



## Annual Institutional Profile Report 2013



September 2013

## Preface

I am pleased to submit the 2013 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, 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 2012, Bergen Community College enrolled over 17,000 students in degree programs, as well as nearly 10,000 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.

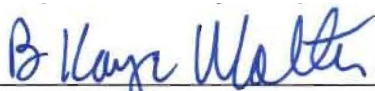
## Values

To fulfill the vision and mission of Bergen Community College, we are committed to:

- Integrity
- Student Success
- Academic and Institutional Excellence
- Lifelong Learning
- Respect
- Accountability
- Innovation

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.*



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Dr. B. Kaye Walter  
President, Bergen Community College

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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 2013.

### **2. Professional accreditation**

The following professional programs are individually accredited:

<b>Program</b>	<b>Accrediting Agency</b>
Nursing	National League for Nursing Accreditation Commission
Dental Hygiene	Commission on Dental Accreditation of the American Dental Association
Diagnostic Medical Sonography	American Registry of Diagnostic Medical Sonography (ARDMS)
Paralegal Studies	American Bar Association
Radiography	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)
Medical Office Assistant	Commission on Accreditation of Allied Health Education Programs
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology
Veterinary Technology	American Veterinary Medical Association (AVMA)
	Committee on Veterinary Technician Education and Activities (CVTEA)

## Section B. Number of students served

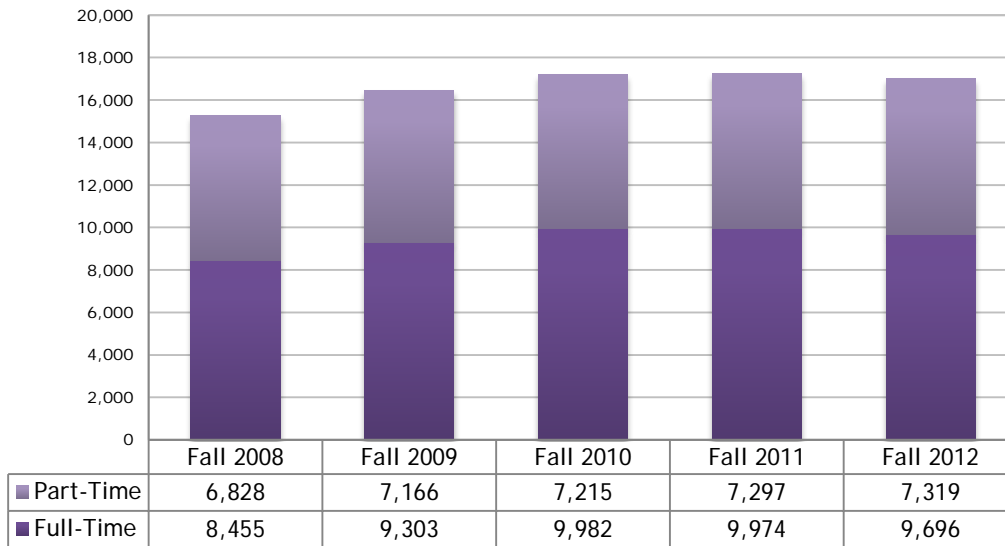
### 1. Number of undergraduates by attendance status

*Enrolled Students (unduplicated) by Status, Fall 2012*

All Students	Full-Time Students		Part-Time Students	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
17,015	9,696	57.0%	7,319	43.0%

Source: IPEDS Fall Enrollment Survey

*Five-Year Unduplicated Enrollment Comparison, 2008-2012*



Source: IPEDS Fall Enrollment Survey

### 2. Number of graduates by attendance status

Not applicable to community colleges.

