



## Annual Institutional Profile Report 2018



September 2018

## **Preface**

I am pleased to submit the 2018 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 half-century, 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. Most recently, the Paramus campus unveiled a new Health Professions Integrated Teaching Center featuring state-of-the-art dental hygiene equipment, a simulated operating room, and radiography and ultrasound labs. The 62,000 square foot center is the first of its kind in the region. Since 1970, the Ciarco Learning Center in Hackensack, NJ has provided non-credit education and counseling services including GED and adult ESL courses. In an attempt to expand its offerings to the southern portion of Bergen County, a third site, Bergen Community College at the Meadowlands, began offering courses at a newly-purchased facility in Lyndhurst, NJ. As of Fall 2017, Bergen Community College enrolled 14,000 students in degree programs, as well as nearly 8,000 more in continuing and adult education programs.

## **Vision**

Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

## **Mission**

To inspire our community to realize a better future.

## **Values**

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

- Learning
- Excellence
- Integrity
- Respect
- Creativity

*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. Michael D. Redmond  
President  
Bergen Community College

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## **Section A. Accreditation Status**

### **1. Institutional Accreditation**

Bergen Community College is accredited by the Middle States Commission on Higher Education. Accreditation was last reaffirmed by Middle States in June 2016.

### **2. Professional Accreditation**

The following professional programs are individually accredited:

<b>Program</b>	<b>Accrediting Agency</b>
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 Accreditation Commission for Education in Nursing
Paralegal Studies	American Bar Association
Paramedic Science	Commission on Accreditation of Allied Health Education Programs Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology New Jersey Department of Environmental Protection Bureau of X-ray Compliance
Radiography	Joint Review Committee on Education in Radiologic Technology New Jersey Radiologic Technology Board of Examiners
Respiratory Care	Commission on Accreditation for Respiratory Care
Surgical Technology	Commission on Accreditation of Allied Health Education Programs Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
Veterinary Technology	American Veterinary Medical Association Committee on Veterinary Technician Education and Activities

## Section B. Number of Students Served

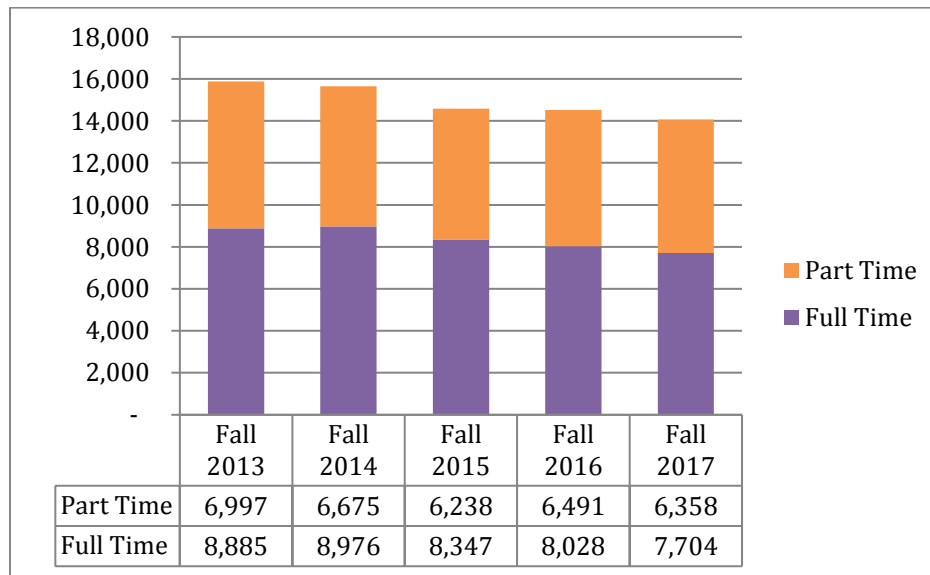
### 1. Number of Undergraduate Students by Attendance Status

#### Undergraduate Enrollment by Attendance Status, Fall 2017

Full-time		Part-time		Total
N	%	N	%	
7,704	54.8%	6,358	45.2%	14,062

Source: IPEDS Fall Enrollment Survey

#### Five-Year Unduplicated Enrollment Comparison, Fall 2013 - Fall 2017



Source: IPEDS Fall Enrollment Survey

### 2. Number of Graduate Students by Attendance Status

Not applicable to community colleges.

