COVER PAGE

Name of Institution: Bergen Community College

Project Name: Health Professions Integrated Teaching Center

Total Project Cost: $17,000,000

Address: 400 Paramus Road
          Paramus, NJ 07652 Road

Contact Person: Dr. B. Kaye Walter

Title: President

Signature: [Signature]

Telephone: 201-447-7237

Fax: 201-447-9042

E-mail: kwalter@bergen.edu

Included herein are applications for the following grant programs in the following amounts:

$ 12,750,000 Building Our Future Bond Act

$ __________ Higher Education Capital Improvement Fund

$ __________ Higher Education Facilities Trust Fund

$ __________ Higher Education Technology Infrastructure Fund

$ __________ Higher Education Equipment Leasing Fund

$ 12,750,000 TOTAL AMOUNT OF GRANT REQUESTED FOR PROJECT
### Checklist

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Summary

Bergen Community College Health Professions Integrated Teaching Center

Bergen Community College, a public institution of higher education authorized by law, is seeking a grant pursuant to the GO Bond Act. The purpose of this project is establishment and construction of a new higher education building to provide added facilities required for a High Technology Health Professions Integrated Teaching Center on the Paramus Campus of Bergen Community College that will incorporate additional and upgraded equipment as well as increased academic capacity, including smart classrooms, instructional laboratories, simulation centers, computer facilities, student support services, counseling, and administrative areas.

The Health Professions Integrated Teaching Center Project is “construction ready,” with planning and design work completed, site readiness, zoning and permitting approvals granted, and construction ready to begin. The Integrated Teaching Center will be completed expeditiously once Bond approvals are provided and construction initiated. The timeframe for completion is included in the attached documentation and labeled Attachment A.

Included in this application is the Bergen Community College Board of Trustees resolution that attests to the college’s commitment to provide matching funds to support 25 percent of the Project, which are derived from institutional sources. Specifically the required 25 percent match will be from Fiscal Year 2014 Chapter 12 funding. Should this funding not be approved, the required match will be from Unrestricted Net Assets which are Board Designated for renewals and replacements of Capital Assets. Additionally, the Board’s resolution makes a commitment to use the grant in its entirety for the purposes described in this proposal. The Board of Trustees commitment to operate and maintain the Health Professions Integrated Teaching Center funded by the grant is indicated by this resolution.
Finally, the Health Professions Integrated Teaching Center facility to be financed through bonds issued under the GO Bond Act clearly advances the goals of the institution’s long range facilities plan, as detailed in the attached copy of the approved plan. Additionally, it dramatically increases the academic capacity of the institution, both in terms of new space to house the fifteen health professions programs and reopened space allowing for additional high need programs to be initiated or expanded. The direct benefits to students are significant and far reaching.
RESOLUTION APPROVING AND AUTHORIZING THE UNDERTAKING AND IMPLEMENTATION OF A PROJECT CONSISTING OF THE CONSTRUCTION AND EQUIPPING OF A NEW THREE STORY BUILDING AND AUTHORIZING THE FINANCING OF ALL OR A PORTION OF THE PROJECT THROUGH PROGRAM(S) MADE AVAILABLE BY THE STATE OF NEW JERSEY FOR NEW JERSEY INSTITUTIONS OF HIGHER EDUCATION AND OTHER AVAILABLE FUNDING SOURCES; APPROVING AND AUTHORIZING THE FORM OF THE APPLICATION TO THE SECRETARY OF HIGHER EDUCATION FOR PARTICIPATION IN SUCH PROGRAM(S) AS ARE APPLICABLE TO THE PROJECTS WITH SUCH CHANGES AS ARE APPROVED BY THE OFFICERS OF THE INSTITUTION DESIGNATED HEREIN AND THE SUBMISSION OF THE APPLICATION TO THE SECRETARY OF HIGHER EDUCATION; APPROVING AND AUTHORIZING THE EXECUTION AND DELIVERY OF ANY AND ALL AGREEMENTS IN CONNECTION WITH UNDERTAKING, IMPLEMENTING AND FINANCING THE PROJECTS IN THE FORM(S) APPROVED BY THE OFFICERS OF THE INSTITUTION EXECUTING SUCH AGREEMENT(S); AND DESIGNATING AND AUTHORIZING THE OFFICER OF THE INSTITUTION TO TAKE THE AFOREMENTIONED ACTIONS AND TO TAKE ANY AND ALL SUCH OTHER ACTIONS DEEMED NECESSARY OR DESIRABLE TO UNDERTAKE, IMPLEMENT AND FINANCE THE PROJECT(S).

WHEREAS: The Board of Trustees (the "Board") of Bergen Community College desires to approve the undertaking, implementation and financing of a project (the "Project") consisting of the construction and equipping of a new three (3) story plus basement building having approximately 80,561 square feet for use in connection with the Health Professions Integrated Teaching Center on land owned by the College and located on the College’s campus in Paramus, New Jersey.

WHEREAS: The Board desires to approve the aggregate costs of the Project paid and or financed through all sources in an amount not to exceed $17,000,000 and

WHEREAS: The Board desires to finance all or a portion of the Projects through one or more of the hereinafter defined Programs made available by the State of New Jersey (the "State") for certain projects of New Jersey institutions of higher education (the "Programs"); and

WHEREAS: The Programs are the Building Our Future Bond Act, (P.L. 2012, c.41 (the "GO Bond Act"); and

WHEREAS: The Board has determined that the Project will assist in serving the needs of its students and providing a benefit to the Institution; and
WHEREAS: The Board desires to approve financing for the "GO Bond Act" and the NJ Higher Education Capital Facilities Program Funding:

**Go Bond Act:** $17,000,000 with 25% from Chapter 12 funding
- Of a new three (3) story building having approximately 80,561 square feet for use in connection with the Health Professions Integrated Teaching Center.

**Justification**
Approval of Board needed prior to submitting proposal

WHEREAS: Portion(s) of the Project may also be financed by bonds issued by the New Jersey Educational Facilities Authority which bear tax-exempt interest for federal income tax purposes ("Tax-Exempt Bonds"), commercial loans or funds otherwise available to the Institution; and

WHEREAS: In order to provide maximum flexibility and most efficient borrowing costs, the Board wishes to authorize financing the Project through; issuance of Tax-Exempt Bonds, commercial loans and funds otherwise available to the Institution or any combination thereof (the "Financing Structure"); and

WHEREAS: The Board desires to authorize certain officers of the Institution to determine the Financing Structure which is most economically advantageous to the Institution provided the Financing Structure includes utilization of the Proposed Programs, and take all action necessary or beneficial to accomplish the financing of the Project including the financing of capitalized interest, if any, and other costs of issuing any debt including, Tax-Exempt Bonds or other financings ("Financing Costs"); and

WHEREAS: The Board reasonably expects to reimburse expenditures for costs of the Project paid prior to issuance of Tax-Exempt Bonds or any debt bearing interest which is exempt from gross income for federal income tax purposes which will fund an applicable Project and/or Program;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES AS FOLLOWS:

SECTION 1. The Board approves the Project and authorizes the undertaking, implementation and financing of the Project in a maximum aggregate amount not to exceed $17,000,000 (including Financing Costs).

SECTION 2. The Board approves the financing of all or any portion of the Project through the GO Bond Act for which funding will be requested. The Board approves the Application for funding of the Project through such Programs in the form submitted to the Board and authorizes and directs the herein defined Designated Officers to submit such Application to the Secretary with such changes, modifications and additions shall be conclusively evidenced by the submission of the Application to the Secretary. The Board expressly directs and authorizes the Designated Officers to submit the Long Range Capital Plan in the Application for any Program for which it is required. The Board acknowledges and agrees that approval of the Application and receipt of funds pursuant to the Programs will obligate the Institution to (a) provide funds for the operation and maintenance of the Project, (b) contribute to the cost of the Project; (c) pay all or a portion of debt service on Tax-Exempt Bonds issued to fund the Proposed
Program as applicable and (d) fulfill other conditions imposed under the Programs and hereby directs and authorizes the Designated Officers to certify such acknowledgment and agreement as part of the submitted Application. The Designated Officers are hereby authorized and directed to fulfill all conditions of the proposed Programs including without limitation providing for the operation and maintenance of the Project and using available funds of the Institution to pay such operation and maintenance and to satisfy conditions of the Proposed Programs to contribute to the cost of Projects and/or debt service on Tax-Exempt Bonds issued to fund the Proposed Programs from available funds of the Institution.

SECTION 3. The costs of the Projects Costs to be reimbursed with the proceeds of the Bonds will be “capital expenditures” in accordance with the meaning of Section 150 of the Code.

(Original) The Board further approves the financing of all or any portion of the Projects with Tax Exempt Bonds, commercial loans and other funds available to the Institution and through the Financing Structure determined to be most economically advantageous to the institution by Mr. E. Carter Corriston, Board Chairman, Dr. B. Kaye Walter, President and Dr. Ronald A. Milon, Vice President, Administrative Services (the “Designated Officers”). The Designated Officers are expressly authorized and directed to determine such Financing Structure provided that the Financing Structure includes utilization of Programs which are approved by the Secretary for financing the Project.

SECTION 4. The Board Chairperson, the President and Vice President of Administrative Services (each an “Authorized Officer”) are each hereby authorized and directed to approve, execute and deliver any and all agreements necessary to undertake, implement and finance the Project and any and all other financing documents and instruments in the form approved by the Authorized Officers executing the same in the name of and on behalf of the [Board of Trustees and Bergen Community College in as many counterparts as may be necessary, and to affix or impress the official seal of the Institution thereon and to attest the same and such execution and attestation will be conclusive evidence of the approval of the form and content of such agreements and other documents and instruments necessary to undertake, implement and finance the Project and to pay Financing Costs including through the financing thereof. The Authorized Officers are further authorized and directed to do and perform such other acts and to take such other actions as may be necessary or required, or which may be deemed to be appropriate to implement the purposes of this resolution to undertake, implement and finance the Project and Financing Costs and the payment and/or repayment thereof.

SECTION 5. This resolution is a declaration of the official intent of the institution that the Institution reasonably expects and intends to reimburse expenditures for costs of the Projects paid prior to issuance Tax-Exempt Bonds or other tax-exempt debt issued to fund the Projects/Programs [Applicable Tax-Exempt Debt”] in accordance with Treasury Regulation Section 1.150-2 and that the maximum principal amount of the Tax-Exempt Debt expected to be issued to finance costs of the Projects including amounts to be used to reimburse expenditures for such costs paid prior to the issuance of the such Tax-Exempt Debt is $17,000,000(including Financing Costs).

SECTION 6. All Resolutions shall take effect immediately; and be it further

RESOLVED: That no further approvals by the Board are necessary to implement this resolution.
RESOLUTION
ADOPTED:

March 5, 2013

DULY CERTIFIED:

Wendy Dodge
Secretary to the Board of Trustees
Description of Health Professions Integrated Teaching Center

Overview

The Health Professions Integrated Teaching Center will provide an opportunity to create interdisciplinary teaching/learning opportunities for our Associate degree, certificate, and non-credit credential programs. Programs currently offered include: AAS, Dental Hygiene; AAS, Diagnostic Medical Sonography; AAS, Medical Office Assistant; Certificate, Administrative Medical Office Assistant; AAS, Nursing, AAS, Radiography; Certificate, Radiation Therapy; AAS, Respiratory Care; Certificate, Surgical Technology. Non-Credit Credential Certificate programs include: Certified Nursing Assistant, Patient Care Technician, EKG, Phlebotomy, Pharmacy Technician, Central Sterile Supply Technician and Home Health Aide. A single center for teaching excellence promotes pathways in health careers. The opportunities for both students and faculties to collaborate with interdisciplinary teams enhance our graduates’ ability to enter the healthcare workforce as a next generation health practitioner.

The first floor will provide a state-of-the-art dental hygiene clinic and patient care center to offer preventive oral health services to the community. Laboratories for dental radiography and dental hygiene lab courses will provide opportunities for student to develop clinical competence. The radiography program’s classroom, digital radiography lab suite and digital portable radiography system room will be on the first floor along with the Diagnostic Medical Sonography classroom/lab.

The second floor will house Nursing with 2 skill labs/classroom and offices for the administrative team for both the day and evening Nursing programs. The skills lab will also host our BSN partner Physical Assessment course with Kean University. The Certified Nursing Assistant/Home Health Aide class/lab, Medical Office Assistant class/lab, Respiratory Care
class/lab, Patient Care Technician class/lab and the Surgical Technology class and operating room suite/prep area will also be housed on the second floor as will Faculty Offices for advising and program administration.

The third floor will focus on a new simulation center that may be used by all programs and by community partners. The simulation center provides opportunities for critical thinking, decision making, safety, and collaborative care in a controlled teaching environment. Scenarios using patient simulators create situations for interdisciplinary approaches to patient care that foster communication, teamwork and simulate multiple real world scenarios in hospitals, delivery rooms, homecare, long term care, rehabilitation, and ambulatory-based care centers. A debriefing classroom and video control room will be essential components of the simulation experience.

Two computer labs (second/third floor) will provide opportunities for online testing and use of online/hybrid delivery of courses. All credentialing/licensing examinations are computerized and students will have a solid foundation for utilizing this testing modality. The majority of health professions courses are web supported.