### 3. Number of non-credit students served

	Total Registrations <sup>1</sup>	Unduplicated Headcount	Total Clock Hours	Total FTEs <sup>2</sup>
<b>Open Enrollment</b>	17,815	8,099	483,697	1,075
<b>Customized Training</b>	1,868		11,892	26

<sup>1</sup> Includes all registrations in any course that started on July 1, 2011 through June 30, 2012

<sup>2</sup> FTEs were computed by converting clock hours to credit hours (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. Number of unduplicated students served, entire academic year

Total Headcount	Total Credit Hours	Total FTE
24,283	352,976	11,766

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 2012:*

- 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 2012:*

<b>Total Enrollment</b>	<b>Remedial Enrollment*</b>	<b>% of Total</b>
17,015	5,075	29.8%

\*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 2012:*

<b>All FTFT Students</b>	<b>Enrolled in One or More Remedial Courses</b>	<b>Percent of Total</b>
2,674	1,861	69.6%

*Source: SURE Fall enrollment file*

*Total number of First-Time, Full-Time (FTFT) students enrolled in remediation in Fall 2012 by subject area:*

<b>Subject Area</b>	<b>Number of FTFT Enrolled</b>	<b>Percent of all FTFT Enrolled</b>
Computation	1,123	42.0%
Algebra	352	13.2%
Reading	0	0.0%
Writing	0	0.0%
English*	1,603	59.9%

\*English Basic Skills includes reading and writing component  
*Source: SURE Fall enrollment file*

## Section C: Characteristics of undergraduate students, contd.

### 3. Race/ethnicity, sex, and age

*Enrollment by Race/Ethnicity\**

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-Time	3,078	31.7%	547	5.6%	2,370	24.4%	639	6.6%
Part-Time	2,748	37.5%	464	6.3%	1,772	24.2%	599	8.2%
<b>Total</b>	<b>5,826</b>	<b>34.2%</b>	<b>1,011</b>	<b>5.9%</b>	<b>4,142</b>	<b>24.3%</b>	<b>1,238</b>	<b>7.3%</b>
	American Indian		Non-Resident Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-Time	15	0.2%	865	8.9%	2,182	22.5%	9,696	100%
Part-Time	10	0.1%	363	5.0%	1,363	18.6%	7,319	100%
<b>Total</b>	<b>25</b>	<b>0.1%</b>	<b>1,228</b>	<b>7.2%</b>	<b>3,545</b>	<b>20.8%</b>	<b>17,015</b>	<b>100%</b>

\* 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	%	N
Full-Time	4,952	51.1%	4,744	48.9%	9,696
Part-Time	3,457	47.2%	3,862	52.8%	7,319
<b>Total</b>	<b>8,409</b>	<b>49.4%</b>	<b>8,606</b>	<b>50.6%</b>	<b>17,015</b>

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+	Unkn.	Total
Full-Time	N	34	3,669	3,008	1,437	765	326	157	215	80	3	2	9,696
	%	0.4%	37.8%	31.0%	14.8%	7.9%	3.4%	1.6%	2.2%	0.8%	0.0%	0.0%	100%
Part-Time	N	37	869	1,501	1,705	1,289	661	393	565	244	52	3	7,319
	%	0.5%	11.9%	20.5%	23.3%	17.6%	9.0%	5.4%	7.7%	3.3%	0.7%	0.0%	100%
Total	N	71	4,538	4,509	3,142	2,054	987	550	780	324	55	5	17,015
	%	0.4%	26.7%	26.5%	18.5%	12.1%	5.8%	3.2%	4.6%	1.9%	0.3%	0.0%	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**

*Financial Aid from Federal-Funded Programs, FY 2012*

Federal Programs	Recipients*	Dollars(\$)	\$/Recipient
Pell Grants	7,006	23,674,000	3,379.10
College Work Study	309	436,000	1,411.00
Perkins Loans	0	0	0
SEOG	2,078	303,000	145.81
PLUS Loans	65	292,000	4,492.31
Stafford Loans (Subsidized)	2,025	6,068,000	2,996.54
Stafford Loans (Unsubsidized)	1,822	5,270,000	2,892.43
SMART & ACG or other	0	0	0