### 3. Number of Non-Credit Students Served

	Total # of Registrations <sup>1</sup>	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs <sup>2</sup>
Open Enrollment	16,942	6,824	529,823	1,177
Customized Training	110	-	16,800	37

<sup>1</sup>Includes all registrations in any course that started on July 1, 2016 through June 30, 2017.

<sup>2</sup>FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30)

Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.

### 4. Unduplicated Number of Students for Entire Academic Year

Headcount Enrollment	Credit Hours	FTE
20,219	305,792	10,193

Source: IPEDS 12-Month Enrollment Survey

## Section C. Characteristics of Undergraduate Students

### 1. Mean Math, Reading, and Writing SAT Scores

Not applicable to community colleges.

### 2. Enrollment in Remediation Courses by Subject Area

#### **Basic skills placement test administered and criteria for selecting test takers in Fall 2017:**

Who must take a Basic Skills Placement Test:

- All full-time and part-time students in a degree or certificate program are required to take the test before registering for all courses.
- All full-time and part-time non-degree seeking students who wish to enroll in English or mathematics courses are required to take the test.
- All full-time and part-time non-degree seeking students who have accumulated eleven (11) attempted credits (based on completed courses earning one of the following grades: A, B, C, D, R, E, F, W, AU, Q, N, or INC) are required to take the test.

How to be waived from the Basic Skills Placement Test:

- If you hold a Bachelor’s, Master’s, or Doctoral degree from an accredited college in the United States.
- If you have passed a college-level English and mathematics course, other than accounting or business math.
- If you have previously taken an Accuplacer exam at another college (within five years).
- If you have taken the AP exam in English or mathematics and have a score of 3 or higher.
- If you have taken the SAT examination prior to March 2016 with a score of 530 or above in math and/or 540 or above in Critical Reading (within five years).
- If you have taken the SAT examination since March 2016 with a score of 500 or above in math and/or 450 or above in Evidence-Based Reading & Writing (within five years).
- If you have math ACT score prior to March 2016 of 23 or higher (within five years). Prior to March 2016, we do not accept the English ACT scores.
- If you have math ACT score since March 2016 of 22 or higher and/or an English ACT score of 19 or higher (within five years).
- If you have TOEFL test scores of 550 or above (paper/pencil version), 213 or above (computerized version) or 80 or above (internet based version) (within two years).
- If you have taken the IELTS examination (academic version) and have a score of 6.5 or above (within two years).

#### **Total Number of Undergraduate Students Enrolled in Remediation in Fall 2017:**

Total Undergraduate Enrollment	# of Students Enrolled in One or More Remedial Courses	% of Total
14,062	3,030	21.5%

Source: SURE Fall Enrollment file

#### **Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2017:**

Total # of FTFT Students	# of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Courses
2,312	1,153	49.9%

Source: SURE Fall Enrollment file

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

### Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2017 by Subject Area:

Subject Area	# of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	709	30.7%
Algebra	168	7.3%
Reading	0	0.0%
Writing	0	0.0%
English	890	38.5%

Source: SURE Fall Enrollment file

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

#### Undergraduate Enrollment by Race/Ethnicity\*, Fall 2017

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-time	2,314	30.0%	451	5.9%	1,874	24.3%	572	7.4%
Part-time	2,171	34.1%	333	5.2%	1,551	24.4%	521	8.2%
Total	4,485	31.9%	784	5.6%	3,425	24.4%	1,093	7.8%