Additionally on the third floor will be the Pharmacy Technician, EKG/Phlebotomy classrooms. A classroom/lab will be designated for the Radiation Therapy certificate program that will move toward offering an AAS degree.

There will be four general purpose SMART classrooms for the health professions programs that will also provide an opportunity to expand our offerings. All labs and program classrooms will be SMART rooms.
The majority of programs have existing state-of-the-art equipment that will be transferred to this new space. The simulation lab, Dental Hygiene clinic and Radiation Therapy lab will require updating and purchasing of equipment.

The Dean and administrative support staff will also be on the third floor. The Admissions Office for Health Professions, Health Professions Counseling, and the Director of Non-Credit Health Professions credential programs will be on the third floor.

It is our intent to launch an AAS, Paramedic Science program in the Fall 2014 at BCC at the Meadowlands. An emergency simulation lab will be constructed there to support the students achieving competence in paramedic skills. This lab requires a specific skill set related to emergency management in settings outside of traditional healthcare facilities. This too, however, is an integral component of the Health Professions Integrated Teaching Center.

Demonstrating Bergen’s leadership capability and capacity for effectively managing and implementing such complex and critically important undertakings as the Health Professions Integrated Teaching Center is the College’s current role as lead agency in the Northern NJ Health Professions Pathways Consortium, supported by a 2010 grant from the Department of Health & Human Services, Administration of Children & Families. This five year grant targets TANF, low income, incumbent workers, and unemployed individuals interested in pursuing health careers. The Consortium is a partnership of ten North New Jersey community colleges, TANF and social services, One Stop Centers and Workforce Investment Boards (Department of Labor and Workforce Development) and healthcare employer partners. One key goal of this state-wide initiative is to create educational and career pathways through stackable credentials, up scaling of credentials, and moving toward practicing at the top of a credential.

The executed Question and Answer and Addenda Certifications follow.
CERTIFICATION RELATING TO QUESTIONS AND ANSWERS

The undersigned officer of Bergen Community College (the “Institution”) hereby certifies the following:

1. I am an officer of the Institution duly authorized to make this Certification and to submit to the Secretary of Higher Education, the Application dated March 7, 2013 (the “Application”) to which this Certification is attached.

2. The Application requests funding from one or more of the five New Jersey Higher Education Capital Funding Grant Programs (the “Programs”) to which the Application relates.

3. As of the date of this Application, the Institution has reviewed and understands the posted questions and answers and has taken such questions and answers into account in completing and submitting the Application.

Bergen Community College

By: Name: Dr. B. Kaye Walter
Title: President

Date March 7, 2013
CERTIFICATION RELATING TO ADDENDA

The undersigned officer of Bergen Community College (the “Institution”) hereby certifies the following:

1. I am an officer of the Institution duly authorized to make this Certification and to submit to the Secretary of Higher Education, the Application dated March 7, 2013 (the “Application”) to which this Certification is attached.

2. The Application requests funding from one or more of the five New Jersey Higher Education Capital Funding Grant Programs (the “Programs”) to which the Application relates.

3. As of the date of this Application, the Institution understands that Addenda to this Solicitation may be posted by the Secretary. The Institution has reviewed any Addenda, if any have been posted by the Secretary, and has taken such Addenda into account in completing and submitting the Application.

Bergen Community College

By: Name: Dr. B. Kaye Walter
Title: President

Date March 7, 2013
A Construction Ready Project

Status of Land Acquisition. Land proposed for the Project is already owned by the College and is ready for development specifically for this Project.

Site Description and Environmental Risk Factors. The proposed Health Professions Integrated Teaching Center site is currently a landscaped/grass area located between the Pitkin Education Center and the B-lot. There are no environmental issues, property restrictions, land use conflicts or historical preservation requirements. A Student Center Addition Project was recently completed approximately 600’-0” to the northwest of the proposed Health Professions Integrated Teaching Center site location. There are no environmental remediation costs anticipated for the proposed Health Professions Integrated Teaching Center site location.

The proposed Health Professions Integrated Teaching Center has been located at the proposed site location to minimize the impact to existing underground utilities. It has been specifically design to insure that it can fit comfortably in between the existing fiber optic line that connects to West Hall, Vet Tech, Parking Deck, Scoskie Hall, and Building and Grounds Site Maintenance Facilities and Parking Lot B and eliminate any need to disturb or relocated these two major elements. There will be minor reworking of existing sidewalks, site drainage, and site lighting to accommodate the Health Professions Integrated Teaching Center in the proposed location. There are no immediate concerns in regard to drainage, underground water concerns, geo-technical concerns, or foundation concerns based on the Student Center Addition Project recently completed and located approximately 600’-0” to the northwest of the proposed Health Professions Integrated Teaching Center site location.
There is no threatened litigation in regard to the proposed site location for the Health Professions Integrated Teaching Center, or the construction/operation of the proposed Health Professions Integrated Teaching Center.

**Status of Design and Construction Documents.** Status of the Design/construction documents can be seen in the Project Design Schedule, which is attached in this application. Preliminary design documents are also attached.

**Timing for Site Plan Approvals.** Timing for acquisition of site plan approvals and building permits is detailed in the attached project design schedule. As estimated therein, Site Plan Approval is anticipated around the beginning of May 2013, conditional Building Permits around Mid-June 2013, and the actual permit submitted when contractor is secured.

**Project Development Schedule.** The estimated Project development schedule including key milestones and estimate preconstruction/construction draws by month for the entire project development period is included in the attached Project Design Schedule and labeled Attachment A. In addition, project bidding is to be initiated in late July, early August. Construction draw downs will then start in October and be approximately $700,000 per month for 24 months.

**Cost Effectiveness of the Project**

**Cost Data.** The estimated cost per square foot is $211.02 for the approximately 80,561 square foot $17,000,000 building. There are approximately 1900 students currently enrolled in both credit and non-credit credentialed Healthcare programs (1500 credit and 400 non-credit). The cost per FTE is approximately $24,029 and the cost per student is approximately $8,754, with the following credit and certification students:

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**Ratio of Program Space to the Gross Square Footage of the Building.** The ratio of program space to gross square footage is approximately 1:2, with 39,359 program specific and 80,561 gross square footage. Program spaces have been determined by individual needs of accreditation standards as well as the equipment needs of the skills labs of the programs for students to meet required competency. For instance, dental hygiene requires an on-campus patient care clinic, skills lab and radiography lab. The simulation labs and computer labs will be shared by all programs.

**Alternative Approaches.** Yes, the College considered the purchase of an existing building at the Meadowlands location and decided the construction of a new building on College owned property in Paramus was the better option for our programs and our students. In addition, this proposed Project is fully consistent with the College’s Facilities Master Plan. Current structure has the Health Professions labs/classes throughout the Pitkin Center. This plan will facilitate more opportunities for collaborative teaching and learning and shared resources between programs. Currently, there are no designated computer labs for the health professions programs that utilize online testing, and specialized programmatic software.

**Long Range Facilities Plan.** A copy of the institution’s long-range facilities plan is attached and the Board resolution approving this plan is included.
State Funded Institutional Facilities. Bergen maintains all of its facilities so as to ensure a safe environment. Facilities are refurbished and renovated based on the needs of the institution as well as available funding.

Funding the Match. No additional funding needs are anticipated at this time.

Reimbursement. No reimbursement costs are being sought.

Selection Criteria

1. Advancement of Student Education in the State of New Jersey.

Bergen’s Health Professions Integrated Teaching Center will substantially advance student education in the state through a number of important ways, not least of which are reinforcement of classroom-based learning, promotion of independent inquiry and lifelong learning, and expansion of resource accessibility for the college’s increasingly diverse student population. Simulation laboratories have long proven to increase learning outcomes and strengthen high level skill development, ensuring well prepared professionals are able to meet accelerating and complex workplace demands.

2. Improvement and Expansion of Educational Opportunities for Students.

The Health Professions Integrated Teaching Center will serve as a model for collaboration between health professions students, faculties, industry partners, health profession and employer partners, and the community. Service learning initiatives that provide for experiential learning and multidisciplinary team projects that engage with other students and community outreach groups have enriched opportunities for education as well as for access to health care. Articulation agreements with four year colleges and universities will expand opportunities for students to continue their education and training, attain advanced degrees and certifications, and burnish the skills needed to practice at the top of their credential. Pathways
through stackable credentials and up scaling of credentials offer the potential of broader skill sets and greater compensation.

Furthermore, the dental hygiene patient care center will provide preventive oral health care to the community for a nominal fee. Access to oral health care has been a challenge in the area as many of our community members do not have dental insurance. Addressing access to care and providing educational experiences for developing dental hygiene professionals is an ideal partnership.

3. Promotion of Academic Research Excellence, Workforce Readiness and the Enhancement of the State’s Academic and Economic Competitiveness and Prosperity by Assisting in the Production of a Highly Skilled Workforce.

The new Health Profession Integrated Teaching Center will effectively promote workforce readiness and the enhancement of the State’s academic and economic competitiveness and prosperity by assisting in the production of a highly skilled workforce in a number of vitally important ways. Merely considering the interdisciplinary simulated work environment with inter-professional learning, the center will have a significant impact on the state.

As an example, simulation has been scientifically shown to better patients outcomes, reduce medical errors and positively impact retention of talented providers by offering a dynamic environment that can replay difficult case scenarios, allow for practice of new procedures or protocols before being practiced on live patients and/or promoting better health communication especially in crisis environments. In 1999, the Institute of Medicine study, To Err is Human, reported that 98,000 patients were dying annually from avoidable, preventable medical errors. In an effort to address this deficiency, the medical community began to evaluate best practices from other high-risk industries.
The use of simulation has been an effective way to prepare students and professionals of high-risk industries when actual training would be too expensive, dangerous or rare. The medical community quickly learned that the aviation industry had been using simulation to provide flight training to pilots before placing them in an actual seat of a cockpit. Similarly, the shipping industry had used simulation to provide shipping captains with the practice required to navigate large ships into ports safely. Lastly, the US Army was also using simulation to prepare soldiers and field medics, doctors and nurses for the grueling situations that could occur in a war field. From this research, the medical simulation industry was born and began to show promise as a mechanism to addressing the identified patient safety concerns.

In the past decade, the medical simulation field has established itself and expanded its goal beyond a patient safety initiative. The simulation technique has extended to include the use of audio visual recording, use of standardized patients and family members and the important process of debriefing to fully capture all of the learning possibilities related to the simulated event.

In medicine, the teaching model of see one, do one, teach one has been used for centuries. This model does not utilize proven adult learning theories and therefore has flaws. Simulation allows the highest clinical standard to be taught without placing patients at risk during a teaching procedure. In the past few decades the power of positive human interaction has been evaluated as part of the patient continuum of care. Simulation offers an environment that allows for focus on the power of effective communication techniques and the importance of positive human interaction as part of a holistic patient care plan.

Simulation, then, improves patient outcomes, reduces medical errors, and positively impacts retention of talented providers by offering a dynamic environment that can replay
difficult case scenarios. It also allows for practice of new procedures or protocols before being practiced on live patients as well as promoting better health communication, especially in crisis environments.

In addition to improving the care of commonly seen emergency medicine patients, simulation also allows for better preparation for uncommon events such as rare medical cases, medical treatment of hazardous material exposure and chem-bio exposure, mass casualty patient treatment and situations that stretch the patient care team to their maximum capabilities. Since these events occur so infrequently, team functionality and effectiveness can be compromised. Similar to an athlete training prior to a deciding game, in healthcare we need to train for the unexpected so that our patients are cared for to the best of our abilities. Students will continue with patient experiences with our clinical partners at hospitals, long term care facilities, rehabilitation facilities, community based care centers and ambulatory care facilities but can utilize the simulations to achieve greater competence prior to clinical care and during on-campus laboratory sessions to reinforce safety and adherence to protocols.

4. Promotion of Innovation and Improvement in the Delivery of Higher Education.

Technologies available in the Health Professions Integrated Teaching Center will enable faculty and students to innovate and improve delivery through on-line courses, lecture capture and virtual face-to-face conferencing, as well as simulation of “real-life” on-the-job situations. The proposed “smart” Center facility will accommodate equipment to deliver a fully interactive synchronous chat-based classroom situation where students and faculty can interact and conduct group work synchronously and literally face-to-face in a virtual environment.

Such opportunities have been shown through substantial research to have far-reaching benefits, including:
• Classroom experiences and learning opportunities are enhanced.
• Equity in access is achieved for students who are too ill to come to school, live remotely or who are traveling.
• Student achievement is likely to improve. Learners who participate in videoconferencing have higher scores on cognitive indicators and are more motivated to learn not just the material being presented, but also to find out more about related topics.
• Video has been shown to improve learning by up to 400 percent.
• Distance learning is enhanced by virtual face-to-face encounters

5. Advancement of Study at All Levels in Science, Technology, Engineering and Mathematics Education.

Health Professions education is based on fundamentals of science including Biology, Chemistry, Anatomy & Physiology, Biochemistry, Microbiology, Physics, Pathology, and Pharmacology and the integration of technology into diagnostics, therapeutics and evaluation. Math computation is a strong foundation for many of the curricula related to medical math. A recent simulation conference in Florida engaged STEM students in the development and technology of medical simulation.


