



# Annual Institutional Profile Report 2019



**September 2019**

## **Preface**

I am pleased to submit the 2019 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 as well as a Health Professions Integrated Teaching Center. Most recently, the Paramus campus unveiled a new STEM Student Research Center featuring state-of-the-art equipment for student research, a drones/robotics wing, a MakerSpace and a mini-course classroom. The 4,000 square foot center is the first of its kind in the nation. As of Fall 2018, Bergen Community College enrolled over 13,000 students in degree programs, as well as nearly 6,000 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**

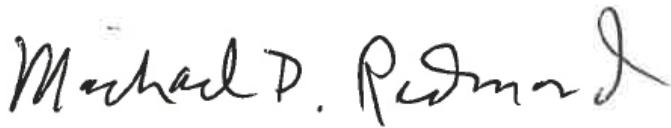
To inspire our community to realize a better future.

## **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.*



Michael D. Redmond, Ph.D.  
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 Committee on Education in Diagnostic Medical Sonography
Legal Nurse Consultant	American Bar Association
Medical Office Assistant	Commission on Accreditation of Allied Health Education Programs Medical Assisting Education Review Board
Nursing	New Jersey 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

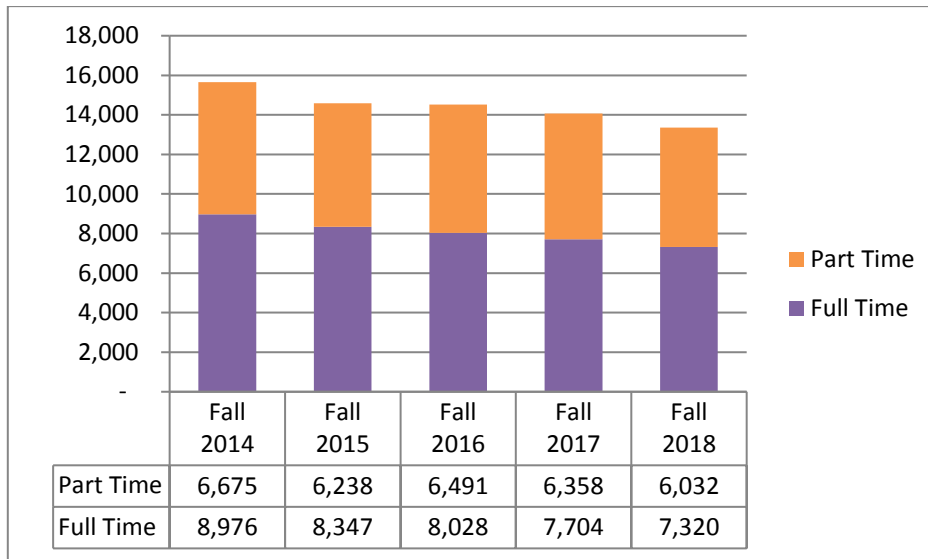
### 1. Number of Undergraduate Students by Attendance Status

#### Undergraduate Enrollment by Attendance Status, Fall 2018

Full-time		Part-time		Total
N	%	N	%	
7,320	54.8%	6,032	45.2%	13,352

Source: IPEDS Fall Enrollment Survey

#### Five-Year Unduplicated Enrollment Comparison, Fall 2014 - Fall 2018



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>
<b>Open Enrollment</b>	14,820	5,842	132,670	295
<b>Customized Training</b>	1,608	-	28,756	64

<sup>1</sup>Includes all registrations in any course that started on July 1, 2017 through June 30, 2018.

<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
19,671	311,203	10,373

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 2018:**

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 or university in the United States.
- If you have passed a college-level English and mathematics course, other than accounting in the United States.
- 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).
- If you have taken a college-level mathematics course, other than accounting at a college/university from a country other than the US, please submit a “course by course” evaluation from a current member at NACES (<http://www.naces.org/members.html>). You may be required to take the Accuplacer ESL test.