	American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-time	29	0.4%	624	8.1%	1,840	23.9%	7,704	100.0%
Part-time	13	0.2%	218	3.4%	1,551	24.4%	6,358	100.0%
Total	42	0.3%	842	6.0%	3,391	24.1%	14,062	100.0%

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

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Sex, Fall 2017

	Male		Female		Total
	N	%	N	%	N
Full-time	3,963	51.4%	3,741	48.6%	7,704
Part-time	2,984	46.9%	3,374	53.1%	6,358
Total	6,947	49.4%	7,115	50.6%	14,062

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Age, Fall 2017

		<18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unk.	Total
Full-time	N	55	2,989	2,344	1,144	616	239	108	148	51	2	8	7,704
	%	0.7%	38.8%	30.4%	14.8%	8.0%	3.1%	1.4%	1.9%	0.7%	0.0%	0.1%	100.0%
Part-time	N	126	608	1,317	1,589	1,193	509	329	395	231	58	3	6,358
	%	2.0%	9.6%	20.7%	25.0%	18.8%	8.0%	5.2%	6.2%	3.6%	0.9%	0.0%	100.0%
Total	N	181	3,597	3,661	2,733	1,809	748	437	543	282	60	11	14,062
	%	1.3%	25.6%	26.0%	19.4%	12.9%	5.3%	3.1%	3.9%	2.0%	0.4%	0.1%	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 2017 data]

#### Financial Aid from Federal-Funded Programs, AY 2016-17

	Recipients	Dollars(\$)	\$/Recipient
Pell Grants	5,428	19,799,000	3,647.57
College Work Study	179	297,000	1,659.22
Perkins Loans	0	0	-
SEOG	1,549	199,000	128.47
PLUS Loans	46	329,000	7,152.17
Stafford Loans - Subsidized	2,298	7,439,000	3,237.16
Stafford Loans - Unsubsidized	2,198	8,050,000	3,662.42
SMART & ACG or other	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

#### Financial Aid from State-Funded Programs, AY 2016-17

	Recipients	Dollars(\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,203	4,311,000	1,956.88
Educational Opportunity Fund	189	145,000	767.20
Outstanding Scholars (OSRP) or other	0	0	-
Distinguished Scholars	0	0	-
Urban Scholars	0	0	-
NJSTARS	118	373,000	3,161.02
NJCLASS	24	132,000	5,500.00

Source: NJIPEDS Form #41 Student Financial Aid Report

#### Financial Aid from Institutional-Funded Programs, AY 2016-17

	Recipients	Dollars(\$)	\$/Recipient
Grants & Scholarships	158	230,000	1,455.70
Institutional Loans	0	0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

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

#### Fall 2017 First-Time Undergraduate Enrollment by State Residence

NJ Residents*	Non-State Residents	Total	% state Residents
2,708	137	2,845	95.2%

\*Residence unknown included with New Jersey Residents

Source: IPEDS Fall Enrollment Survey, Part C



## Section D. Student Outcomes

### 1. Graduation Rates

#### a. Four-, Five- and Six-Year Graduation Rate by Race/Ethnicity

Not applicable to community colleges.

#### b. Two-Year Graduation Rate of Fall 2014 Full-Time, First-Time, Degree/Certificate-Seeking Students

Fall 2014 Cohort	Graduated after 2 Years	Graduation Rate
2,713	172	6.3%

Source: IPEDS Graduation Rate Survey

#### c. Three-Year Graduation and Transfer Rate of Fall 2014 Full-Time, First-Time, Degree/Certificate-Seeking Students by Race/Ethnicity

	White		Black		Hispanic	
	N	%	N	%	N	%
Fall 2014 Cohort	762		197		745	
Graduated in 3 years	223	29.3%	31	15.7%	145	19.5%
Transfers	108	14.2%	32	16.2%	108	14.5%

