Curriculum and Graduate Admissions Committees. Additionally, he collaborated with the college in its creation of a BS in Professional Studies to facilitate students with AA degrees.

Lynn Schott attended NJLA (May 2016) and was the recipient of the President’s Award from the New Jersey Library Association. Lynn is also the Academic representative to the NJLA Executive Board, elected in May 2016 for a 3-year term starting July 2016.

Daniel Sheehan worked on the completion of Tales From Earth, Inc. concept album and attended the American Society of Composers, Authors & Publishers Expo, and the Association for Popular Music Education Conferences.

Robert Wiater was a member of several organizations such as NEA, NJEA and the American Psychological Association.

Pierce Wilkinson was a member of the American Political Science Association. He attended a seminar and a panel/lecture on the world-wide impact of Brexit on US foreign relations, Africa, Europe and Great Britain.

Paula Williams presented “Problem-Solving Across All Disciplines” at the 27th International Conference on Teaching & Learning (Jacksonville, FL, April 2016). She also completed her Doctoral Dissertation: Developing Student Competencies in Information Literacy Sessions through Web-Based Instruction for Distance Learners. Nova Southeastern University, 2015. Paula is also a Member of Editorial Board, NEA’s Thought & Action Journal.

Anthony Yankowski attended and participated in several conferences, he is a member of the NJ Higher Education Committee and clinical psychologist who served as a digital faculty consultant to McGraw Hill, and mentor at Thomas Edison State University.

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

2. Selected Service Learning/Community Outreach

Mi Ahn was actively involved with the Korean Parents Association of Ridgewood, NJ and Family Touch in Ridgewood, NJ and Bowery Women's Service in Harlem, NY.

Jacqueline Behn served as Clinical Consultant to Bergen County's Center for Hope and Safety.

Denise Budd developed and taught courses for the Institute for Learning in Retirement.

James Bumgardner hosted the Passaic County Technical Institute at the Bergen Community College, and the NJ Theatre Alliance Stage Festival in Ender Hall Lab Theatre. He actively engaged the community in the various dramatic productions that he was associated with.

Louis Cirrilla offered pro-bono legal service to the minority community in Paterson, NJ.

Richard Comerford served as a consultant for NJEA and presented on 'Arbitration Preparation and Presentation' at the 2016 NJEA Higher Education Conference.

Lucy Deane participated in a charity yard sale to benefit Habitat for Humanity, PAWS and over 21 group homes.

Kaye DeMetz was also actively involved with the Boys Scouts of America Merit Badge Rally.

Maureen Ellis-Davis volunteered with the Boy Scout Troop, the Astor Little League and Aquabilities.

In addition to making donations to organizations such as American Red Cross, St. Jude's Children Research Hospital and American Foundation for Suicide Prevention, **Mecheline Farhat** presented at North Plainfield Middle School and North Plainfield Alternative High School.

Barry Freeman participated in Northern Highlands Regional High School's Career Day event.

Gail Fernandez serves as the secretary for the Suffern High School Marching Band parent group, the Half-Timers. She is also a member of the Ramapo Central School District Professional Development Committee.

William Huisking was on the Board of the "Walk to End Alzheimer's".

Richlene Joannides, CLC faculty, has been appointed to the Bergen County Youth Services Commission due to her long-time academic experience and familiarity with the various populations consisting of high school dropouts, county jail inmates, welfare recipients, and county homeless residents.

Lawrence Joel was a practicing attorney who is active in the community. The many organizations that he volunteers with includes fundraising and outing coordinator for the Oradell Lions Club, memory walk sponsor for the Alzheimer's Association of New Jersey, member of the general counsel for the Maroon and White Music Boosters, usher at the Notre Dame of Mt. Carmel Church, and fashion show vendor solicitor for the Morristown High School Home and School Association.

Mark Kassop volunteered with organizations such as World Hunger, the New York/New Jersey Trail Conference, Sterling Forest State Park and White River Partnership, an environmental group. Additionally, Professor Kassop served on numerous committees at Thomas Edison State University where he is a faculty mentor.