The Health Professions Integrated Teaching Center is fully consistent with the mission of Bergen Community College, as noted in this document. Importantly, however, it is also consistent with the mission of Bergen’s health professions program. The Health Professions Integrated Teaching Center mission, importantly, is to improve patient safety, promote better preparedness of emergency medicine healthcare providers, advance clinical excellence, and enhance team interaction by establishing a best practice simulation center.

The goal of the simulation center is to better prepare health providers with the skills necessary to succeed in the uncontrolled environment that surrounds Emergency Medicine. The exposure to simulated patient experiences will improve clinical performance and positively
improve soft skills such as crisis communication techniques, interdisciplinary team dynamics, and confidence under pressure. Specific objectives of the Integrated Teaching Simulation Center include:

- Improving Patient Safety initiatives in all medicine disciplines interacting with the center
- Improving medical authority gradients.
- Enhancing effective crisis communication techniques. Including death notification, consent in crisis and improving health communication techniques to advance safety.
- Improving team dynamic interaction and functional ability.
- Evaluation of operating protocols and assessment of their effectiveness.
- Ensuring competency of high risk or rare clinical procedures.
- Geriatric and Aged perspective instruction.
- Emergency Preparedness, Disaster planning focusing on medical management of these events.
- Other healthcare related QA/CQI projects.
- Assessment of human behavior under stressful situations or clinical procedures.

7. Consistency with the Institution’s Long-Range Facilities Plan.

This proposed GO Project is fully consistent with Bergen’s approved long range facilities plan (see attached). With student enrollment of 17,000 at the Paramus campus, a program of space for a new academic facility was projected to be approximately 90,000 square feet. The proposed initiative approximates that at 70,000 plus. The plan also called for a new building to be centrally located in its proposed location to bring a strong campus outdoor quadrangle setting to the college. The Master Plan allowed for appropriate phasing of capital improvements in conjunction with capital funding for each stage of development. This new structure both creates a high technology center for excellence and opens space within existing structures for programs that are growing to meet new workforce demands and increased needs of industry and other community partners.

8. The Cost-Effectiveness of the Project.
The interdisciplinary opportunities for collaborative care models and shared resources enhance the cost effectiveness of this project. In addition to teaching skill development, the labs serve as a learning resource for students to practice skills to meet acceptable competence for safe, efficient and individualized patient care. Furthermore, they open valuable opportunities for health professionals to continue their education and for community partners to do so as well.

9. Consistency of the Project with the State’s goals and priorities for development and redevelopment, including the promotion of industry clusters, job and business opportunities in areas designated by the State for growth, transportation choice and efficient mobility of goods and people, and promotion of access to opportunity for all New Jersey residents.

Bergen Community College is an active contributing member of the Healthcare Talent Network. As such, it is intimately connected to and involved with advancing the states goals and priorities for development and redevelopment. In mid 2011, New Jersey launched six talent networks, identifying healthcare as one of its key economic sectors along with financial services, advanced manufacturing, life sciences, transportation/logistics/ distribution and technology/entrepreneurship. The Healthcare Talent Network, funded by the state’s Department of Labor and Workforce Development and based at Rutgers’ School of Management and Labor Relations, integrates information from employers about their workforce needs with data from market analysis in order to strengthen the capacity of the workforce to have the skills to match the industry’s jobs, now and in the next 10 years. Strategies to promote this alignment will come from partnerships with the state’s workforce training initiatives and institutions, its community colleges, universities and other providers of technical and apprenticeship opportunities.
Guided by the work of the State Employment and Training Commission’s Healthcare Workforce Council, an active body of 35 representatives of healthcare employers, professional associations and other healthcare stakeholders, the Healthcare Talent Network will use multiple strategies to serve as the intersection point for employers, job seekers and the varied sources of training and incentives within the healthcare sector. (Source: NJ Healthcare Talent Network Website)

New Jersey’s Health Care Cluster Winter 2012-2013 Facts:

- 30 billion in Gross State Product in 2010 (7%) is from healthcare
- From 1990 through 2011, the Health Care sector has added 171,100 new jobs, all other private sector employment added only 6,800 jobs
- From 2000 to 2011, Health Care sector has added 83,000 new jobs, all other private sector has lost over 250,000 jobs
- Health care has increased its share of total jobholding from 7.5% in 1990 to 11.5% in 2011
- Health care employers paid $21.9 billion in total wages in 2011(12.2%)
- Over 21,000 Health Care employers in New Jersey
- Over 426,000 workers
- 1 in 3 work in Hospitals
- Over 50% of jobs do not require a 2-year degree
- General rule of thumb, more education = more compensation
- Since the official end of the recession in July of 2009, the health care industry has accounted for more than half of all job growth in the private sector
- Health Care increased 171,100 All other sectors increased 50,000
- Ambulatory Health Care more than doubled
- Nursing and Residential on pace to double by 2015
- Health Care makes up 13.5% in 2011 of private sector employment, up from 11.8% in 2006
- 62,000 jobs would account for almost 20% of net growth from 2010-2020


10. The Demonstrated Commitment of the Institution over the Past Ten Years to Appropriate Maintenance of Facilities Previously Funded by State of New Jersey Grant Programs.
No funded facilities. Even so, over the past forty years, the College has demonstrated full commitment to maintaining all of its facilities so as to ensure a safe and productive learning environment for all who participate in college programs, courses, and activities. Facilities are refurbished and renovated based on the assessed needs of the institution as well as available funding. Indeed, the college’s original structure, East Hall – now called Ender Hall – continues to be maintained, upgraded, and fully utilized by students, faculty, and staff.

11. Serving the Best Interests of Higher Education in the State as a Whole.

The Health Professions Integrated Teaching Center and the Paramedic Science program shall serve as premier teaching centers. In addition to pre licensure/credential education, the simulation labs will be available to our clinical partners, alumni practitioners and health professional associations for maintaining and advancing competence in healthcare specialties as well as professional development in support of advanced educational methodologies and instructional innovation. Importantly, simulation fosters critical thinking, decision making, collaboration and communication.

Certification of Bond Act.

An executed Building our Future Bond Act Certification is attached.
BUILDING OUR FUTURE BOND ACT CERTIFICATION

The undersigned officer of Bergen Community College (the “Institution”) hereby certifies the following:

1. I am an officer of the Institution duly authorized to make this Certification and to submit to the Secretary of Higher Education, the Application dated March 7, 2013 (the “Application”) to which this Certification is attached.

2. The Application requests funding pursuant to the Building Our Future Bond Act, P.L. 2012, c. 41 (the “GO Bond Act”) for the Project described in the Application.

3. The Project and the Institution satisfy the eligibility requirements for funding pursuant to the GO Bond Act. [Private nonprofit institutions please add – The Institution is a nonprofit incorporated under N.J.S.A. 15A:1-1, et seq. with an endowment less than $1,000,000,000 and is acting under the authority of and licensed by the State to confer degrees pursuant to N.J.S.A. 18A-68-1 et seq.]

4. The Institution acknowledges and agrees that it is obligated to contribute matching funds to the cost of the Project and is authorized by the Resolution duly adopted by the governing body of the Institution dated March 5, 2013 and submitted with the Application (the “Resolution”) to provide matching funds from the sources described in the Application in the amount of 25 percent of the costs of the Project (the “Matching Funds”).

5. The Institution has or will have the Matching Funds as required by the GO Bond Act.

6. The Institution acknowledges and agrees that it is obligated to maintain the Project and is authorized by the Resolution to fulfill this obligation.

7. The information provided in the Application regarding the Institution, the Project and the cost and uses thereof, and the benefit to and the effect of the Project on, the Institution, its students and the State of New Jersey is correct and complete.

8. The Project and the construction, operation and maintenance thereof will, at all times comply with all applicable State and federal laws, regulations, codes, statutes, and government guidelines, including the principles of affirmative action and equal employment opportunity where applicable.

Bergen Community College

By: Name: Dr. B. Kaye Walter
Title: President

Date March 7, 2013

Building Our Future Bond Act
Health Professions Integrated Teaching Center
# Project Design Schedule

## Schematic Design Phase

<table>
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<tr>
<th>Act ID</th>
<th>Description</th>
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<th>Early Finish</th>
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<td>7d</td>
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<td>14d</td>
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## Bidding Phase

## Construction Phase

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**Finish date**: 01JUL13  
**Data date**: 04MAR13  
**Run date**: 04MAR13  
**Page number**: 1A  
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The Secretary of Higher Education  
PO Box 542  
Trenton, NJ 08625

Attention: Rochelle Hendricks

Subject: Higher Education Capital Facilities Programs Application  
College Matching Funds for Building Our Future Bond Act Grant

Dear Secretary Hendricks,

The required 25 percent match will be from Fiscal Year 2014 Chapter 12 funding. Should this funding not be approved, the required match will be from Unrestricted Net Assets which are Board Designated for renewals and replacements of Capital Assets.

Very truly yours,

[Signature]

Dr. Ronald Milon  
Vice President, Administrative Services
PROPOSED CLASSROOM BUILDING – HEALTH PROFESSIONS

FOR

BERGEN COMMUNITY COLLEGE

BOROUGH OF PARAMUS, NEW JERSEY 07652

LIST OF DRAWINGS:

PD-1 – TITLE SHEET, LIST OF DRAWINGS, AND NOTES.
PD-2 – PROPOSED BASEMENT FLOOR PLAN CLASSROOM BUILDING – HEALTH PROFESSIONS
PD-3 – PROPOSED FIRST FLOOR PLAN CLASSROOM BUILDING – HEALTH PROFESSIONS
PD-4 – PROPOSED SECOND FLOOR PLAN CLASSROOM BUILDING – HEALTH PROFESSIONS
PD-5 – PROPOSED THIRD FLOOR PLAN CLASSROOM BUILDING – HEALTH PROFESSIONS
PROPOSED FIRST FLOOR PLAN CLASSROOM BUILDING – HEALTH PROFESSIONS (+/- 23,255 SQUARE FEET)
PROPOSED THIRD FLOOR PLAN CLASSROOM BUILDING – HEALTH PROFESSIONS (+/-23,255 SQUARE FEET)
# Executive Summary

## Programming
- Survey Methodology
- Priority Matrix
- Summary of Findings
  - Paramus Campus Site Issues
  - Existing Building / Physical Plant
  - Ender Hall
  - Ciarco Learning Center
  - Meadowlands / South Campus
- BCC Organization Chart
- Questionnaire Form and Instructions
- Synopsis - Global Survey Question Responses
- List of Survey Participants

## Planning
- Changes & Trends in Education & Operations
- Considerations for Departments & User Groups
- Design Considerations for Paramus Campus
- Design Approach
- Proposed Construction Phases & Costs
- Design Guidelines

## Appendices
- List of Buildings Included in 2000-2010 Master-Plan
- Projects Completed Subsequent to 2000-2010 Master-Plan
- Projects Currently Under Design or Construction
- Floor Areas
- Parking Counts
- Building Floor Plans
- Existing Conditions
EXECUTIVE SUMMARY

NK Architects were commissioned in the fall of 2008 to update and develop a Facilities Master Plan for Bergen Community College. All site and campus locations Paramus, Hackensack and Lyndhurst were to be included, along with varying growth and program priorities. The focus of the update is the growth of the programs and facilities of the Paramus Campus.

The previous Master plan was reviewed, as were completed and proposed construction projects, in order to assess the growth plan for the next 10 years. The duration of this report is a projected completion of 2020.

The Goals of the Master Plan are as follows:
• Determine the Space Requirements of the College for the next 10 years with an increased student enrollment.
• Develop an overall strategy for future long term growth.
• Develop a new facility growth plan to enhance existing campus spaces and services.
• Develop a cohesive, student oriented campus environment.
• Develop a clear arrival, destination and orientation plan; A Campus Gateway.
• Develop an improved vehicular circulation plan with expanded parking facilities.
• Provide space for expanding and new programs and functions.

MASTER PLAN APPROACH

Over several months NK visually surveyed all existing facilities and reviewed all drawings of proposed projects to become familiar with the existing conditions of the college. Simultaneously to this, NK met with various department heads, faculty members, and a steering committee that represented the college. Questions were asked and information was gathered to complete a comprehensive questionnaire that was distributed by the college to survey priorities, needs and deficiencies. Existing classroom and teaching spaces were reviewed for efficiency with current program schedules.

The findings were presented to the President and the Executive Committee of the college and are listed below in order of importance from the survey participants.

1. Improved and Expanded Academic / Classroom Facilities
2. Development of Identifiable Building Entries
3. ADA Compliance / Accessibility for Physically Challenged
4. Development of Campus Entry / Gateway
5. Student Commons and/or Lounge Spaces
6. Storage
7. Vehicular & Campus Circulation
8. Student Service Facilities
9. Dining / Food Service Facilities
10. Non – structured Academic Student Space
11. Parking Expansion
12. New / Expanded Faculty Offices, Meeting & Work Spaces

From this priority list of program and space deficiencies, and our observations and analysis as master planners, NK Architects presented several planning options that will address and solve the findings of the survey. Pros and Cons were identified for each scheme, and are included in this report, with the most favored option by the President and Executive Committee recognized as “The Master Plan”.