	Asian		Alien		Other *		Total	
	N	%	N	%	N	%	N	%
Fall 2014 Cohort	144		116		749		2,713	
Graduated in 3 years	43	29.9%	33	28.4%	111	14.8%	586	21.6%
Transfers	17	11.8%	12	10.3%	122	16.3%	399	14.7%

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

Source: IPEDS Graduation Rate Survey

### 2. Third-Semester Retention of First-Time Undergraduates, Fall 2016 to Fall 2017

#### a. By Attendance Status

	Fall 2016 First-Time Undergraduates	Retained in Fall 2017	Retention Rate
Full-time	2,679	1,757	65.6%
Part-time	831	436	52.5%

Source: IPEDS Fall Enrollment Survey, Part E

### 3. Degrees Awarded

Degree Type	2014	2015	2016	2017	2018
A.A. Degrees	392	356	289	296	251
A.F.A. Degrees	6	4	8	13	8
A.S. Degrees	1,658	1,656	1,658	1,504	1,551
A.A.S. Degrees	463	422	380	417	365
Certificates	91	76	78	85	68
<b>TOTAL</b>	<b>2,610</b>	<b>2,514</b>	<b>2,413</b>	<b>2,315</b>	<b>2,243</b>

Source: SURE Graduation Files

## Section E. Faculty Characteristics

### 1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2017

		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	38	24	1	1	0	1	2	2	1	0	0	0	1	0	43	28
	Associate Prof.	24	38	2	2	2	0	1	3	0	0	0	0	0	0	29	43
	Assistant Prof.	16	26	0	0	0	2	0	3	0	0	0	0	0	0	16	31
	All Others	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3
	TOTAL	78	91	3	3	2	3	3	8	1	0	0	0	1	0	88	105
Without Tenure	Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Associate Prof.	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Assistant Prof.	3	11	0	0	1	1	0	0	0	0	0	0	0	0	4	12
	All Others	7	11	0	2	0	0	1	0	0	0	0	0	0	0	8	13
	TOTAL	11	23	0	2	1	1	1	0	0	0	0	0	0	0	13	26
Total	Professors	38	24	1	1	0	1	2	2	1	0	0	0	1	0	43	28
	Associate Prof.	25	39	2	2	2	0	1	3	0	0	0	0	0	0	30	44
	Assistant Prof.	19	37	0	0	1	3	0	3	0	0	0	0	0	0	20	43
	All Others	7	14	0	2	0	0	1	0	0	0	0	0	0	0	8	16
	TOTAL	89	114	3	5	3	4	4	8	1	0	0	0	1	0	101	131

\*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 2017

Course Sections	Taught by FT Faculty		Taught by PT Faculty		Taught by Others*	
	N	%	N	%	N	%
2,346	1,036	44.2%	1,250	53.3%	60	2.6%

\*Others includes Full-time Administrators and Teaching Assistants

Source: BCC Student Information System

### 3. Ratio of Full- to Part-Time Faculty, Fall 2017

Full-time		Part-time		Total	
N	%	N	%	N	%
232	22.6%	796	77.4%	1,028	100.0%

Source: IPEDS Human Resources Survey

## Section F. Characteristics of the Board of Trustees

### 1. Race/Ethnicity and Sex

Sex	White	Black	Hispanic	Asian	American Indian	Non-Res Alien	Unknown	Total
Male	4	1	1	0	0	0	0	6
Female	2	0	1	2	0	0	0	5
Total	6	1	2	2	0	0	0	11

### 2. List of Trustees with Titles/Affiliations

Name	Title	Affiliation
Carol Otis, Chairperson	RETIRED	RETIRED
Gerard L. Carroll, Vice Chairperson	Cooperative Education Coordinator	Bergen County Technical Schools
Dorothy L. Blakeslee, Treasurer	Chief Operating Officer	Browncoats Consulting LLC
Joseph Barreto, Secretary	High School Guidance Counselor	NYC Department of Education
James D. Demetrakis, Trustee	Attorney	Carmel & Fredrickson
Patrick Fletcher, Trustee	Superintendent	River Dell Regional School District
Mark Longo, Trustee	Director	Engineers Labor-Employer Cooperative
Irene Oujo, Trustee	Professor	Fairleigh Dickinson University
Sheetal Ranjan, Trustee	Professor	William Paterson University
Joseph Zarra, Trustee	Superintendent	Bergen County
Sibora Peca, Alumni Trustee	Student Alumni	Bergen Community College