#### **Total Number of Undergraduate Students Enrolled in Remediation in Fall 2018:**

Total Undergraduate Enrollment	# of Students Enrolled in One or More Remedial Courses	% of Total
13,352	2,770	20.7%

Source: SURE Fall Enrollment file

#### **Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2018:**

Total # of FTFT Students	# of FTFT Students Enrolled in One or More Remedial Courses	% of FTFT Enrolled in One or More Remedial Courses
2,166	1,046	48.3%

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 2018 by Subject Area:

Subject Area	# of FTFT Enrolled In:	% of all FTFT Enrolled In:
Computation	683	31.5%
Algebra	163	7.5%
Reading	0	0.0%
Writing	0	0.0%
English	766	35.4%

Source: SURE Fall Enrollment file

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

#### Undergraduate Enrollment by Race/Ethnicity\*, Fall 2018

	White		Black		Hispanic		Asian*	
	N	%	N	%	N	%	N	%
Full-time	2,356	32.2%	447	6.1%	2,309	31.5%	561	7.7%
Part-time	2,039	33.8%	390	6.5%	1,567	26.0%	574	9.5%
Total	4,395	32.9%	837	6.3%	3,876	29.0%	1,135	8.5%

	American Ind.		Alien		Race Unknown*		Total	
	N	%	N	%	N	%	N	%
Full-time	59	0.8%	527	7.2%	1,061	14.5%	7,320	100.0%
Part-time	13	0.2%	188	3.1%	1,261	20.9%	6,032	100.0%
Total	72	0.5%	715	5.4%	2,322	17.4%	13,352	100.0%

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

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Sex, Fall 2018

	Male		Female		Total
	N	%	N	%	N
Full-time	3,807	52.0%	3,513	48.0%	7,320
Part-time	2,812	46.6%	3,220	53.4%	6,032
Total	6,619	49.6%	6,733	50.4%	13,352

Source: IPEDS Fall Enrollment Survey

#### Undergraduate Enrollment by Age, Fall 2018

		<18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65+	Unk.	Total
Full-time	N	71	2,907	2,192	1,010	609	212	109	159	38	2	11	7,320
	%	1.0%	39.7%	29.9%	13.8%	8.3%	2.9%	1.5%	2.2%	0.5%	0.0%	0.2%	100.0%
Part-time	N	89	634	1,275	1,439	1,108	518	335	369	215	40	10	6,032
	%	1.5%	10.5%	21.1%	23.9%	18.4%	8.6%	5.6%	6.1%	3.6%	0.7%	0.2%	100.0%
Total	N	160	3,541	3,467	2,449	1,717	730	444	528	253	42	21	13,352
	%	1.2%	26.5%	26.0%	18.3%	12.9%	5.5%	3.3%	4.0%	1.9%	0.3%	0.2%	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 2018 data]

#### Financial Aid from Federal-Funded Programs, AY 2017-18

	Recipients	Dollars(\$)	\$/Recipient
Pell Grants	5,367	20,843,000	3,883.55
College Work Study	186	378,000	2,032.26
Perkins Loans		0	-
SEOG	1,422	495,000	348.10
PLUS Loans	38	279,000	7,342.11
Stafford Loans - Subsidized	2,397	7,636,000	3,185.65
Stafford Loans - Unsubsidized	2,289	8,468,000	3,699.43
SMART & ACG or other		0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

#### Financial Aid from State-Funded Programs, AY 2017-18

	Recipients	Dollars(\$)	\$/Recipient
Tuition Aid Grants (TAG)	2,348	4,640,000	1,976.15
Educational Opportunity Fund	348	301,000	864.94
Outstanding Scholars (OSRP) or other		0	-
Distinguished Scholars		0	-
Urban Scholars		0	-
NJSTARS	106	328,000	3,094.34
NJCLASS	24	122,000	5,083.33

Source: NJIPEDS Form #41 Student Financial Aid Report

#### Financial Aid from Institutional-Funded Programs, AY 2017-18

	Recipients	Dollars(\$)	\$/Recipient
Grants & Scholarships	203	292,000	1,438.42
Institutional Loans		0	-

Source: NJIPEDS Form #41 Student Financial Aid Report

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

#### Fall 2018 First-Time Undergraduate Enrollment by State Residence

NJ Residents	Non-State Residents	Total	% state Residents
2,854	115	2,969	96.1%

Source: IPEDS Fall Enrollment Survey



## Section D. Student Outcomes

### 1. Graduation Rates

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

Not applicable to community colleges.