David Kramer collaborated with **Shari Franschman** and the Riverdale Police Department to recruit students for the police department's junior police academy.

Andrew Krikum served on the executive board of the Association for Popular Music Education, and collaborated with BergenPAC to create internship and volunteer opportunities for students.

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

2. Selected Service Learning/Community Outreach

Camelia-Manuela Lataianu collaborated with specialists from Bergen County Department of Human Services' Alternatives to Domestic Violence Program to host the College's 'Youth and Intimate Violence'.

Anne Maganzini raised money for the Leukemia and Lymphoma Society through her affiliation with the Team in Training of New Jersey.

Linda Marcel was a deputy with the Bergen County Mounted Patrol Sheriff's Office.

Christopher Mayer organized the annual Waldwick High School Booster Club Alumni soccer game, which supports the Michael Robert Mayer Scholarship.

Claire McConaughy donated paintings to The Painting Center's annual benefit, Art in the Box's annual benefit and the College's female veteran annual scholarship fund.

Florence McGovern volunteered with the Center for Hope and Safety and was a regular blood donor.

Michael O'Donovan was a US Department of Homeland Security TSA Air Marshall Service Armed Security Officer and a member of the Bergen County, NJ Citizen's Emergency Response Team.

L. Laura Ochoa collaborated with community-based groups to work with children with special needs.

Mary Ryan performed consulting services for K. Leeds, and volunteered with Monmouth County Park and Papomora Beach Cleanup.

Robert Saldarini was an active life member of the Deborah Hospital Foundation, Brownsville.

Theo Solomon lectured on film at the Teaneck and Hackensack libraries.

Arthur Tolve supported several organizations including BCC Foundation's 'Loaves and Fishes', 'Service Learning', and 'Arthur and Cecilia Tolve Hospitality and Culinary Arts Scholarship' funds, the Valley Hospital Linwook Circle and the Fair Lawn Volunteer Fire, Ambulance and Rescue Squad.

Robert Wiater, an honorary committee member of the Polish People Home/Polish American Culture Center, was active in the New Jersey, New York Polish and Connecticut communities. He attended Polish festival that highlighted Polish heritage and culture in the tri-state area.

Pierce Wilkinson was active at the community-level through his continued activity in the local parishes of the New York archdiocese.

Anthony Yankowski participated in the Spectrum for Living walkathon.

4. Grants Administration

The Office of Grants Administration facilitates the development, acquisition, and implementation of grant funded projects that further the goals, objectives, and strategic priorities of Bergen Community College. During FY16, the College was awarded 12 grants, totaling \$6,290,719.00. The Office also managed/operated 27 projects, which were supported by more than \$14,741,573.00 in funds, and submitted 24 new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY16 include:

- The **Science, Technology, Engineering, and Mathematics (STEM) Grant** is a five-year grant award designed to fulfill the urgent and growing need for STEM professionals in a competitive and global workforce. The project has three goals: (a) to increase the recruitment and persistence of STEM and STEM education students; (b) to improve the graduation and transfer rates for students enrolled in STEM and STEM education programs; and (c) to enhance data-based decision-making to inform and improve student outcomes, program development, and articulation.
- The **Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant** is a four-year \$15 million award designed to fund the New Jersey Health Professions Pathways to Regional Excellence Project (NJ-PREP). NJ-PREP is a partnership that builds on the HPOG initiative noted above. It includes 12 community colleges, over 20 employers, and 11 county Workforce Investment Boards and One-Stop Career Centers. The college and its partners are working to build a state-wide healthcare career pathways system that coordinates and aligns strategic partnerships, resources, funding, policies, data, and accountability measures. The project will serve over 2,000 participants.
- The **Violence Intervention and Prevention (VIP) Grant** is a three-year grant award designed to develop the BCC Coordinated Community Response to violence prevention throughout the campus community. The initiative promotes continuous improvement and increased coordination of: (a) communication regarding sexual assault, domestic violence, dating violence and stalking issues; and (b) the sharing of crisis response tactics, community referrals, and resources with partners.
- The **Transition Program for Students with Intellectual Disabilities 2 (TPSID2) Grant** is a model comprehensive transition and postsecondary education program conducted in collaboration with The College of New Jersey. This Phase II program will attain four key goals: 1) provide students with ID a strong foundation of essential skills and competencies needed to secure and retain jobs; 2) assist ID students in earning meaningful credentials to help advancement along a career Pathway towards higher-skill, higher-wage opportunities; 3) engage employer partners, supportive services and families; and 4) develop a formal network of post-secondary programs within the region.
- The **First in the World (FITW) Grant** program is a randomized controlled trial that will target 8,400 first time, degree-seeking students placed into remedial math as per the Accuplacer exam. The goals of this program are to: 1) increase the 3-semester retention rates of first time students placing into remedial math, and 2) decrease time to completion of first time full time students placing into remedial math. The ultimate purpose of this study is to produce scalable innovative approaches that utilize low-cost, effective methods for math remediation.