### 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

Theatre Arts: General, Acting, Dance, Technical Production

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

Music

#### 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-Hospitality  
Business Administration-Nonprofit Mgmt.  
Criminal Justice  
Early Childhood Education

Education  
Athletic Training  
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*

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*

Drafting and Design Technology

Electronics Technology

General Engineering Technology

Manufacturing Technology

##### *INFORMATION TECHNOLOGY*

Database Programming & Administration

Networking Administration

Office Technology

Web Development & Management

##### *MUSIC*

Music Business

Recording Technology

##### *NURSING*

Day

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)  
Computer Animation  
Computer Graphics  
Computer Technical Support  
Culinary Arts  
Database Programming & Administration  
E-Commerce: Business Emphasis  
Event Planning and Management  
Exercise Science  
Floral Design

Grounds Management  
Hospitality Management  
Landscaping  
Legal Nurse Consulting  
Medical Office Administrative Assistant  
Office Technology  
Radiation Therapy Technology  
Surgical Technology  
Transfer Studies: Science, Technology, Professional Studies

### **Certificates of Achievement**

Baking  
Biotechnology  
CNC Programming  
Fashion Design Fundamentals  
Fashion Product Development  
Finance  
Fire Science  
Forensic Science  
Homeland Security  
Machine Tooling

Manufacturing Design using Pro/Engineer®  
Marketing Assistant  
Network Security  
Non-Profit Management  
Private Security  
Professional Cooking  
Real Estate  
Sports Management  
Sports Merchandising  
Welding Technology

## **NON-CREDIT PROGRAMS: Continuing Education**

### **Continuing Education Offerings**

Continuing Education (non-credit) course offerings vary from year to year, but are generally offered in the following areas:

Advanced Manufacturing  
Autism  
Bergen Goes Green  
Business and Industry  
Computer Training  
Construction  
Culinary Arts  
Fashion Design  
Finance  
Green Pathways to Employment Program  
Health Professions  
Hospitality and Tourism  
Human Resource Professional Development Certificate Program  
Interior Design

Kids and Teens Programs  
Languages  
Makerspace  
NJ Family Care Training  
Nonprofit Leadership Institute  
Online Courses  
Personal Development  
Pest Control  
Property & Facility Management Education  
Quality Assurance Certificate Program  
Real Estate  
Teacher Education  
Wedding/Event Planning  
Welding

## **Section H. Major Research and Public Service Activities**

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

**Gail Fernandez** is the chair of the NJCC Assessment Affinity Group.

**Gail Fernandez** is the chair of the Policy Advisory Council.

**Gail Fernandez** presented “Conducting a Meta-Analysis of Assessment Reports” at the 2017 Assessment Institute in October 2017.

**Joanna Campbell, Maureen Ellis-Davis, Gail Fernandez, Ilene Kleinman, Melissa Krieger, Amarjit Kaur, and Jill Rivera** presented “Mission Impossible & Other Assessment Tales: Snapshots” at the Drexel University Annual Conference on Teaching & Learning Assessment in September 2017.

**Gail Fernandez, Joanna Campbell, and Jill Rivera** published the “Bergen Community College: An Assessment Fellows Program Model” as a Member Spotlight for the League Connections in December 2017,

**Carol Miele** served as the TESOL International Association Convention Proposal Reviewer and TESOL International Association Grant Applications Evaluator.

**William Mullaney, Carol Miele, Professor, Denise Avrutik, and Amarjit Kaur** presented “Total SoTL: Immersing Faculty in Classroom Research for Student Success” at the League for Innovation in the Community College 2018 Innovations Conference in March 2018.