#### b. Two-Year Graduation Rate of Fall 2015 Full-Time, First-Time, Degree/Certificate-Seeking Students

Fall 2015 Cohort	Graduated after 2 Years	Graduation Rate
2,515	149	5.9%

Source: IPEDS Graduation Rate Survey

#### c. Three-Year Graduation and Transfer Rate of Fall 2015 Full-Time, First-Time, Degree/Certificate-Seeking Students by Race/Ethnicity

	White		Black		Hispanic	
	N	%	N	%	N	%
Fall 2015 Cohort	719		149		715	
Graduated in 3 years	202	28.1%	17	11.4%	140	19.6%
Transfers	99	13.8%	29	19.5%	98	13.7%

	Asian		Alien		Other *		Total	
	N	%	N	%	N	%	N	%
Fall 2015 Cohort	144		156		632		2,515	
Graduated in 3 years	45	31.3%	36	23.1%	107	16.9%	547	21.7%
Transfers	18	12.5%	13	8.3%	97	15.3%	354	14.1%

\*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 2017 to Fall 2018

#### a. By Attendance Status

	Fall 2017 First-Time Undergraduates	Retained in Fall 2018	Retention Rate
Full-time	2,312	1,515	65.5%
Part-time	533	283	53.1%

Source: IPEDS Fall Enrollment Survey, Part E

### 3. Degrees Awarded

Degree Type	2015	2016	2017	2018	2019
A.A. Degrees	356	289	296	251	212
A.F.A. Degrees	4	8	13	8	7
A.S. Degrees	1,656	1,658	1,504	1,551	1,517
A.A.S. Degrees	422	380	417	365	374
Certificates	76	78	85	68	78
<b>TOTAL</b>	<b>2,514</b>	<b>2,413</b>	<b>2,315</b>	<b>2,243</b>	<b>2,188</b>

Source: SURE Graduation Files

## Section E. Faculty Characteristics

### 1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank, Fall 2018

		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	25	3	2	0	1	2	1	1	0	0	0	0	1	44	30
	Associate Prof.	23	32	1	2	1		1	4	0	0	0	0	0	0	26	38
	Assistant Prof.	14	29	0	0	0	2	0	2	0	0	0	0	0	0	14	33
	All Others	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
	TOTAL	76	88	4	4	1	3	3	7	1	0	0	0	0	1	85	103
Without Tenure	Professors	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Associate Prof.	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	Assistant Prof.	6	6	0	0	2	1	1	0	0	0	0	0	0	0	9	7
	All Others	2	13	0	2		1	1	0	0	0	0	0	0	0	3	16
	TOTAL	9	19	0	2	2	2	2	0	0	0	0	0	0	0	13	23
Total	Professors	38	25	3	2	0	1	2	1	1	0	0	0	0	1	44	30
	Associate Prof.	24	32	1	2	1	0	1	4	0	0	0	0	0	27	38	
	Assistant Prof.	20	35	0	0	2	3	1	2	0	0	0	0	0	23	40	
	All Others	3	15	0	2	0	1	1	0	0	0	0	0	0	4	18	
	TOTAL	85	107	4	6	3	5	5	7	1	0	0	0	0	1	98	126

\*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 2018

Course Sections	Taught by FT Faculty		Taught by PT Faculty		Taught by Others*	
	N	%	N	%	N	%
2,073	1012	48.8%	990	47.8%	71	3.4%

\*Others includes Full-time Administrators and Teaching Assistants

Source: BCC Student Information System

### 3. Ratio of Full- to Part-Time Faculty, Fall 2018

Full-time		Part-time		Total	
N	%	N	%	N	%
224	23.5%	728	76.5%	952	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	1	0	2	1	1	0	0	5
Total	5	1	3	1	1	0	0	11

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

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

##### *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*

Corrections

Law Enforcement

Paralegal

##### *INDUSTRIAL AND DESIGN TECHNOLOGIES*

Drafting and Design Technology

Electronics Technology

Engineering Technology

Manufacturing Technology

Technical Studies

##### *INFORMATION TECHNOLOGY*

Database Programming & Administration

Networking Administration

Web Development & Management

Office Technology

Information Technology

##### *MUSIC*

Music Business

Recording Technology

##### *NURSING*

Day

Evening

##### *SCIENCE TECHNOLOGY*

Ornamental/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 Technical Support	Medical Office Administrative Assistant
Culinary Arts	Office Technology
Database Programming & Administration	Radiation Therapy Technology
E-Commerce: Business Emphasis	Surgical Technology: Day and Evening
Event Planning and Management	Transfer Studies: Science, Technology, Professional Studies
Exercise Science	
Floral Design	
Grounds Management	United States Studies

### **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, Service Learning, and Community Outreach**

**Alexs Birdsall Griffiths** presented “What Your Ears Can't Tell You” at the Hearing Loss Association of America Annual Conference in May 2019 and at the Career Day in Northern Highlands Regional High School in April 2019.