An estimated cost associated with this future development and improvement is included with projected dates of construction and completion.
CONCLUSION

Bergen Community College is an institution that currently serves a student population of approximately 15,000 at all three campuses. The increased student enrollment at the Paramus campus is expected to reach 17,000 by the year 2015.

The Lyndhurst – Meadowlands campus is expecting to expand its program and facilities to accommodate an enrollment of approx. 3,000 students. (At this time existing buildings and facilities are being reviewed by the college for purchase but are not included in this report.)

The Hackensack Ciarco Learning Center continues to operate as an satellite annex to the college serving the southern and eastern communities of the County. More programs are continually added and space is in high demand. The site is restricted, and internal expansion is possible with renovation of the lower level of approx. 25,000 useable s.f.

Proposed Master Plan Components for The Paramus Campus

- With the projected student enrollment of 17,000 at the Paramus campus, and the current low utilization rate of existing classrooms, a program of space for a new academic facility is approx. 90,000 s.f. and related parking structure of approx. 400 to 450 cars.

- A new centralized Student Service Core is proposed in the Pitkin Building to alleviate the already crowded and dispersed departments. Existing classrooms will be re-located and renovated for this and contribute to the total new space program. Faculty offices and support functions are also included in this new facility.

- The new building will be centrally located in its proposed location to bring a strong campus outdoor quadrangle setting to the college. This will serve as an improved student gateway to the campus for clear orientation and sense of arrival.

- The proposed development will also improve vehicular access and wayfinding on the campus and facilitate safe and efficient circulation to the new parking structure. Primary vistas to the main entry of the campus will be enhanced from the perimeter entrance loop road.

- The landscape and outdoor aesthetic of the campus is re-designed for a visually orienting experience as well as address a more contemporary and sustainable environment.

- An expansion of the athletic and WEX program is proposed with a renovation to the Pitkin Building that will resolve many accessibility issues of the existing facilities.

- Ender Hall will remain for this phase of the College's Master Plan with continued academic functions and Child Care Services.

- The Master Plan allows for appropriate phasing of capital improvements in conjunction with capital funding for each stage of development.
programming
The BCC Master-Plan Steering Committee assisted NK Architects in identifying staff and faculty that would be asked to complete a survey questionnaire. As a preliminary step in this process, a comprehensive organization chart was developed from existing fragmentary information provided by the Steering Committee and others. Revisions were made as additional information was discovered during the interviews. The chart, which is reproduced on page 18, also documents organizational changes that were underway at the time of the interviews.

Approximately 50 questionnaires were e-mailed in late October 2008. After two deadline extensions, approximately 35 completed questionnaires were received by early January 2009, with an additional 5 being submitted by early February. Several respondents delegated the completion of questionnaires to staff members; others enlisted faculty and staff within their department to contribute their own comments. A total of approximately 60 faculty and staff were involved in completion of the survey forms.

The last page of the questionnaire was a chart listing 33 issues having potential relevance to the Master Plan. Respondents were asked to rank these issues in order of importance regarding their own working environment and the college as a whole. The resultant ranking is presented in the two following tables, the first of which is a summary of the overall ranking; the second is a record of all responses.

Subsequent to receipt of the completed questionnaires, a series of 19 follow-up interviews were conducted by two representatives of NK Architects from mid-January through late February 2009. The interviews involved 45 of the BCC faculty and staff that had received questionnaires. The Steering Committee Members did not take part in the survey or the interviews, except in connection with their full-time positions within BCC.

Survey respondents and interviewees identified many issues of concern which they thought needed to be addressed in the near future, or at the very latest, during the planning stages of future building or renovation projects. These comments were taken into account during our own investigation and observation of existing conditions, and helped to focus our analysis. We have summarized respondents' comments and organized them by subject matter. To their comments we have added some of our own observations which serve to identify some of the more significant root causes.
### Physical Planning Characteristics (Having associated physical space implications)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Survey Topic</th>
<th>Score</th>
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<tbody>
<tr>
<td>01</td>
<td>Improved or Expanded Academic / Classroom Facilities</td>
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</tr>
<tr>
<td>02</td>
<td>Development of Identifiable Building Entries</td>
<td>3.0</td>
</tr>
<tr>
<td>03</td>
<td>Accessibility for Physically Challenged (ADA Compliance)</td>
<td>3.2</td>
</tr>
<tr>
<td>04</td>
<td>Development of Campus Entry / Gateway</td>
<td>3.3</td>
</tr>
<tr>
<td>05</td>
<td>Student Commons and/or Lounge Spaces</td>
<td>3.3</td>
</tr>
<tr>
<td>06</td>
<td>Storage</td>
<td>3.4</td>
</tr>
<tr>
<td>07</td>
<td>Campus Circulation – Vehicular / Pedestrian</td>
<td>3.5</td>
</tr>
<tr>
<td>08</td>
<td>Student-Service-Focused Facilities</td>
<td>3.5</td>
</tr>
<tr>
<td>09</td>
<td>Dining / Food-Service Facilities</td>
<td>3.7</td>
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<tr>
<td>10</td>
<td>Non-Structured Academic Student Spaces (e.g. – Small Group Rooms)</td>
<td>3.8</td>
</tr>
<tr>
<td>11</td>
<td>Parking Expansion or Relocation</td>
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</tr>
<tr>
<td>12</td>
<td>Improved or Expanded Specialized Facilities - Cite Which:</td>
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</tr>
<tr>
<td>13</td>
<td>New or Expanded Departmental / Faculty Office, Meeting or Work Spaces</td>
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<tr>
<td>14</td>
<td>New or Expanded Administrative Space – Office, Workrooms, Etc</td>
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<tr>
<td>15</td>
<td>Creation of Large General-Purpose Meeting Rooms (30 or more seats)</td>
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<td>16</td>
<td>Improved Indoor Recreational (Non-Athletic) Facilities</td>
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<tr>
<td>17</td>
<td>Creation of Small General-Purpose Meeting Rooms (8 or fewer)</td>
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<td>18</td>
<td>Improved Indoor Athletic Facilities</td>
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<tr>
<td>19</td>
<td>Consolidation of Currently Fragmented Programs (Identify Any Specific:)</td>
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<tr>
<td>20</td>
<td>Development of Existing Satellite / Off-Campus Facilities</td>
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<tr>
<td>21</td>
<td>Large Group Instructional Spaces</td>
<td>4.8</td>
</tr>
<tr>
<td>22</td>
<td>Community Outreach / Dev. of Community-Focused Services &amp; Facilities</td>
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<td>23</td>
<td>Improved or Expanded Outdoor Spaces</td>
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<td>24</td>
<td>Improved Outdoor Athletic Facilities</td>
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<td>25</td>
<td>New or Improved Performing Arts Facilities</td>
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<td>26</td>
<td>Development of New (not presently existing) Satellite / Off-Campus Facilities</td>
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<td>27</td>
<td>New or Expanded Outdoor Recreational (Non-Athletic) Facilities</td>
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<td>28</td>
<td>New or Improved Fine Arts Facilities</td>
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### Qualitative Issues (Not necessarily having associated space implications)

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<tr>
<th>Rank</th>
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<tr>
<td>01</td>
<td>Campus Signage / Way-Finding</td>
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</tr>
<tr>
<td>02</td>
<td>Enhanced Technology Implementation</td>
<td>2.9</td>
</tr>
<tr>
<td>03</td>
<td>Campus Security / Safety Improvements</td>
<td>3.3</td>
</tr>
<tr>
<td>04</td>
<td>Campus-Wide Sustainable Design Initiatives / Energy Efficiency</td>
<td>3.1</td>
</tr>
<tr>
<td>05</td>
<td>Campus Aesthetic / Landscaping</td>
<td>5.3</td>
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</table>
### Survey Topic

<table>
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<tr>
<th>Rating Score</th>
<th>Comments</th>
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<tbody>
<tr>
<td>5.0</td>
<td>The group or department indicated</td>
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MAIN CAMPUS ENTRANCE
The main vehicular entrance to the Paramus Campus is a signalized intersection with Paramus Road, which to the south connects with Route 4, and the Garden State Parkway. The volume of traffic during peak morning arrival and afternoon departure times is very high resulting in long waiting times through several cycles of the traffic light. The left turn exit of the campus onto south-bound Paramus Road is currently closed off by traffic cones, presumably in an effort to improve the capacity of the intersection as a whole. This forces traffic wanting to travel south on Paramus Road to drive 1,200 feet in a northerly direction to the next light where there is a jug-handle and a U-turn.

TRAFFIC CIRCLE
Within a short distance after entering the campus (approx 150 ft), the incoming two lane entrance driveway curves to the right and enters a large traffic circle. Almost immediately (50 feet), all student traffic must take the first exit from the circle to proceed to student parking lots. All traffic bound for the eastern end of the campus (athletic facilities, the Tech Building & Ender Hall) must also take this route, as does service traffic heading for the main loading docks in the Pitkin basement. The second exit from the circle occurs within 75 feet and leads via a 500 foot long two lane driveway to the entrances to the Pitkin Building, the Ciccone Theater and West Hall. Faculty assigned to the upper level of the parking deck also must take this route, as does bus traffic. However, there is almost no visitor parking available in this area, which is a dead-end with a turn-around loop. Visitors not familiar with the campus find themselves driving back out to the main circle and parking elsewhere in lots used almost exclusively by students.

DIRECTIONAL SIGNAGE
To summarize, the physical traffic pattern is very confusing, and the existing directional signage is not up to the task of overcoming this. For the visitor, too many decisions have to be made within too short a driving distance, and there is no gatehouse to ask for directions, or space to pull over and consult a map on a sign-board (or a map that a driver may already have). The situation is compounded by a significant lack of directional signage and parking dedicated specifically for visitors to the site, especially for prospective students and those who are heading towards the Ciccone Theater or Athletic facilities.

PITKIN/WEST HALL/CICCONE THEATER TURN-AROUND LOOP
As mentioned above, the current dead-end arrangement causes a lot of frustration, a fact which the College Administration has recognized by commissioning a redesign of the traffic loop, construction of which has been recently completed. The design calls for elimination of approximately half of the 35± existing card-controlled parking spaces situated in the space bounded by West Hall, the Ciccone Theater and the Pitkin Building. Although this design eases the maneuvering for the bus turn-around and truck deliveries to the theater stage loading dock, it does not (and was not intended to) address the lack of visitor parking and the issue of being a dead-end. Also at stake is the nature of the pedestrian experience passing through this space between the three adjacent buildings, a qualitative observation made by many survey respondents. This space is the only "quadrangle-like" exterior volume on campus, but it is marred by heavy traffic circulation and too much pavement to function well as such.

SECONDARY (EAST) CAMPUS ENTRANCE
The secondary entrance at the east end of the campus is an unsignalized intersection with West Midland Avenue which to the east leads to Route 17. The campus is connected to this intersection by a narrow two-lane, 1,500 ft long driveway which also serves the Ridgewood Country Club to the east of the campus. This driveway passes through a residential area of single family homes, and is constrained on one side by a stream, and on the other by the rear yards of residences. West Midland Avenue is two lanes in each direction, so left turns from West Midland Avenue westbound into the college driveway are possible. There is only one lane (no left turn lane) where the outbound campus traffic approaches West Midland Avenue. Because of this, waiting times are long for afternoon traffic leaving the campus. There is no identifying or directional signage on West Midland Avenue regarding BCC; presumably, this is intentional in order to discourage visitors from using this entrance.

SITE / EMERGENCY ACCESS
There is no loop road, service road or fire lane around the north side of the Pitkin Building. This is due to the higher topography and the original placement of the building very close to the County Golf Course to the north. Because of this, the Ciccone Theater and the Tech & Pitkin Buildings have to be serviced from the south facing public side; a less than ideal functional and aesthetic arrangement. Also, the new Science Wing currently under construction on the north side of the Pitkin Building now precludes any possibility of providing additional access to Pitkin from the north; in fact it is so constrained by the site that is forced into a long narrow configuration only one lab deep. Future additions to the Pitkin Building and/or new stand-alone buildings could occur to the east, but they will need to take into account the local Fire Official’s requirements for fire lanes and building separation.
during the earliest stages of planning. We understand that due to the traffic issues at the main Paramus Road entrance, an additional location for emergency access to the campus from the golf course is being discussed with the County. This would likely be situated at the west end of the campus in the vicinity of the Golf Club Clubhouse and the trailers used by the Office of Campus Planning. If that is the case, it will not improve access to the north-east corner of the Pitkin Building where the existing Health Center is located; this is the primary location on campus where medical emergencies are taken care of.

PITKIN BUILDING SERVICE ACCESS
The service road to the basement truck area is problematic with regard to new design solutions for visitor arrival & drop off. It is in the most prominent location on the main front (south) elevation of the building. The depressed roadway bisects the south lawn and severely constrains the location of any future additional driveways, drop-off areas or buildings, even if it were to be bridged over. Also, the service driveway and truck entrance doors are directly ahead of drivers approaching the lower parking deck level from the main east-west campus driveway; providing visitors to the campus with an unsightly first impression.