\*May include duplicated numbers of students receiving multiple awards

Source: NJ IPEDS Form #41 Student Financial Aid Report

*Financial Aid from State-Funded Programs, FY 2012*

State Programs	Recipients	Dollars(\$)	\$/Recipient
Tuition Aid Grants (TAG)	3,102	5,123,000	1,651.52
Educational Opportunity Fund (EOF)	393	348,000	885.50
Outstanding Scholars (OSRP)	0	0	0
Distinguished Scholars	2	1,000	500.00
Urban Scholars	3	1,000	333.33
NJ STARS	138	415,000	3,007.25
NJCLASS Loans	17	95,000	5,588.24

Source: NJ IPEDS Form #41 Student Financial Aid Report

*Financial Aid from Institutional-Funded Programs, FY 2012*

Institutional Programs	Recipients	Dollars(\$)	\$/Recipient
Grants/Scholarships	123	134,000	1,089.43
Loans	0	0	0

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
2,588	86	2,674	96.8%

Source: IPEDS Fall enrollment survey



## Section D: Student outcomes

### 1. Graduation rates by race/ethnicity

*Four-, five- and six-year graduation rate*

Not applicable to community colleges.

#### *Two-year graduation rate*

Fall 2009 Cohort	Number of Graduates	Graduation Rate
2,696	126	4.7%

Source: IPEDS Graduation Rate survey

#### *Three-year graduation and transfer rate*

	White		Black		Hispanic			
	#	%	#	%	#	%	#	%
Fall 2009 Cohort	1,101		176		833			
Graduated after 3 Years	238	21.6%	14	8.0%	115	13.8%		
Transferred	152	13.8%	28	15.9%	139	16.7%		
	Asian		Non-Resident Alien		Other *		Total	
	#	%	#	%	#	%	#	%
Fall 2009 Cohort	192		197		197		2,696	
Graduated after 3 Years	34	17.7%	35	17.8%	33	16.8%	469	17.4%
Transferred	32	16.7%	11	5.6%	29	14.7%	391	14.5%

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

Source: IPEDS Graduation Rate survey

### 2. Third-semester retention rates by attendance status

	First-Time, Fall 2011	Retained, Fall 2012	Retention Rate
Full-Time	2,857	1,871	65.5%
Part-Time	761	372	48.9%

Source: IPEDS Fall Enrollment Survey, Part E

### 3. Degrees awarded

Degree Type	2009	2010	2011	2012	2013
A.A. Degrees	336	382	475	442	329
A.F.A. Degrees	0	0	0	0	1
A.S. Degrees	577	607	955	1,069	1,461
A.A.S. Degrees	465	492	437	442	431
Certificates	55	61	49	74	63
TOTAL	1,433	1,542	1,916	2,027	2,285

Source: SURE Graduation File

**Section E: Faculty characteristics**

**1. Full-time faculty by race/ethnicity, sex, academic rank, and tenure status, Fall 2012**

		White		Black		Hispanic		Asian		Am. Ind.		NR Alien		Unknown		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Tenured Faculty	Professors	40	29	3	3	1	2	2	2	1	0	0	0	0	0	47	36
	Associate Prof.	35	36	2	3	2	1	1	2	0	0	0	0	0	0	40	42
	Assistant Prof.	6	22	2	1	0	2	0	1	0	0	0	0	0	0	8	26
	All Others	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3
	TOTAL	81	90	7	7	3	5	3	5	1	0	0	0	0	0	95	107
Non-Tenured	Associate Prof.	2	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
	Assistant Prof.	16	28	0	3	1	1	1	2	0	0	0	0	1	1	19	35
	All Others	33	60	0	3	2	5	1	11	0	0	0	0	1	0	37	79
	TOTAL	51	89	0	6	3	6	2	13	0	0	0	0	2	1	58	115
Total	Professors	40	29	3	3	1	2	2	2	1	0	0	0	0	0	47	36
	Associate Prof.	37	37	2	3	2	1	1	2	0	0	0	0	0	0	42	43
	Assistant Prof.	22	50	2	4	1	3	1	3	0	0	0	0	1	1	27	61
	All Others	33	63	0	3	2	5	1	11	0	0	0	0	1	0	37	82
	TOTAL	132	179	7	13	6	11	5	18	1	0	0	0	2	1	153	222