**Alexs Birdsall Griffiths** served as a recruiter for the Kaleidoscope Family Solutions in Fall 2018 and a recruiter for ARC in Spring 2019.

**Alexs Birdsall Griffiths** has been a member of the Registry of Interpreters for the Deaf since 1994, the American Sign Language Teacher's Association since 2004, the Educational Interpreter Association since 2000, the NJ Psychiatric Rehabilitation Association since 1995, the International Association of Psych Rehab Professionals since 2005, and the NJ Registry of Interpreters for the Deaf since 1993.

**Anita Verno** published “Our Digital World, Fifth Edition” in Paradigm Publishing, LLC in the Fall 2018 and “Guidelines for Microsoft Office 365, 2019 Edition” in Paradigm Publishing, LLC in the Spring 2019.

**Anita Verno** presented “Pre-Assessment & Retention Strategies to Create a More Engaged Student” at the Community College Computer Consortium of New Jersey in April 2019.

**Anita Verno** has been a lifetime member of the Community College Computer Consortium of New Jersey.

**Ann Arella** presented “Salon Sing” at the Vocal Literature for Mezzo Soprano in October 2018.

**Ann Arella** has been a member of NJMEA since 1985.

**Barbara Steinberg** has been a member of the Paramus PBA 186 since October 1979.

**Barry Freeman** presented at the Career Day in Northern Highlands Regional High School in April 2019.

**Behdad Ghazaei** has been a member of the Phi Alpha Honor Society since April 2005.

**Claire McConaughy** participated in the Mutual Aid, Art Exhibition at Kent State University in North Canton, Ohio in October 2018.

**Claire McConaughy** is a member of the College Art Association since January 2003, The Painting Center since April 2015, and the American Institute of Graphic Arts.

**Charles Bordogna** serves as an Elder for the Covenant Christian Reformed Church since 2016 and an ESL instructor for the New Hope Community Ministries in Prospect Park, New Jersey since 2017.

**Christopher E. Mayer** is a member of the New Jersey Society of Certified Public Accountants since December 1985.

**Dan Sheehan** presented “Tales from Earth Incorporated” at the Association of Performing Arts Professionals in January 2019 and “The Music of Dan Sheehan” at the Elephants for Autism Music Festival in April 2019.

**Dan Sheehan** is a member of the Audio Engineering Society since September 2018 and the Association of Popular Music Education since May 2019.

**Elena Tartaglia** published “First Record and Habitat Notes for *Cyzicus mexicanus* (Branchiopoda: Spinicaudata) in New Jersey” in the Northeastern Naturalist in February 2019.

**Ellen Feig** published “American Literature 1910-1919” in The Americas 1910 on May 2019.

**Frank Nasissi** volunteered as the Soccer Commissioner at the Community Recreation Youth Soccer Program from September 2019 to April 2019.

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

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

**Jesse Jacondin, Tonia McKoy, and Monica Rodriguez** presented “Using the Student’s Journey to Transform Institutional Assessment at BCC” at Drexel University’s Annual Conference on Teaching & Learning Assessment in Philadelphia, Pennsylvania in September 2018.

**Dr. Jon A. Yasin** presented “The Abnormal Socialization of Many Americans” at The Muslim Mental Health Conference in Amman, Jordan in October 2018 and “Islam in the African American Community” at the Islamic Conference at the Turkish Community Center in Amsterdam, The Netherlands in September 2018.

**Dr. Jon A. Yasin** is the President of the Sister Clara Muhammad Muhammad Memorial Education Foundation and participated in the Annual Work Session of the Clara Muhammad Schools Consortium in Summer 2019.

**Dr. Jon A. Yasin** has been a member of the National Council of Teachers of English since 1990 and the National Association for the Advancement of Colored People since 1989.