Section I. Major Capital Projects Underway in Fiscal 2016

Under Construction:

- Ambulance Exterior Concrete Pad/Training Area
- New Health Professions Integrated Teaching Center – Dumpster Enclosure
- Pool Shower, Locker Room, and Training Room Renovations
- Modernization Elevators #7 and #8
- Replacement/Upgrade of Paramus Road Main Entrance Signage

Completed:

- New Health Professions Integrated Teaching Center
- New Health Professions Integrated Teaching Center – Dental Hygiene Equipment
- Parking Lot A/B/C Wireless Camera System Phase II
- B-Wing Roof Replacement
- Men and Women's Restrooms S317 and S318 Renovation
- Overhaul of 500 ton Chiller
- International Student Center Chair Lift
- West Hall W-lot Fire Hydrant
- West Hall Clerestory Roof Repairs



Completed Health Professions Integrated Teaching Center

Section J. Strategic Planning Goals

Strategic Theme 1: Student Success and Excellence

Cultivating student success and assuring the quality of learning remain bedrocks of the College. Evidence-based decisions regarding achieving student success and providing superior learning opportunities will solidify these objectives as primary goals of the institution.

- Goal: Enhance and expand a college-wide culture dedicated to student success
- Goal: Increase course completion, retention, transfer and graduation rates
- Goal: Reduce the achievement gap between majority and under-represented minority populations

Strategic Theme 2: Faculty and Staff Success and Excellence

The College's faculty and staff remain one of the school's most valuable resources in achieving student success and institutional excellence. Bergen leaders will continuously invest in the professional development of both groups in order to expand the organizational knowledge base, secure future goals and accomplish the College's vision and mission.

- Goal: Increase professional development opportunities; recognize and promote faculty and staff contributions
- Goal: Launch an orientation program for all positions and new hires
- Goal: Embrace the contributions of non-tenure track faculty

Strategic Theme 3: Commitment to Bergen County

The College serves Bergen County residents by providing access to quality post-secondary education, value-added workforce training, and cultural and artistic programming. Collectively, Bergen faculty, staff and administrators pledge to strengthen existing relationships with community stakeholders and partners while aggressively forging new relationships that support the College's vision and mission.

- Goal: Develop, nurture and strengthen partnerships with the Bergen County community
- Goal: Strengthen awareness of the College's commitment to excellence and public service
- Goal: Enhance and expand programs to better serve the educational and workforce development needs of Bergen County

Strategic Theme 4: Institution Building

The College will strive for excellence in internal operations and fully commit to the success of the institution through utilizing the intellect and dedication of faculty and staff. College leaders will strengthen budgetary and technological resources through improved stewardship. Effective communication and continued civility will drive transparent decision-making that will reflect the College's vision and mission

- Goal: Establish clear and transparent communication pathways
- Goal: Foster a culture of collaborative innovation
- Goal: Build inviting and functional facilities
- Goal: Ensure instructional and administrative technology systems remain cohesive, current and intelligent
- Goal: Obtain additional funding and strengthen human resources