\* 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 2012**

Course Sections	Taught by FT Faculty		Taught by PT Faculty	
	#	%	#	%
2,620	1,601	61.1%	1,019	38.9%

Source: BCC Student Information System

**3. Ratio of full- to part-time faculty, Fall 2012**

Full-time		Part-time		Total	
#	%	#	%	#	%
375	34.9%	700	65.1%	1,075	100%

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	7	8
Female	1	0	1	1	3
Total	1	1	1	8	11

Source: BCC Board of Trustees Office 2012

### **2. List of Trustees with titles/affiliations**

Name	Affiliation
E. Carter Corrison, Chair	Attorney
Cid D. Wilson, Vice Chair	Independent Consultant to Boutique Size Investment Firms
James R. Napolitano, Secretary	Consultant
Dorothy L. Blakeslee, Treasurer	Chief Operating Officer, Browncoats Consulting, Inc.
James Demetrakis	Attorney
Michael J. Neglia	President, Neglia Engineering
Dr. Jo-Anne Mecca	Director, Center for Teacher Preparation and Partnerships
Anthony Miller	Retired School Superintendent
Scott E. Rixford	Interim Superintendent of Schools
Phillip J. Ciarco III	Retired, Business Management
Margarita Valdez (Alumni Trustee)	Rutgers University Student

Source: BCC Board of Trustees Office 2012

### **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://www.bergen.edu/pages/3963.asp>

## **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  
Social Sciences  
Sociology  
Women's Studies  
World Languages

##### *FINE AND PERFORMING ARTS*

General Curriculum  
Art  
Cinema

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

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

Music Business

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

##### *NATURAL SCIENCE AND MATHEMATICS*

General Science  
Aviation Operations  
Biology  
Biotechnology  
Chemistry

Computer Science  
Engineering Science  
Mathematics  
Physics

##### *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  
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*

General Studies  
Banking and Finance

e-Business Management  
Management Information Systems

##### *BUSINESS TECHNOLOGIES*

Hotel/Restaurant/Hospitality:  
General Studies  
Catering & Banquet Management  
Culinary Entrepreneurship

Event Planning & Management  
Hospitality Management  
Information Technology-Office Technology

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

*HEALTH PROFESSIONS*

Dental Hygiene  
Diagnostic Medical Sonography  
Health Science  
Medical Office Assistant

Radiography  
Respiratory Therapy  
Veterinary Technology

*HUMAN SERVICES*

Correctional Studies  
Early Childhood Education

Law Enforcement Studies

*INDUSTRIAL AND DESIGN TECHNOLOGIES*

Drafting and Design Technology  
Electronics Technology

General Engineering Technology  
Manufacturing Technology

*INFORMATION TECHNOLOGY*

Database Programming & Administration  
Networking Administration

Web Development & Management

*LEGAL STUDIES*

Paralegal Studies

*MEDICAL INFORMATICS*

Medical Informatics

*MUSIC*

Music Business

Recording Technology

*NURSING*

Day

Evening

*SCIENCE TECHNOLOGY*

Horticulture

Landscape/Design/Build

*SOFTWARE DEVELOPMENT*

Game Programming

Game Testing

**One -Year Certificate Programs**

Computer Aided Drafting (CAD)  
Computer Animation  
Computer Graphics  
Computer Science  
Computer Technical Support  
Culinary Arts/Science  
Database Programming & Administration  
e-Commerce: Business Emphasis  
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  
Piano Instruction/Pedagogy  
Radiation Therapy Technology  
Small Business Management  
Surgical Technology  
Vascular Technology

## Certificates of Achievement

Accounting Assistance	Machine Tooling
Baking	Manufacturing Design using Pro/Engineer®
Biotechnology	Marketing Assistant
Business Paraprofessional Management	Network Security
Catering	Non-Profit Management
CNC Programming	Private Security
Commercial Music Production	Professional Cooking
Finance	Real Estate
Fire Science	Retailing
Forensic Science	Special Imaging for Radiological Technicians
Homeland Security	Sports Management
Hospitality Operations	Welding Technology
Labor Studies	

## 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**

**Dorothy Altman** presented "Redefining Women's Roles: The Transcendental Caretakers" at the Community College Humanities Association Conference: Forging Identities through the Humanities in Cambridge. She was awarded Sabbatical leave to work on *Emerson's Women: Redefining the Nineteenth Century Caregiver Role in the Lives and Literature*, a study of the evolution of the caregiver role among 19th century women, focusing on three women in Ralph Waldo Emerson's circle: Margaret Fuller [Ossoli], Ellen Tucker Emerson, and Louisa May Alcott.