INTEGRATED SOLUTIONS FOR TRAFFIC, PARKING, SIGNAGE AND ENTRANCES
It is recommended that planning studies for the next significant construction project include a full campus traffic study. Due to the above mentioned issues, new vehicular circulation patterns need to be considered and implemented in order to improve the relationship between building entrances and parking for the various user groups (Visitors, faculty, staff, students etc.). As the College grows and parking is expanded, more efficient parking lot layouts and/or additional parking decks will need to be constructed. These designs will need to fully integrate solutions to traffic and parking issues with substantial signage improvements and the aesthetic quality of the existing campus. The Master Plan offers several concepts whereby this could be achieved.

SITE DEVELOPMENT CONSIDERATIONS
There are a number of additional existing conditions which need to be taken into account when planning future projects.

The Paramus Campus has very few “vacant” areas which could be developed without disruption of existing facilities. The most easily developed areas are to the east of the Pitkin Building and north of the Tech Building. Parking and/or athletic/
Many survey respondents offered comments regarding several of issues to do with the original design and current age and condition of the Pitkin Building and Ender Hall. These are mentioned here not only to inform the design of new construction, but also as a reminder of the need to remedy these conditions as ongoing renovation work proceeds within the older buildings.

EXISTING PEDESTRIAN ENTRANCE, PITKIN BUILDING
The entrance located at the south-west corner of the building was not designed as a major entrance, but it is by far the most heavily traveled entry point. It seems to have become the new main entrance by default, largely because the walkway from the new parking deck funnels people to this location, and not to the original entrance lobby further away to the east, where the security office is located.

Once inside the building, the circulation route passes through the Dunkin Donuts concession and the Student Center, which are among the busiest and most heavily frequented areas of the college. The path of travel consists of a very small entrance vestibule with a 90° turn between single doors, and two long narrow ramps that rise up to the main first floor level. The proximity of covered parking and the convenience of picking up refreshments on the way in are obviously major factors contributing to the resulting congestion.

The college has been aware of these issues and consequently commissioned a renovation project which will include widening of the interior circulation path, reorganization of the Student Center and expansion (addition to the building) of the concession seating area. This project is scheduled to start construction in late spring/early summer 2009, and it is anticipated that many of the aforementioned issues will be remedied. However, it is likely that pedestrian traffic through the area will increase even more, at least until such time as a significant percentage of people can provided with an alternative, more convenient entry point.

When considering the long-term planning issues of expansion, we would suggest that a critical component would be the creation of a new “Front Door” to the college to be used by visitors and prospective students. This should provide an enhanced arrival and orientation experience, and define a new, upgraded image for the college. It should not require visitors to pass through the Student Center or the concession area. It could be created in a number of ways through renovation of an alternative existing entrance, creation of a new entrance in the existing building, or by construction of a new building or addition.

The arrival sequence and path of travel for various classes of users is, and will continue to be, determined by where they are required to park (or arrive by bus), and their destination within the building. Various approaches to solving this problem should be addressed in the Master Plan.

INTERIOR SIGNAGE AND WAYFINDING
An almost universal comment was that it is very difficult for people, especially visitors and new students, to find their way around the Pitkin Building. There are four primary reasons for this:

- Megastructure. Prior to being named The Pitkin Education Center, the building was referred to by this name. Originally it combined all of the functions that would normally be housed in separate buildings on a more conventional campus: Administrative Offices, Classroom Buildings, Lab Buildings, Student Center, Gymnasium, Swimming Pool, Library, Main Cafeteria/Food Hall etc. There is no way to tell from the interior or exterior architecture which function is housed in any particular part of the structure, or where lines of demarcation exist, with the exceptions of the Student Center, the cafeteria and athletic facilities.

- Original Layout of the Building. The circulation pattern on each of the three floors above grade is basically a loop around a central core which is comprised of mechanical space and the library, both of which are two story high volumes. Off the main loop are sub-loops, all of which follow different paths on different floors, and also dead-end wings that terminate in exit stairs. Presumably because of the size of the building, views or vistas along major interior circulation routes were deliberately terminated by core elements or offsets to cut down the perceived length of the space. Most major corridors have very limited exterior views that would otherwise enable orientation to other buildings or exterior site features. Secondary corridors are typically windowless.

- Fragmented Pattern of Usage. Over time, expansion needs have dictated a piece-meal approach to growth, so that any one department which would normally have a single arrival point or reception area now has multiple locations interspersed with non-related functions of other departments. In many instances, entrances to these secondary areas are remote from each other and/or on different floors.

- Directional Signage. A color coded system which splits the Megastructure into “wings” has been in use for a number of years. This was reinforced in
some areas with the use of corresponding colors on doors on walls, and the use of key maps at major corridor intersections. This system lacked sufficient intermediate indicators for the direction of specific room numbers, and has not been adequately or consistently revised to keep up with changes in the building. Also, the orientation of key maps lacks consistency; rather than have north always up, maps are rotated so that “ahead” is up. The number of errors on the key maps is now so great that unofficial signage, much of it handwritten on paper and cardboard, now dominates the original signage. Policing of unofficial signage is lax, especially for time-sensitive events. The strong signage colors applied to architectural elements and the profusion of uncontrolled signage contribute to a cluttered, unsophisticated and untidy atmosphere.

- ADA Signage. The use of Braille, signage dimensions and position of room signs in relation to doors is inconsistent and needs to be standardized and brought up to current requirements. One difficulty regarding door signage is the presence of glass sidelights with mullions in locations that interfere with correct placement.

A new signage system needs to be created in order to dispel the disorientation experienced by most visitors and students. It needs to be flexible to account for changes in room function or user, and it must be able to accommodate future renovations and additions. Data-bases will be required to provide accurate up-to-date room signage information, including room numbers and assignments, along with occupant names and titles. Despite this, the system must be simple enough for the College to operate and maintain so that outside contractors or consultants would not required to implement day-to-day revisions. Ideally, the new signage system should integrate all buildings, exterior signage and BCC’s web presence with a consistent design sense and strong public image (branding). To reduce visual clutter, flat screen displays could be used for time-sensitive events, and in combination with other innovations, this would reflect the technological environment that today’s students anticipate. Unlike some other needed improvements, a signage program cannot be installed incrementally; a strong commitment to design, budget and schedule will be required in order to successfully overcome difficult existing characteristics.

DAYLIGHTING
Due to the large square footprint of the central portion of the Pitkin Building, many classrooms and offices are not situated on an exterior wall and are therefore windowless. The lack of natural daylight was frequently mentioned by survey respondents as the most negative aspect of their working environment. Also, existing windows are non-operable, and some of the existing windows on the south façade have been retrofitted with a film to reduce heat transmission and glare. These basic issues will be difficult to solve within the Pitkin floor plan, but in new construction, adoption and implementation of modern sustainable, green building principles will be essential.

HVAC SYSTEMS
Several survey respondents noted insufficient air movement in many workspaces. The Physical Plant Office is aware of this and indicated that almost all recent renovation projects have included rebalancing. However, much of the Pitkin Building HVAC equipment is original and is nearing the end of its useful life. A more comprehensive approach is needed in the future as the College transitions to modern sustainable, green building principles, including energy savings.

The enclosed basement truck dock area is also a source of complaint; apparently fumes from vehicles are entering office and workshop spaces and downgrading indoor air quality. It was suggested that office space be moved to areas with windows in addition to corrective work being done to the ventilation/exhaust system.

BARRIER-FREE ACCESSIBILITY
Having been designed and built long before the adoption of the ADA (Americans with Disabilities Act), the existing buildings continue to exhibit significant shortcomings with regard to the accommodation of people with physical disabilities. Most frequently mentioned issues include the lack of parking spaces and their distance from building entrances, too few elevators, bathrooms and barrier-free stalls within bathrooms, and cramped conditions in classrooms and offices where faculty and staff interact with special needs students. Sloped or stepped floor lecture theaters and athletic facilities pose specific challenges. Generally, there are significant issues with door hardware and clearances around door openings throughout the campus.
INTERIOR HOUSEKEEPING
There were many comments received regarding cleaning services and trash removal throughout the Pitkin Building. The corridors and restrooms were the areas that exhibited the worst characteristics regarding a general lack of cleanliness. More frequent servicing of these areas was thought to be necessary.

RESTROOMS
Restrooms were also recognized as being in poor physical condition and in need of renovation. We understand that a “rolling” program to update existing restrooms one at a time has been implemented. Since the floor area of existing bathrooms cannot be increased without impacting adjacent spaces, this program may not be sufficient to address overall ADA requirements and the increasing enrollment/population in the older buildings. It is recommended that proposed renovation projects incorporate a plumbing code analysis and an overview of the plumbing fixture requirements to determine if additional restrooms are needed and where they might be constructed.

BUILDING SECURITY
Both the security staff and building users were of the opinion that physical security needs to be improved. Although no major recent incidents have prompted this response, it was thought that additional cameras in corridors would be the first priority. At present, there are multiple uncontrolled entrances, and if metal detectors, gates or other control devices were ever contemplated, there would be significant difficulties in trying to accommodate them within existing entry lobbies. Theft is not a critical issue at this time, but the increasing use of laptops may make this more prevalent. Since the security office itself is too small to accommodate current staffing levels comfortably, any security improvements &/or campus growth would require an expansion of the security office and upgrades to equipment. At times, students form long lines at the security office windows when applying for ID cards and parking permits. These lines block the adjacent corridor, and some consideration should be given to separating and moving this function. An expansion of the adjacent entrance lobby may be beneficial in this regard, and this might be considered in conjunction with a reorganization of site circulation and parking as illustrated in some of the Master Plan Options.

SUSTAINABILITY / GREEN BUILDING
Energy consumption reductions and improvements to the College’s handling of garbage and recycling were the most frequent comments regarding sustainability. Many suggested there should be more recycling receptacles throughout the campus for more types of materials. There were fewer responses regarding carbon footprint reduction and LEED (Leadership in Energy and Environmental Design) as related to the physical plant.

Those who were aware of the LEED Certification program were strongly in favor of having future construction projects LEED Certified to the basic level or above, and indicated that the College should actively promote this policy. This in fact is now underway; Bergen CC is a signatory of the ACUPCC (American College and University President’s Climate Commitment). A Task Force headed by P. J. Ricatto, Dean of the Dept. of Math, Science & Technology, coordinates these efforts and also liaises with the Student President and other more informal groups in the College. Under the ACUPCC reporting system, Bergen CC has committed to Silver Certification for new buildings, Energy Star Appliances and waste minimization, along with the submittal of a climate action plan by May 2010. (See http://www.presidentsclimatecommitment.org)

IMAGE / AESTHETICS
In response to the question on aesthetics, the exterior landscaping south of the Pitkin Building was mentioned favorably as providing a pleasing setting, but the exterior and interior architecture of the building itself was viewed as dated and overbearing. The newer buildings (West Hall & the Tech Building) were seen as significant improvements, especially in terms of materials and colors. Although the exposed concrete walls in the Pitkin interior were painted white some time ago, it was thought that floor and ceiling finishes could be improved, and wall & door colors could be made more palatable.

CLASSROOMS
The impact of technology is working its way through all campuses as various renovations are completed. Approximately half have now been provided with overhead video projection and internet access through instructor’s computer stations; almost all instructional spaces are expected to be upgraded by the start
and/or specialized equipment has also been a significant component for many local employers who can offer offsite training in technology intensive environments. Students can work outside when the weather permits. Increasing involvement with encompass all campus buildings and also the grounds outside buildings so that this is now increasing due lower hardware costs. The availability of Wi-Fi now needs.

Historically, the on-site use of personal laptops by students has been fairly low, but this is now increasing due lower hardware costs. The availability of WiFi now needs to find; they are also not closely associated with support staff and other amenities. Many offices are doubled up or shared by three of four adjunct faculty.

It is recommended that future improvements explore the “Hotel” concept, where individual offices for full time faculty are augmented with shared offices or workstations for adjunct faculty / part-time staff on a scheduled time basis. These would be grouped in suites with flexible workstations for support staff, small conference rooms and interview rooms for meeting with individual students privately, faculty break rooms and print/copy/storage areas.

COMMUNITY
Respondents generally reinforced the need to enhance and expand the college’s reputation and visibility in the community. This would include the goal of offering more services, resources and facilities for the use of community organizations, both private and not-for-profit. In many instances, it was thought that this could be done for profit.

Ender Hall is isolated at the extreme east end of the Paramus campus, almost half a mile from the main entrance to the Pitkin Building. Whether walking from the parking lot or from other buildings, all pedestrian traffic must cross the main east-west campus driveway. The single cross-walk is provided with a stop sign and is manned by campus safety personnel for many hours each day. Safety is an ongoing issue, and improvements to exterior lighting are being considered. These conditions contribute to a poor arrival experience approaching the building.