**Melissa Krieger** presented “Assessment Tools for Experiential Learning and Other Highly Impactful Practices” at the Drexel University Annual Conference on Teaching & Learning Assessment in September 2017.

**Melissa Krieger** presented “The Value of Experiential Learning: Assessing Service Learning Projects” at the Assessment Institute in Indianapolis in October 2017.

**Melissa Krieger** collaborated on BCC’s 7<sup>th</sup> Annual Tri-State Best Practices Conference.

**Melissa Krieger** developed and led CITL workshops for faculty on topic related to classroom management.

**Melissa Krieger** presented at BCC’s Fall 2017 Day of Development: Information on Guided Pathways.

**Melissa Krieger** developed new partnerships in the community to increase Service Learning opportunities for Education majors and continued to participate in collaborative partnerships with Boys and Girls Clubs, Head Starts in Bergen County while adding private preschool and daycare sites for both Service Learning and other experiential learning opportunities.

**Melissa Krieger** collaborated with BCC’s Continuing Education Department to begin to award certificates for Professional Development Hours to teachers in the community who provide supportive fieldwork environments for Education program students.

**Melissa Krieger** served as William Paterson University’s Community Council Member.

**Melissa Krieger** served as a member of the National Association of Early Childhood Teacher Educators.

**John Bandman** published the article “Properly developing a questionnaire to self-assess pedagogical practices in class” in the *The Bergen Community College: Journal of Scholarly Teaching* (2017).

**John Bandman** served as the Faculty Club Advisor for the Hospitality Club.

**John Bandman** served as the Faculty Coordinator for the Italy Work-Study Program.

**John Bandman** served as the chair for the Hotel and Restaurant Management Advisory Committee.

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

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

**John Bandman** served as the Assessment Liason for the Hospitality and Restaurant Management program.

**John Bandman** presented "Course Materials Design and Use in Cross-Cultural Business ESL Classrooms" at the Applied Linguistics Winter Conference in April 2018.

**John Bandman** presented "Integrated Writing Task Repetition as a Means for Improved Student Writing" at the 7th Annual Tri-State Best Practices Conference in March 2018.

**John Bandman** presented to certificate program students on Champagne and Rhone Valley wines at the Sommelier Society of America in March 2018.

**John Bandman** presented "Use of Technology for Classroom Teaching" at the 2018 CITL Summer Institute.

**John Bandman** presented "Properly Developing a Survey to Self-Assess One's Teaching Methodologies", at the BCC Day of Faculty Development in October 2017.

**John Bandman** presented two CITL workshops ("Transferring Ownership of Learning" and "Moodle: Assignment Activities") in October 2017.

**John Bandman** served as a judge at the National Restaurant Association Restaurant Show in May 2018.

**John Bandman** served as a lead judge in the 1st Annual Arthur P. Tolve Junior Chef Competition Judging in March 2018.

**John Bandman** volunteered at the Rotary Club Wine & Chocolate Tasting in October 2017.

**John Bandman** served as a volunteer judge at the 8th Annual Somm Slam at Starchefs International Chefs Congress in October 2017.

**Suzaan Boettger** wrote "The Mirror of our Nature: Edward Burtynsky's Images of the Anthropocene," in 2018.

**Suzaan Boettger** wrote "Seizing Vitality", a review for Carmela Kolman in 2018.

**Suzaan Boettger** wrote "Digging into Aldiss's *Earthworks* and Smithson's 'Earthworks'" for the Art Journal OPEN, online as of June 7, 2018.

**Ethan Greenbaum** published "Favorite Shows of 2017: Philip Guston" in *Artsy* in December 2017.

**Ethan Greenbaum** published "One Piece: Falls" in *BOMB Magazine* in December 2017.

**Ethan Greenbaum's** artwork was published and discussed in five online articles (Art Viewer, Haber Arts, Forbes, Collector Daily, and Artsy), one online platform of ECAL/University of Art and Design Lausanne, and one podcast (Deep Color Podcast).