**Michael Bodek** presented "A Hybrid Approach to English Basic Skills Instruction" at several conferences including the "Strategies for Student Success: Designing New Approaches for Engagement" Conference at Montclair State University and the Engaging Learners in the 21<sup>st</sup> Century Conference at Mercer County Community College.

**Charles Borodogna** published two art catalogs for African art exhibitions. *Through the Eyes of Our Ancestors* (Queensborough Community College) explained how African masks were accompanied with complete costumes for performance in traditional ceremonies, and how the Western perspective often removes the mask from its context. *Beyond Worlds: The Influence of African Art* (Bergen Community College) explores the influence of African art on the West and how the Western art market influenced the style and productivity of Art in Africa.

**Amy Ceconi** and **Joseph Goss** presented "Clickers in the Classroom" at the Tri-State Best Practices Conference in March 2013.

**Kaye DeMetz** published an article in *First Things* magazine on the Medieval playwright Hrosvitha entitled "Humor in Defense of Virtue." She facilitated a workshop, "Kinetic Phonetics," at the Tri-State Conference at BCC Meadowlands and scripted, produced, directed, and narrated "Witness of Faith," an interfaith presentation for Pocono Mountains communities.

**Lisa Duddy** and **Joseph Mamatz** presented "Educational Methodology Transitioning from Clinician to Educator" at the Tri-State Best Practices Conference in March 2013.

**Phil Dolce** presented "The Need for Suburban Leadership and Community Renewal" at the LEADS opening retreat and co-presented "Seniors in Suburbia" with Dr. Ilene Kleinman at the Senior Source Network.

**Ellen Rosner Feig** published *Trainwreck* (Canaan-Star Publishing, UK) as well as "Now That the Buffalo is Gone: Exile, Isolation and Representation in Contemporary Native Canadian Literature" (Harmatton Publishers, Cameroon). She is also the 16<sup>th</sup> Congressional District leader for ONE, a global anti-poverty organization and is a Fellow for I-Act, a genocide prevention organization.

**Lynn Gold** was the keynote speaker at Warren County Community College (New Jersey) for the Faculty/Staff Spring In-Service. She gave a two hour presentation: Part I--"Disability Services--The Difference between High School and College. Part II--Students with Asperger's Syndrome."

**Christine Henkel, MS, RDMS** was invited to participate in an Item Writing Development Workshop sponsored by the American Registry for Diagnostic Medical Sonography. As a participant, she was responsible for the editing of questions found on the ARDMS Obstetrical/Gynecological registry exam, the national certifying exam for sonographers seeking Registered Diagnostic Medical Sonographer (RDMS) certification in the area of OB/GYN.

**Luis Jimenez** co-published two articles in the American Pharmaceutical Review including "Rapid Quantitative Endotoxin Analysis of Biopharmaceutical Samples Using a Multi-Cartridge System" and "A Review of Reported Recalls Involving Microbiological Control 2004-2011 with Emphasis on FDA Considerations of 'Objectionable Organisms'."

**Thomas La Pointe** co-edited the book "Hidden Genocides: Power, Knowledge, Memory" from Rutgers University Press, and co-presented "Educational Spaces: Erasing and Embracing Postmemory" at the Creation and Postmemory Conference at Columbia University. He is also instrumental to The Center for Peace, Justice and Reconciliation as it continues to raise awareness of war, genocide, and social justice.

## Section H: Research and Public Service Activities, continued

Tomira Luchynskyi served on a panel discussing integrating cultural competency into the curriculum.