The single story building is confined to a small site abutting the golf course property to the south, and along the property line are wetlands. Other exterior areas are fully utilized as a drop-off for the Child Care Center, play space, and garden areas cultivated by the Horticulture Department. Significant additional horizontal expansion is not possible. To the west of the building, three existing storage sheds used by the Horticulture Department are to be replaced with single, longer Pole Barn for storage of equipment used in connection with contract training for trellis work.

existing building / physical plant

programming

of the 2011-2012 academic year. In addition, “computer lab” classrooms with computers for each student and Wi-Fi access have been provided in the newer buildings such as West Hall and the Tech Building. Survey respondents urged the completion of these upgrades in the older buildings so that consistency of equipment could provide flexibility in scheduling and greater utilization rates. Classroom size, proportion (length to width) and configuration however are much more variable and need to be standardized. Provision of suitable furniture and correct placement of power outlets were seen as key elements to the flexible use of any given space where computers are used. Various arrangements of computer tables are needed (all facing the front, all facing the wall, or grouped into workgroups, for example). Reconfiguration need not occur on a daily basis, but typically might be necessary on a semester or course-by-course basis, especially if one department takes over space from another. Many courses require the use of specialized, bulky equipment and other instructional resources. Faculty involved with these situations were usually the most vocal in requesting dedicated spaces. Whether the classroom could be fully scheduled was a secondary concern to those interviewed.

TECHNOLOGY (NON-CCLASSROOM)
Admissions & registration is becoming increasingly computerized, with more of the process being able to be done offsite and on-line. This will need to be taken into account during any planning, relocation or renovation of the Student Services functions. New software for classroom scheduling has only recently been introduced and may take another year to fully encompass the College as a whole; this will be useful in providing more accurate data regarding utilization of current facilities, projections for future growth and planning for facility expansion.

Demand for internet courses & distance learning is increasing constantly, resulting in the need for greater investment in the College website and upgrading of the College’s online presence. Over the last few years, the policy of requiring on-site testing for most courses offered over the internet has meant that the testing center is now cramped, inadequate, and in need of expansion.

Historically, the on-site use of personal laptops by students has been fairly low, but this is now increasing due lower hardware costs. The availability of WiFi now needs to be considered. Increasing involvement with local employers who can offer offsite training in technology intensive environments and/or specialized equipment has also been a significant component for many technological courses, and is anticipated to grow with innovations in technology in the market place.

FACULTY OFFICES
The lack of adequate faculty offices was also mentioned frequently. They are dispersed throughout the major buildings, but in many instances they are remote from the teaching spaces used by the faculty, making them difficult for students to find; they are also not closely associated with support staff and other amenities. Many offices are doubled up or shared by three of four adjunct faculty.

It is recommended that future improvements explore the “Hotel” concept, where individual offices for full time faculty are augmented with shared offices or workstations for adjunct faculty / part-time staff on a scheduled time basis. These would be grouped in suites with flexible workstations for support staff, small conference rooms and interview rooms for meeting with individual students privately, faculty break rooms and print/copy/storage areas.

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Respondents generally reinforced the need to enhance and expand the college’s reputation and visibility in the community. This would include the goal of offering more services, resources and facilities for the use of community organizations, both private and not-for-profit. In many instances, it was thought that this could be done for profit.

Ender Hall is isolated at the extreme east end of the Paramus campus, almost half a mile from the main entrance to the Pitkin Building. Whether walking from the parking lot or from other buildings, all pedestrian traffic must cross the main east-west campus driveway. The single cross-walk is provided with a stop sign and is manned by campus safety personnel for many hours each day. Safety is an ongoing issue, and improvements to exterior lighting are being considered. These conditions contribute to a poor arrival experience approaching the building.

The single story building is confined to a small site abutting the golf course property to the south, and along the property line are wetlands. Other exterior areas are fully utilized as a drop-off for the Child Care Center, play space, and garden areas cultivated by the Horticulture Department. Significant additional horizontal expansion is not possible. To the west of the building, three existing storage sheds used by the Horticulture Department are to be replaced with single, longer Pole Barn for storage of equipment used in connection with contract training for trellis work.
Ender Hall’s structure consists of simple lightweight construction; mostly concrete slab-on-grade, load-bearing concrete block walls, glass and aluminum storefront, and flat metal roof deck on metal joists. The forty to fifty year-old building has undergone several expansions in the past; the original U-shaped building now has a courtyard. Vertical expansion would be very disruptive since new footings and columns would have to be constructed within the existing footprint, and new mechanical and electrical infrastructure would be required due to capacity issues and the need to remove of existing roof-top air handlers.

For the above reasons, expansion of the building is very unlikely and is not recommended. Its suitability for renovation is limited by cost issues due to the age of its infrastructure, low structural height and small floor area of typical classrooms. There are a number of proposed improvements under design or construction, including a Cyber Café and extensive HVAC and IT upgrades. For the purposes of the Master-Plan, the long-term view seems to indicate the eventual phase-out of this building since it is nearing the end of its useful life. However, due to the extent of recent investment in the building, it is unlikely that this would be completed in the 2010-2020 timeframe of the Master-Plan.
BCC has had a presence in south Bergen County since the early 1970s. The current Hackensack location was a department store and was converted and renovated for BCC use in 2000. Courses are strongly oriented to the needs of the local community; only 50% of the students are college age (or younger), and 20% are adults attending continuing education courses. A high proportion of the enrolled students are non-English speaking “Gateway” students, and ESL (English as a Second Language) programs are offered through “The Hispanic Institute”. There are also five grant-funded programs for disadvantaged students.

Classes are generally run in four sessions: Morning, Early Afternoon (1.00 pm to 4.00 pm), Late Afternoon (4.00 pm to 6.00 pm), and Evening (6.00 pm to 9.00 pm), as well as Saturday morning. There is also a 10 month lease in place with the Bergen County High School for Jewish Studies on Sundays.

Currently, the CLC manages its own classroom scheduling. For the 2008/2009 academic year, the BCC database (Ad Astra Software) includes only 4 of the 43 CLC teaching rooms, but it is anticipated that the database will be expanded in future. Detailed utilization rates were therefore unavailable, but it is apparent that space at this campus is generally in high demand and is beginning to exceed the supply. Mornings and afternoons have the lowest utilization, but classes and activities are being added, and there is a consistent demand for rented space during the day from Hackensack High School and the Middle School (one block away), especially during the early afternoon session. The CLC is adding courses during the daytime sessions; these include 4 year business and criminal justice degrees in association with Felician College, the ESL credit program, and other grant programs. The Sylvan Learning Center and other Community Organizations rent space mostly in the evenings, when space needs now exceed capacity, due mostly to the heavy demand for continuing education classes for students working full time.

It was suggested that expansion to increase the availability of space could take place in the basement. Additional small seminar and conference rooms could be provided as well as more classrooms. There was also a perceived need for a large, flat-floor, flexible (divisible) meeting room with a 100 to 120 person capacity. This space would be provided with a small platform/stage and suitable AV capabilities for presentations and performances. The CLC’s largest room at present is a pair of back-to-back classrooms separated by a folding partition. This can accommodate up to 80 seats (without tables), and could return to be fully scheduled as classroom space, thus easing scheduling difficulties. At present, the basement is not used, except as underutilized storage space for obsolete furniture, equipment and textbooks discarded from all campuses.

A brief walk-through of the 30,000 sq. ft. windowless basement indicated an adequate slab-to-slab height (43’), and only minor water infiltration issues. 5,000 sq. ft. is mechanical space, or is beneath the adjacent driveway, and about a third of the remaining floor area still has the poured-in-place concrete walls of the original department store storage rooms. The rest of the space is “wide open”, and in fairly good condition. There is elevator service, but stair width would need to be increased, or an additional stair might need to be provided. Generally, the impression was that expansion into the basement could be provided at reasonable cost for spaces where daylight is not essential, such as AV intensive / computer lab functions, short meetings, evening classes and some amenity functions. Any new fit-up would require its own HVAC system. Adequacy of the existing electrical service is not known.

The three main entrance doors are open from 8.30 am to 10.30 pm weekdays and also at weekends. There is no card-access system, so members of the public are free to walk into the building directly from the sidewalk or the rear parking lot which is shared by adjacent retail stores. Significant numbers of non-students, including homeless people, use the toilets and the vending machines in the food service area off the main lobby, and sit at the tables there. Security personnel routinely ask unauthorized people to leave the building, and occasionally, difficult situations are encountered.

Although vandalism and theft of personal belongings and school equipment is not a large issue, occurrences need to be minimized. Uncontrolled elevators and an open stair provide unrestricted access to the second floor, but interior doors off corridors mostly have combination locks, and are kept locked when rooms are not in use. There are also occasional instances of students exhibiting behavior related to emotional problems and/or substance abuse. It was suggested that the security situation be reviewed to alleviate these problems and thus enhance staff and student safety, and to increase the effectiveness of the security staff. This would include consideration of a video surveillance system, and possibly additional staff and/or technology concentrated at building entrances.

With regard to food service, it was felt this should be improved to offer a healthier choice to students. Whether or not the current vending machine operation could be expanded to include a café with full or part-time staff would be the subject of further analysis. Child-care services are not available at the Hackensack location; there is a need to alleviate this with alternative travel arrangements to the Paramus Campus, and/or associations with other, local child-care facilities.

The overall image of the existing building should be enhanced to make it more inviting to students and the community. The need stems from the zero lot line conditions around the building, with sidewalks abutting the façade on three sides and a one story retail building on the fourth. Additional landscaping should be considered in key locations such as the walkway from the parking lot and shade trees / planters in the sidewalks. Also, more prominent signage and banners on and around the building would be more appealing, inviting and stimulating.
NK Architects reviewed the following documents in connection with the proposed South Campus Building on Route 120 in East Rutherford in the Meadowlands:

- Concept Plans prepared by DMR Architects dated 10/23/07
- Site Plan prepared by Remington & Vernick, Civil Engineers dated Sept. 2007
- Stacking diagrams prepared by RSC Architects dated 10/01/08

Our understanding is that due to a number of economic and environmental issues, BCC no longer wishes to move forward with this 160,000 sq. ft. project at the present time. Our Master-Plan therefore will not incorporate a review of the design of this facility into the scope of this report. We have assumed that the Lyndhurst facility will remain in operation for the foreseeable future, and will not be moving to this East Rutherford location as originally contemplated. However, we understand that as of early 2009, a search for an existing building to be renovated has been initiated. We also have assumed that any further expansion at the Paramus Campus will take place on-site, and that expansion to other as yet unidentified sites is not an option that should be considered as part of this study.
bcc organization chart

MASTER-PLAN 2010 – 2020
November 30, 2009
NK Architects are currently in the process of gathering information from the Bergen Community College community regarding the physical nature of the school’s sites and facilities, as well as the functional needs of the College. The gathered information will serve to inform the development of a multi-campus master plan, which is intended to guide physical development of the college’s Main Paramus Campus, the Cucco Learning Center in Hackensack and BCC at the Meadowlands, through the year 2020.

The Master Plan will provide a vision, along with accompanying rationale, to support physical development of the Bergen Community College campuses, today and in the future. The Master Plan will recommend a course of action for future development of land and facilities, establishing a framework upon which future planning decisions will be based. The Plan will address campus appearance, circulation, open spaces, and infrastructural development. It will provide recommendations for allocation of functional spaces both within existing as well as proposed future facilities, while at the same time defining outdoor spaces intended to unify the campus community.

Based on the information made available to us, we expect to identify and assess current physical shortcomings and functional programmatic needs, as well as required modifications to the physical campus environment required to address those needs, along with development of options for implementation.

Responses to the questions that follow will assist in identifying the changing needs of Bergen Community College, and will aid in our preparation for upcoming interviews with selected college staff and community members. Your response to this questionnaire is an important part of the planning process, in order to ensure that the issues addressed in the Master Plan update are responsive to the true needs and aspirations of the college.

We welcome individual responses, as all opinions are important to us. We recommend, however, that rather than respond individually, you meet with other associates within your individual division and/or area of focus to discuss the questions, share your ideas and prepare a combined or consensus-based questionnaire response. Feel free to use as much space as necessary to provide your answers. Pursuant to collection and review of survey responses, we will be scheduling on-campus interviews with selected key individuals, to be held in the month of November, in order to follow up on information received through the questionnaire responses.

We would appreciate if you would e-mail completed survey responses directly to the attention of Peter James, AIA, Senior Associate, at NK Architects (jamesp@nkarchitects.com) on or before Wednesday, November 19th, 2008. Please fill out and return the form as an attachment in its original MS Word doc format.

Walter Kneis, AIA, LEED AP
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1. What physical aspects of the Bergen Community College campus(es), as a whole, most require improvement, and need to be addressed within the master plan? Feel free to list more than one item, and to expound upon the identified items.

2. What are the greatest overall needs related to your department/division (or other identified group) which you feel should be addressed in the master plan update and new future master plan?

3. What are the greatest needs related to the individual space(s) within your department/division (or other identified group), or those spaces utilized by your group, which you feel should be addressed in the master plan?

4. Describe your vision of the ideal room or facilities to accommodate your department or division’s present and/or future needs.

5. How is the college different today than it was 10 years ago in terms of offerings, student population and image/perception within the communities it serves? What changes do you foresee in the next 10 years?
6. Does the current arrangement of spaces (both indoor and outdoor) on the Bergen Community College campus work (whichever primary campus you or your department occupies) functionally? If not, why? Ideally, where would your space be located on campus (or elsewhere)?

7. What other departments or facilities do you feel a need to be in close proximity with?

8. What physical aspects of the existing campus presently work well or might be considered “sacred”, which you feel need to be maintained? How might they be augmented or further improved upon?

9. Which physical aspects of the existing campus do you view as lacking, and in need of attention or replacement?

10. Have we left any items out? What are they? Are there items that you feel we should NOT be considering?

11. If the college were to undertake action on any of the items identified in the Prioritization List (on following page), which do you feel should be addressed first?