**Katherine McGivern** presented “Cost Dinosaur or Strategic Partner: Excellent Community College Libraries as Partners in the Success of the Institution” at the SUNY Librarians Association Annual Conference in June 2019.

**Katherine McGivern** is a member of the American Library Association since 2002 and the New Jersey Library Association since 2003.

**Linda Emr** is a member of the Hackensack Regional Chamber of Commerce Board of Directors since 2018 and Friends of Johnson Public Library - Board of Directors since July 2018.

**Dr. Luis Jimenez** published “Métodos rápidos para el análisis microbiológico de productos farmacéuticos” in Manual de Microbiología aplicada a las Industrias Farmacéutica, Cosmética y de Productos Médicos in April 2019 and “Real-time PCR detection of Staphylococcus aureus in pharmaceutical products contaminated with mixed bacterial cultures” in the European Pharmaceutical Review in December 2018.

**Dr. Luis Jimenez** presented “Characterization of 16S rRNA from Archaea Species in New Jersey Soils”, “Microbiology: The Human Microbiome”, and “spa Typing Method to Determine the Genetic Diversity of Staphylococcus aureus Isolated in Nasal Samples from a Suburban New Jersey Population” at the 51st Annual Meeting of the Metropolitan Association of College and University Biologists in Bayside, New York in October 2018.

**Dr. Luis Jimenez** has been a member of the Metropolitan Association of College and University Biologists since October 2018.

**Martha Goodwin** participated in the Borough of Ramsey Clean-Up Day in April 2019 and actively volunteers in Ramsey Clean-Up since 2008.

**Martha Goodwin** has been a member of the Mid Atlantic College Reading Association since September 2010.

**Melissa Krieger** presented “Managing the Assessment of Service Learning Projects” and “An Assessment Fellows Program” at the NJACTE Assessment Conference in April 2019.

**Melissa Krieger** is a member of the New Jersey Education Association since September 2013, the Coalition for Infant and Toddler Education since September 2015, and the National Association for the Education of Young Children since January 2017.

**Neel Haldolaarachchige** presented “Studies of spin-orbit-coupling effect on Ir-Ga system”, “Investigation of Correlation of Chemical Structure and Electronic Band Structure of Fe-Ga system”, and “Ir d band derived superconductivity in LaIr<sub>3</sub> system” at the American Physical Society March Meeting in Boston, Massachusetts in March 2019.



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

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

**Neel Haldolaarachchige** is a member of the American Physical Society since June 2011 and the New Jersey section of American Association of Physics Teachers since November 2018.

**Susan Toth** is a member of the College Media Association since September 2018 and the American Copy Editors Society since January 2012.

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

### **2. 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 FY19, the College won 12 grants, totaling \$13,656,200. The Office also managed/operated nine ongoing projects, which were supported by \$3,988,805 in funds, and submitted 20 new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY19 include:

- **State of New Jersey Department of Environmental Protection *It Pays to Plug-In: NJ's Electric Vehicle Workplace Charging*** grant. The award covers costs associated with purchase, installation, and maintenance of eight (8) dual-port Level 2 Webasto charging stations to be installed in Parking Lots A, Lower A, B, Ender Hall, and West Hall.
- **Scaling Apprenticeships through Sector Based Strategies** is a \$12, million US Department of Labor grant designed to expand the use of health professions apprenticeships across the state of New Jersey, the region, and nationally. Bergen is the lead agency for the NJ Health Professions Consortium comprised of nearly all NJ community colleges, as well as employer, the workforce development system, and other partners.
- **National Endowment for Humanities, Campus Connections** is a one-year planning grant for developing and strengthening Criminal Justice curricula that integrates Humanities. Planning time will allow for the production of a grant proposal for a two-year project to implement and assess the impact of integrated Humanities across the curriculum.
- 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 facilitates 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 2019***

### **Under Construction:**

- Bergen County Technical High School Phase III – Ender Hall

### **Completed:**

- Pitkin Education Center Lecture Rooms (S-132, S-134, & S-138)
- Gym Bleacher Replacement
- STEM Student Research Center
- Bergen County Technical High School Phase IV – Ender Hall
- Emergency Egress Signage - Lyndhurst

## **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.