Joseph Mamatz presented at the NY Association of Educators in Radiologic Imaging on the topic of Teaching Multigenerational Populations. In addition, he presented on "Practical Application of Imaging Equipment and Technique" to AHARA (American Hospital Administrators in Radiologic Imaging).

Claire McConaughy had a series of drawings available through the Pierogi 2000 Flat Files in Williamsburg, Brooklyn and her work was included in the exhibition, "Persona at the Therese A. Maloney Art Gallery, College of St. Elizabeth, Morristown, NJ. She will have two paintings reproduced in the Winter 2013 Edition of Studio Visit Magazine.

Dan Sheehan released an album entitled *Are You Conspirenced?* as part of his group The Dan Sheehan Conspiracy. It was released on the Dakesh Entertainment label and he was the writer, guitarist, vocalist, and producer on the album. The album has been aired on over 200 radio stations worldwide and has charted locally at several radio stations

John Smalley has co-published three works including "An enzymatic analysis of Loblolly pine and Sitka Spruce auxin conjugate hydrolases and evolutionary implications," "A phylogenetic examination of the primary anthocyanin production pathway of the Plantae," and "An analysis of the population genetics of restored *Zostera marina* plantings in Barnegat Bay, New Jersey."

Harriet Terodemos, MS, CVT served on the executive board of the New Jersey Veterinary Technicians and Assistants (NJVTA) state organization. She conducted a wet lab on small animal bandaging techniques for the NJVTA annual meeting.

Arthur Tolve copyrighted a revised "Computer Applications for the Hospitality Industry" manuscript and software package, received recognition at the Scholar's Dinner for the publication of a computer application, and received the "Living Legacy" award from the BCC Alumni Network. He has also sponsored the "Arthur and Cecilia Tolve Hotel/Restaurant/Hospitality and Culinary Arts Scholarship Fund."

Kathleen Williams presented, "Tell Me a Little Bit About Yourself"....: *Preparing the Community College Student for the Interview Process*, at the Tri-State Best Practices Conference: The Community College as a Place of Transition, which was held at Bergen Community College.

Jon A. Yasin co-published with Sherrise Truesdale-Moore, "Revising the Cultural Curriculum and Marginalized Youth: A Critical Pedagogy for Educating the Gangsta" in the Journal of Arts and Humanities. He published the article, "Annie Pearl Avery: A Civil Rights Icon" in the Muslim Journal. He presented a lecture at Teachers College, Columbia University on "Hip Hop Culture as a Tool for Teaching" and presented his research on "Education on the University of Islam Schools" at Essex College, Newark, New Jersey.

## 2. Service Learning/Community Outreach

### *Division 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 and other community networks.
- In February, the program hosted the Give Kids a Smile Day, a national program focusing on access to oral health care for children.



## Section H: Research and Public Service Activities, continued

### 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 Care

- 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 Programs*

- 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.
- 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.

## 3. Grants Administration

The Office of Grants Administration facilitates development, acquisition, and implementation of grant funded projects that further the goals, objectives, and strategic priorities of Bergen Community College. During FY2012-2013, the College was awarded sixteen grants totaling \$25,322,447 (including consortium and Higher Education Capital funds). The office also managed/operated eighteen grant projects with over \$16 million in grant funds and submitted sixteen new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY2013, include:

- The Title V grant, which supports student retention and academic success by providing tutoring, curriculum and instructional redesign, peer mentoring, and related activities
- The North New Jersey Health Professions Pathway grant, 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
- Hispanic Serving Institution (HSI) STEM Grant to support improved student academic success in Science, Technology, Engineering, and Mathematics.
- Bergen's Campus Suicide Prevention grant funded through The Substance Abuse and Mental Health Services Administration of the US Department of Health and Human Services

## **Section I: Major capital projects underway in Fiscal 2013**

### **In Planning Stages:**

- New Health Professions Integrated Teaching Center
- Paramedic Program at the Meadowlands

### **Under Construction:**

- Signage for exterior campus



Health Professions Integrated Teaching Center Groundbreaking

## **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