Please place a number between 1 and 10 within the space adjacent to EACH of the following items, indicating, in your opinion, the item’s relative importance for consideration in the Master Plan, with “1” indicating the highest need or priority and ‘10’ being ascribed to the lowest need or priority. Numbers may be repeated as often as needed. If you have no opinion on any particular item, feel free to leave the adjacent space blank.

- Improved Or Expanded Academic/Classroom Facilities
- Improved Or Expanded Specialized Facilities - Cite Which:
  - Large Group Instructional Spaces
  - Improved Or Expanded Outdoor Spaces
  - Improved Outdoor Athletic Facilities
  - Improved Indoor Athletic Facilities
  - Improved Indoor Recreational (Non-Athletic) Facilities
  - Enhanced Technology Implementation
  - Non-Structured Academic Student Spaces (E.G. - Small Group Collaboration Rooms)
- Student Service-Focused Facilities
  - Student Commons And/Or Lounge Spaces
  - New Or Expanded Departmental / Faculty Office, Meeting Or Work Spaces
  - Creation of Small General Purpose Meeting Rooms (accommodating 8 or fewer)
  - Creation of Large General Purpose Meeting Rooms (accommodating 30 or more)
  - New Or Expanded Outdoor Recreational (Non-Athletic) Facilities
  - New Or Improved Art Facilities
  - New Or Improved Performing Arts Facilities
- Campus Security / Safety Improvements
  - Development Of Identifiable Building Entries
  - Development Of Campus Entry / Gateway
  - Campus Aesthetic / Landscaping
  - Campus Signage / Way-Finding
  - Parking Expansion Or Relocation
  - Campus Circulation – Vehicular / Pedestrian
- Community Outreach / Development Of Community-Focused Services & Facilities
  - Development Of Existing Satellite / Off-Campus Facilities
  - Development of New (not presently existing) Satellite / Off-Campus Facilities
  - Consolidation Of Currently Fragmented Programs (Identify Any Specific)
  - Campus-Wide Sustainable Design Initiatives / Energy Efficiency
  - Accessibility For Physically Challenged (ADA Compliance)
  - Dining / Food-Service Facilities
  - Storage
1. What physical aspects of the Bergen Community College campus(es), as a whole, most require improvement, and need to be addressed within the master plan?

- **Response Trends:**
  - Additional faculty offices and meeting rooms
  - Additional classroom space and improve existing aging classrooms, including technology implementation, flexibility to address different uses and seating arrangements, aesthetics, etc.
  - Improved indoor air quality and air circulation
  - Heating & Air Conditioning / Controllability / Need for improved indoor air quality and air circulation
  - Improved / Updated restrooms
  - Interior & exterior aesthetic
  - Cleaning and building maintenance – general lack of cleanliness – particularly hallways, restrooms
  - Accessibility – parking, building access, restrooms, classrooms, etc.
  - Building security – need for security cameras, improved classroom security, etc.
  - Signage / Campus way-finding; roadway, exterior building and interior signage, including directories
  - More seating areas
  - Storage space
  - Improved workstation space
  - Ability to open windows for better air quality!!!
  - Covered walkways connecting buildings
  - The Building interior, halls and entrance ways, looked dated and worn.
  - Exterior is unattractive. I do not believe sufficient resources are put into cleaning and maintenance. What is beautiful today often looks shabby a short while later.
  - Bottlenecks in foot and road traffic; unimpressive/ugly entrances (like by Public Safety and B-wing); signage
  - Classrooms accommodating flexible seating arrangements
  - Warmer, brighter classrooms
  - Traffic Flow – specifically exiting
  - Parking specific to office location(s) in main building
  - Allocation of space
  - Soundproofing of classrooms (e.g. L-wing) & offices;
  - Indoor lighting (Less stark)
  - More handicapped and medical spaces in the parking lots (these spaces should be monitored).
  - Classroom security and entry: Master keys for all faculty or key pads for entry into classrooms (teachers often have to call public safety and wait for an officer to open classrooms; sometimes keys to classrooms are issued, but the process is slow and not everyone gets the keys; also, room assignments change semester to semester).
  - Need more smart classrooms
  - Weekend access to campus and services on the weekend
  - Student Union
  - Classrooms and office space (Meadowlands)
  - Classrooms and Classroom Furniture. In particular the large lecture halls in the S wing, L131, and A104 need work
  - We need to continue to upgrade older smart classrooms so that they all meet a common standard
  - The men’s (student locker room) in the basement of Pitkin is in horrendous shape. There is hardly a locker in decent repair for use. Given the beautiful appearance of most of the campus this area does not fit its surroundings. If visiting students or sports teams pass through, they must find the condition appalling.
  - Additional accessible classrooms; accessible restrooms (Pitkin and Ender Hall)
  - We would like to see more teaching spaces, some larger, some smaller for small groups.
  - We need more faculty meeting room(s).
  - Elevators – spares, poorly placed, not reliable
  - Walkways around the student center food area are too narrow
  - Insufficient handicapped parking
  - General building maintenance – air ducts need to be cleaned, heating system needs to function
  - Cafeteria needs to be upgraded and cleaned; food selection can be expanded to include healthy eating
  - Wireless access should be expanded to classrooms and all areas of college
  - Contiguous (non-fragmented) placement of faculty offices within each discipline/department
  - Classrooms need an upgrade so that they look more like College classrooms particularly those in the L-wing on the 3rd floor and the S-wing large lecture rooms
  - Leaks in buildings
  - Signage (both road signs and directional)
2. How is the college different today than it was 10 years ago in terms of offerings, student population and image/perception within the communities it serves? What changes do you foresee in the next 10 years?

- New PhysEd and Athletic Building
- Expanded Fitness Center
- Athletic Fields
- Additional student study areas
- More open-access computer stations

**Response Trends:**

- Diversity of student and staff populations has increased.
- Expansion; enhanced reputation and visibility; continued growth in both of these areas.
- We have an increased enrollment, with additional course offerings.
- More anticipated emphasis on quality and variety of technology to support varied educational delivery / de-emphasis on the traditional academic schedule.
- Under President Ryan, the College is much more outwardly directed. The (proposed) Peace, Justice, and Reconciliation Center is part of this outreach – a location to promote in Bergen County the values of its name where different groups could meet and dialogue.
- The college is bigger, more complex, more demanding, and has a better profile, along with higher expectations.
- The campus has become less attractive because of the lack of cleanliness.
- Number of students with special needs have increased.
- Tuition has been increasing and the notion of affordability maybe compromised.
- There are more offerings today and also a much larger student population. I assume that this will grow exponentially when the permanent structure at the Meadowlands comes online.
- Public still views Bergen (and any community college) as inferior to 4 year schools - It doesn’t help that the Bergen looks like a budget institution. Other than the grounds and West Hall, it is hard to believe anyone actually takes pride in the physical plant.
- The college is located in a very densely populated region. Although it has always maintained a presence in the community, it is taking on more of a presence. Many more students are seeking the community college experience before transferring to four year colleges/universities.
- Increased number of heritage speakers of 10 of the languages offered at the College.
- In ten years:
  - Expansion of the full language programs to the Meadowlands campus and partial programs at the Hackensack campus.
  - Increased course offerings, including all of the four levels of Arabic, Chinese, Mandarin, Korean and perhaps Latin.
- Increased word-of-mouth advertising.
- State & national recognition of excellence.
- The college is more crowded with a more varied student mix and more complex needs.
- The College should be operating from 8am to 8pm weekdays and from 8am to 3pm on Saturdays – including ancillary services like the bookstore and cafeteria. Evening and weekend students are at a complete disadvantage in terms of College services and are their needs are disregarded. As the College continues to grow, we will have to broaden our concepts of what the regular college “day” means. We operate like a 9-5 business, which will not be appropriate if we want to maximize our facility use and continue to serve more students. If there is an expectation of more weekend events and activities, then there should be concurrent services.
- BCC is seen as better than community colleges in surrounding counties.
- There are many more international and immigrants from many more countries; BCC is more aware now of cultural differences, gender, religious diversity; the college offers more cultural activities, speakers, activities sponsored by the Office of Student Life. These factors will continue to be important and grow in scope; there are also more behavior and civility issues (need for security) which may result from problems in area public schools.
- The College has grown greatly. It is concerned about student needs and image. It has done nothing for faculty.
- Not speaking from experience but of general knowledge of how community colleges serve the community, I see Bergen Community College campus at the Meadowlands as a model for educational delivery. State of the art classrooms, technology and community service models are all differences from 10 years ago. These differences are also reflected in needs of the community we are serving in the Meadowlands.
- We have an increased enrollment, with additional class offerings. Many students want and need activity classes and our space, from inception, is limited.
- The student population is getting younger and because of the current economic situation, people are beginning to rethink Community College options.
- Changing demographics in the County, which will impact the services delivered by the College.
- Continued growth in both face to face and online enrollment and increased demands on technology as the next generation of students comes to Bergen.
- The college has become much too crowded; too little space to function.
- Future anticipated changes - We see overcrowding and way too little parking; weekend college; a change in the way technology is used.
- It is totally different – more degrees/certificates, different courses/content. updated hardware/software requirements. Remaining current will require space to store and use new
technologies (ex: surface computing interfaces). Additional hardware/software support will be required to accommodate the convergence of media and information technologies.

- There are more buildings and parking facilities on campus now than there were 10 years ago.
- There are additional academic offerings college-wide.
- More environmentally focused courses; Anticipate more climatology sections as global warming becomes more prominent.
- Should make provision in the parking lots for faculty and students to recharge their plug-in hybrid cars.
- More students are enrolled and more faculty have been hired.
- There are a variety of changes – increased student population, increase in technology, including an online learner component and multiple classroom sites (Meadowlands). We foresee the college not only focusing on academics, but on the total student with multifaceted needs. These changes alter the ways we provide services – we need to have multiple ways for students to access services.
- While student population has grown exponentially, staffing levels have not. Over the next 10 years, staffing levels need to be increased to meet student needs, especially in student services, including services for special needs students.
- There are now more international and tech-oriented students than in the past – a trend that is expected to continue and increase.
- More technology and the need for resources to accommodate students.

3. Does the current arrangement of spaces (both indoor and outdoor) on the Bergen Community College campus work (whichever primary campus you or your department occupies) functionally?

Response Trends:
- Need for Student Services one-stop shop.
- Inadequate number of faculty office spaces / fragmented / scattered faculty office location.
- No logic to current distribution of functional spaces.

- No. My Divisional office, its departments, and divisional faculty offices are scattered all over campus. Ideally, there should be one building annex assigned to each of the divisions but given what we already have, it may not be possible.
- Functions have been moved around the main building in a haphazard fashion; consequently, there is no logic to placement of units or allocation of space.
- All planning seems driven by immediate needs – quick, easy solutions.
- Building (mega-structure) is very difficult to navigate.
- Student Services needs to become more of a “one-stop-shop”.
- In some areas the space is adequate, in others inadequate. Some areas/administrators have more space than they need, others are crushed.
- There is a need for smart classrooms and computer labs that are well maintained (with working equipment, remotes for DVD player, e.g.); The TEC building is the best place to teach.
- The Paramus campus has a feeling of community that faculty like.
- Classes should be concentrated in one location to eliminate the necessity of moving from Pitkin to Ender (English Dept only?).
- The proposed fitness facility should be placed on the main campus; perhaps an expansion of the exiting space is possible.
- For the most part, it works except for some areas like the Student center which is being looked at and the Cafeteria that is quite busy during the peak times.
- Space in Ender Hall is scarce, Hotel/Restaurant/Hospitality should become a “center”. Therefore, a separate building dedicated to Hotel/Restaurant/Hospitality would be ideal.
- Location and number of faculty / departmental offices (are inadequate).
- No; office space is limited and scattered, classrooms are not grouped by subject area forcing faculty to run from one location to another.
- Student Services should be closer to the main entrance of the campus. Services to students need to be accessible, in one location (separate building or wing) and aligned with the one-stop-shop concept.
- An elevator near the gym area is needed to better access the lower level fitness center and the athletic offices on the 2nd and 3rd floors. An elevator across from Health Services (HS-
4. What physical aspects of the existing campus presently work well or might be considered “sacred”, which you feel need to be maintained? How might they be augmented or further improved upon?

- The newly acquired computer room (C-107) provides a group space for web advisor programming workshops and group registration. Having student life in the student center keeps programs flowing and serves as a resource for students.
- None – no sacred cows
- Present facilities need to be disabled-friendly
- President’s & Vice President’s Suites need to be in close proximity to one another.