**Ethan Greenbaum** had solo exhibitions for *First Surface* at Lyles & King in New York, NY in 2017 and *Cardboard Landscapes* at Super Dakota in Brussels, Belgium in 2018.

**Ethan Greenbaum** had group exhibitions for *Transmutation* at BPLA in Los Angeles, CA, *Paper/Print: American Hand Papermaking, 1960s to Today* at IPCNY in New York, NY, *Past, Present, Future: Visual Arts Faculty at Bergen Community College* at the *Gallery Bergen* in Paramus, NJ, *Art Fair* at Super Dakota at Art Brussels in Brussels, and Belgium, *Dorian Gaudin, Ethan Greenbaum* at Galerie Pact at MiArt in Milan, Italy in 2018. Also had a group exhibition for *Social Photography V* at Carriage Trade in New York, NY and co-curated *No Transport* at Super Dakota in Brussels, Belgium in 2017.



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

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

**Ethan Greenbaum** participated in “Ethan Greenbaum Artist Talk” in the Dieu Donné and INTERChange in Brooklyn, NY and “Perspectives on Painting: Panel Discussion” at the Gallery Bergen, Paramus, NJ in 2018 and “Jumping Sides: When Critics Make Art and Artists Do Criticism” at Columbia University in New York, NY in 2017.

**Joanna Campbell and Amarjit Kaur** presented “Game On: Using Game-Based Learning in the Classroom” at the League for Innovation in the Community College 2018 Innovations Conference in March 2018.

**Jesse Jacondin and Monica Rodriguez** presented ‘Beyond the Ordinary: How Visually Appealing Data Reporting is Changing Bergen Community College’ at the 2018 National Benchmarking Conference in April 2018.

**Rachel Lerner, Ian Wolf, and Jesse Jacondin** presented ‘Community College Connections: Building Relationships Through Assessment and Data’ at the 2018 ASCA Annual Conference in February 2018.

**Tonia McKoy and Jesse Jacondin** presented ‘The Student’s Journey: IR’s Role as Storytellers’ at the 2017 NEAIR Conference in November 2017.

**Claire McConaughy** had a solo art exhibition for *Woods* at the Yashar Gallery in Brooklyn, NY from February to March 2018 and a two-person exhibition for *Still Air* at the The Painting Center in New York, NY from May to June 2017.

**Claire McConaughy** had group art exhibitions for *Luxurious Growth* at the Lichtundfire Gallery in New York, NY (August 2018), *The Greatest Show on Earth* at the Sideshow Gallery in Brooklyn, NY (January to March 2018), *Filmmaker’s Coop Paddle 8 Art Auction Exhibition* at the Next 2 Nothing Gallery in New York, NY (August 2017), *Summer in the City: The Brooklyn Show* at the Paula Estey Gallery in Newburyport, MA (August to September 2017), and *The Innocence of Trees* at The Drawing Rooms in Jersey City, NJ (April to June 2017).

**Claire McConaughy** is a member of The Painting Center, the College Art Association, and The American Institute of Graphic Arts.

**Claire McConaughy** taught classes through Bergen CC’s Institute for Learning in Retirement in Fall 2017 and Spring 2018.

**Waldon Hagan** attended the EAB Community College Executive Forum 2017 National Meeting Paving Pathways to Excellence in September 2017.

**Waldon Hagan** attended NASPA Annual Conference 100<sup>th</sup> Anniversary in March 2018.

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

### **2. Grants Administration**

The Office of Grants Administration facilitates the development, acquisition, and implementation of grant-funded projects that further the goals, objectives, and strategic priorities of Bergen Community College. During FY18, the College was awarded 8 grants, totaling \$3,347,122. The Office also managed/operated 25 projects, which were supported by \$13,214,188 in funds, and submitted 20 new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY18 include:

- The **NEH Dialogues on the Experience of War** is a 2-year grant that focuses on the intersections of World War I and the ongoing wars in Afghanistan, Iraq and Syria. Using humanities resources, the series will facilitate an open-ended dialogue with veterans and non-veterans on the experience of war, one that encourages exploration, discovery, and reflection. We envision a core of three combat veterans in residence who will support discussion leaders to extend the dialogues and expand the program beyond the grant period.
- The **Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics (HSI 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 strengthen the learning engagement of STEM students; (b) to broaden the role of 20 partners from four-year colleges, industry and government agencies, to become joint stewards of student success; and (c) to equip STEM students with the financial tools necessary to persist through degree completion.
- The **Title V Developing Hispanic-Serving Institutions Grant** is a five-year grant award designed to improve the academic success of high-need Hispanic and low-income students, especially during their transition from developmental into college-level courses. The project has three goals: (a) to strengthen the learning engagement of students transitioning from developmental into college-level courses; (b) to energize the overall experience of students transitioning to college-level coursework; and (c) to broaden the role of staff and faculty, with a special attention to 50 gateway course instructors, to become joint stewards of student success.
- 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 Year 2018***

### **Under Construction:**

- Bergen County Technical High School Phase IV – Ender Hall
- Pitkin Education Center Lecture Rooms (S-132, S-134, & S-138)

### **Completed:**

- Gym Ceiling and Lighting Replacement /Upgrade
- Pool Tile, Ceiling and Lighting Replacement/Upgrade
- HMGP Gym Emergency Generator
- Lot A Parking Deck Maintenance/Repair
- Bergen County Technical High School Nurses Office – Ender Hall
- Bergen County Technical High School Phase II – Ender Hall

## **Section J. Strategic Planning Goals**

### **Strategic Theme 1: Reimagine Student Experiences**

*Bergen Community College offers a comprehensive learning environment with individualized services dedicated to guiding students and developing them as independent learners on their unique paths to success.*

- Goal: Promote practices that support students in accomplishing their educational goals.
- Goal: Enable students to take ownership of their learning and personal growth.
- Goal: Evaluate emerging curricular practices that promote equity, deep learning, student engagement and personal growth.

### **Strategic Theme 2: Reimagine Human Talent and Internal Culture**

*Bergen Community College will invest in its employees through enhanced professional engagement and development opportunities that will prepare them to fulfill the College's vision, mission, values, and strategic initiatives.*

- Goal: Foster a collaborative culture that values and respects all Bergen members.
- Goal: Develop internal talent to lead and serve the College community.
- Goal: Delineate and communicate College policies and procedures to promote transparency and cohesion.

### **Strategic Theme 3: Reimagine Technology**

*Bergen Community College will invest in and support technology that is secure and reliable. Information technology will continue to enhance efficiency and access while ensuring a user-friendly experience.*

- Goal: Enhance information technology to support student learning and the educational experience.
- Goal: Anticipate, plan and support long-term changes in information technology.
- Goal: Implement integrated information technology solutions to improve efficiency of core business processes.

### **Strategic Theme 4: Reimagine Financial Resources**

*Bergen Community College will secure robust resources to deliver excellent academic and co-curricular programming. The College will continue to foster a culture of transparency where all stakeholders are responsible for the financial viability of the College.*

- Goal: Support student success initiatives and the Completion Agenda.
- Goal: Foster a culture where faculty and staff are responsible for the financial viability of the College.
- Goal: Develop a cohesive alternative revenue stream to supplement the existing funding structure.

### **Strategic Theme 5: Reimagine Relationships and Partnerships**

*Bergen Community College will strengthen and expand relationships with education, industry and community partners to support a continuum of lifelong and global learning.*

- Goal: Strengthen and broaden relationships with PreK-12 schools and four-year institutions.
- Goal: Partner with community leaders and alumni to advocate for the College.
- Goal: Strengthen connections with regional industries.