5. Which physical aspects of the existing campus do you view as lacking, and in need of attention or replacement?

- Response Trends:
- More classroom and office space (including Meadowlands)
- Student center
- Bathrooms (need for upgrading)
- Faculty office space
- Fitness Facilities
- Cleaner bathrooms, corridors, classrooms, offices
- Signage / Way-finding
- Campus / Building barrier-free accessibility
- Entrance / Image
- Fitness Centers
- Ender Hall Lab Theater needs revamping
- Dance studio needs to be upgraded
- Increase parking (Hackensack)
- There is no identifiable ‘center’ to the campus - Just a list of parking lots.
- Ender Hall.
- Pitkin Education Center (Main Building), windows which can be opened.
- Accessibility to key offices – bursar, Counseling, Student Center, Public Safety
- Parking, Traffic Flow (Traffic Lights needed)
- “Friendly” places for students to meet and mingle, but that don’t create the impression of an out-of-control hangout.
- A comfortable employee lounge and/or work area to encourage collegiality.
- More consistent HVAC and cleaner/fresher air, not temperature swings of 20 degrees between one office and the next or within the same space between morning and afternoon.
- The amount of equipment that is emitting unhealthy vapors has grown 10 times in the last 35 years, and this remains in the work environment. Allow access to fresh air from window portals in “sealed” sections of the building.
The outdoor signage and lighting is totally inadequate. Our theatre patrons new to the campus are always lost and frustrated. The College has been told this over and over, but do not see the problems because of their overall familiarity. A stranger to campus, especially night, cannot adequately negotiate their way around the campus, especially if they make an initial mistake upon entry. Signs are not in critical locations and they are not illuminated.

- More lighting in the parking lots
- More women's bathrooms in Pitkin
- Operational elevators
- Different size or style (variety of) classrooms, e.g. seminar rooms, lecture halls,
- Classroom furniture – seating, desks, tables – need updating for versatility in teaching styles
- Ender Hall needs work.
- Need space for new initiatives, which tend to be conceived of as “centers”, e.g. the Center for the Study of Intercultural Understanding (CSIU) has no physical space; the Faculty Development Program has no space for its activities.
- There are no faculty lounges (except for one adjunct lounge in Ender). Adjunct faculty have no place to put there things—no offices, lockers, desks.
- The locker rooms should receive attention
- The A wing second floor is home to only Purchasing, CFO, and Learning technologies / Program Development / Process Improvement / Technologies / Classroom Scheduling organizations. I believe PR should be on the third floor, closer to the president. This will give us the needed expansion space as the college grows.
- Better distribution of handicapped parking spaces, closer medical parking, better identification of visitor parking, more functional HVAC.
- We need to be sure offices, bathrooms and all buildings on campus are accessible to all students.
- The college entrance should be larger and more inviting.
- We need to improve the computer facilities for students outside the library.
- The faculty parking situation needs to be improved; maybe a cover or a roof over the cars.
- We need to add a recycling program and physical places for the bottles, cans, and newspapers.
- We need a larger theatre.
- (Need a) Roof over the upmore parking spaces;
- Dining Hall
- Front entrance (at Dunkin Donuts) (multiple responses)
- The interior of the campus is too sterile (no community areas). Signage is lacking and existing signage is poorly marked and in some cases wrong. There needs to be several large signs that should identify areas by function (Department / room number) and be more aesthetically pleasing. Also noted was a need for better signage within and outside the library.

Bergen Community College
2010-2020 Master Plan
Program Questionnaire
NK Project #1890.000
Survey Distributed: October 17, 2008
Last Synopsis Update: December 04, 2008
R:\1890.000\13 Deliverables - Programming\WK-Reviewed BCC Survey Responses\Global Response Synopsis\BCC Composite Survey Response - Global Questions.doc

- The front office in the Enrollment Services area is cluttered, uncomfortable, unwelcoming and difficult to access if you are a student in a wheel chair.
- Bathrooms need updating / improvement. Need private handicapped accessible bathrooms.
- The handicapped accessible bathroom in the pool area desperately needs a makeover.
- Weight Rooms
- Labs
- PhysEd, Athletic and Fitness facilities

Have we left any items out? What are they? Are there items that you feel we should NOT be considering?

Response Trends:
- Recycling plan / facilities are needed
- Need more club space
- Traffic patterns surrounding the college and on campus during the peak hours; Very hard to get in and out of here at certain times—parking is better now but still a problem—the parking spaces are all very far from the building; there is no such thing as parking running into a building for something and getting back out quickly—no limited time parking near the buildings;
- We should be looking at adopting more green and environmentally-friendly practices, and a comprehensive recycling program for all three locations.
- The air quality needs to be improved. The HVAC system needs to be overhauled.
- Staff support for community organizations that use the buildings (ex: Buehler Observatory)
- Any new construction should be LEED certified; old construction should be renovated to meet LEED
- Any new additions should have the potential to have an additional floor added at a later date
6. If the college were to undertake action on any of the items identified in the Prioritization List (on following page), which do you feel should be addressed first?

- Additional classroom space
- More technologically enhanced classrooms
- Additional faculty office space
- Clean bathrooms!
- Wellness / Fitness Center
- Student Center / Student Services
- Entrance / Gateway to the college
- Community outreach
- Parking (Hackensack)
- The Library was partially renovated in 2006-2007. Because of cost, approximately ½ the space was not renovated. It would be nice to finish the job.
- My understanding is that renovation is planned for the student center and counseling area. I believe the next priorities should be renovating the registration area (A-129) and updating some of the “original” aspect of the campus—restrooms, etc.
- Gymnasium
- Outdoor Facilities
- A more healthy environment first, then an objective assessment how space is allocated.
- New or expanded Departmental/Faculty Office, Meeting or Work Spaces
- Student Common /Lounge Spaces
- Overall, the physical layout of the campus is confusing and needs better signage, lighting and improvement.
- Areas needing improvement in the main building include the pool area, fitness center, and the student center.
- Accessibility - An elevator is needed to reach the lower level fitness center—currently this area is not accessible for emergency personnel/ wheelchairs / stretchers / removal of injured participants in fitness activities. This elevator is also needed to reach the 2nd and 3rd floor athletic offices. In addition, an elevator is needed to reach the 2nd and 3rd floors of S-wing. Ideally this elevator would be located across from Health Services.
- There needs to be more meeting spaces for students that are quiet yet social. Additionally, if there were a separate location for workshops and/or performances (not in the student center), it would allow for a better learning environment. Ideally, there would be a multipurpose room assigned to Student Services.
- Student Service Focused Facility
- New Recreation, Wellness/Fitness Center
<table>
<thead>
<tr>
<th>Returned Questionnaires</th>
<th>Date Survey</th>
</tr>
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<tr>
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<th>Last Name</th>
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<tbody>
<tr>
<td>Altman</td>
<td>Dr. Dorothy Altman</td>
<td>Honors Program</td>
<td>2008-12-11</td>
<td><a href="mailto:datman@bergen.edu">datman@bergen.edu</a></td>
</tr>
<tr>
<td>Bondina</td>
<td>Chakela Bondina</td>
<td>CSU &amp; PURC</td>
<td>2008-11-04</td>
<td><a href="mailto:cbondina@bergen.edu">cbondina@bergen.edu</a></td>
</tr>
<tr>
<td>Ceconi</td>
<td>Amy Ceconi</td>
<td>Respiratory Therapy Program, Health Profession</td>
<td>2008-12-18</td>
<td><a href="mailto:aceconi@bergen.edu">aceconi@bergen.edu</a></td>
</tr>
<tr>
<td>Choonoo</td>
<td>Ralph Choonoo</td>
<td>Student Services</td>
<td>2010-06-21</td>
<td><a href="mailto:rchoonoo@bergen.edu">rchoonoo@bergen.edu</a></td>
</tr>
<tr>
<td>Chovanec</td>
<td>Carol Chovanec</td>
<td>Radiation Therapy Program, Health Profession</td>
<td>2010-06-21</td>
<td><a href="mailto:cchovanec@bergen.edu">cchovanec@bergen.edu</a></td>
</tr>
<tr>
<td>Coane</td>
<td>Robert Coane</td>
<td>Campus Planning and Improvement</td>
<td>2010-06-21</td>
<td><a href="mailto:rocan@bergen.edu">rocan@bergen.edu</a></td>
</tr>
<tr>
<td>Cooding</td>
<td>Amparo Cooding</td>
<td>Arts, Humanities &amp; Wellness</td>
<td>2010-06-21</td>
<td><a href="mailto:acooding@bergen.edu">acooding@bergen.edu</a></td>
</tr>
<tr>
<td>Corsonan</td>
<td>William Corsonan</td>
<td>Public Safety</td>
<td>2010-06-21</td>
<td><a href="mailto:wcorsonan@bergen.edu">wcorsonan@bergen.edu</a></td>
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<tr>
<td>D’Elia</td>
<td>Vincent D’Elia</td>
<td>Small Business Development Center</td>
<td>2010-06-21</td>
<td><a href="mailto:vedelia@bergen.edu">vedelia@bergen.edu</a></td>
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<tr>
<td>Dacey</td>
<td>Timothy Dacey</td>
<td>Administrative Services</td>
<td>2010-06-21</td>
<td><a href="mailto:tdacey@bergen.edu">tdacey@bergen.edu</a></td>
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<tr>
<td>Dentistry</td>
<td>Sara Dentistry</td>
<td>Library</td>
<td>2010-06-21</td>
<td><a href="mailto:sdentistry@bergen.edu">sdentistry@bergen.edu</a></td>
</tr>
<tr>
<td>DiGrego</td>
<td>Dr. Peter DiGrego</td>
<td>Research, Planning, Assessment &amp; Quality</td>
<td>2010-06-21</td>
<td><a href="mailto:pdiGrego@bergen.edu">pdiGrego@bergen.edu</a></td>
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<tr>
<td>Dionisio</td>
<td>Sally Dionisio</td>
<td>Child Development Center</td>
<td>2010-06-22</td>
<td><a href="mailto:sdionisio@gmail.com">sdionisio@gmail.com</a></td>
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<tr>
<td>Eng*</td>
<td>See below</td>
<td>English Department</td>
<td>2010-06-02</td>
<td></td>
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<tr>
<td>Falsetti</td>
<td>Khairze Falsetti</td>
<td>Learning Center</td>
<td>2010-06-22</td>
<td><a href="mailto:kfalsetti@bergen.edu">kfalsetti@bergen.edu</a></td>
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<tr>
<td>Francis</td>
<td>Laurie Francis</td>
<td>BCC Foundation</td>
<td>2010-06-15</td>
<td><a href="mailto:lfrancis@bergen.edu">lfrancis@bergen.edu</a></td>
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<tr>
<td>Fuerch</td>
<td>Bernard Fuerch</td>
<td>Athletics</td>
<td>2010-06-21</td>
<td><a href="mailto:bfuerch@bergen.edu">bfuerch@bergen.edu</a></td>
</tr>
<tr>
<td>Goldstein</td>
<td>Sharon Goldstein</td>
<td>Student Services</td>
<td>2010-06-21</td>
<td><a href="mailto:sgoldstein@bergen.edu">sgoldstein@bergen.edu</a></td>
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<tr>
<td>Jablonksi</td>
<td>Andrea Jablonksi</td>
<td>Visual Arts</td>
<td>2011-08-19</td>
<td><a href="mailto:ajablonski@bergen.edu">ajablonski@bergen.edu</a></td>
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<tr>
<td>Jerec</td>
<td>Magal Jerec</td>
<td>World Languages</td>
<td>2011-08-21</td>
<td><a href="mailto:mjerec@bergen.edu">mjerec@bergen.edu</a></td>
</tr>
<tr>
<td>Johnson</td>
<td>Susan Johnson</td>
<td>Continuing Education &amp; Community Outreach</td>
<td>2010-06-16</td>
<td><a href="mailto:sjohnson@bergen.edu">sjohnson@bergen.edu</a></td>
</tr>
<tr>
<td>Labruto</td>
<td>Kathy Labruto</td>
<td>WEX (Wellness and Exercise) Science</td>
<td>2011-08-20</td>
<td><a href="mailto:klabruto@bergen.edu">klabruto@bergen.edu</a></td>
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<tr>
<td>Lee</td>
<td>Constance Lee</td>
<td>Community and Cultural Affairs</td>
<td>2010-06-30</td>
<td><a href="mailto:clee@bergen.edu">clee@bergen.edu</a></td>
</tr>
<tr>
<td>Maksowska</td>
<td>Maria Maksowska</td>
<td>Women’s Studies</td>
<td>2009-09-01</td>
<td><a href="mailto:mmaksowska@bergen.edu">mmaksowska@bergen.edu</a></td>
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<tr>
<td>Mandrufna</td>
<td>Diane Mandrufna</td>
<td>Controller</td>
<td>2010-06-12</td>
<td><a href="mailto:dmmandrufna@bergen.edu">dmmandrufna@bergen.edu</a></td>
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<tr>
<td>Masello</td>
<td>Janet Masello</td>
<td>Testing Services</td>
<td>2010-06-12</td>
<td><a href="mailto:jmasello@bergen.edu">jmasello@bergen.edu</a></td>
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<tr>
<td>Mele</td>
<td>Dr. Carole Mele</td>
<td>English</td>
<td>2010-06-12</td>
<td><a href="mailto:cmele@bergen.edu">cmele@bergen.edu</a></td>
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<tr>
<td>Miller</td>
<td>Jim Miller</td>
<td>Human Resources</td>
<td>2010-06-23</td>
<td><a href="mailto:jmill@bergen.edu">jmill@bergen.edu</a></td>
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<tr>
<td>Milon</td>
<td>Dr. Ronald A. Milon</td>
<td>BCC at the Meadowlands</td>
<td>2011-08-19</td>
<td><a href="mailto:rmilon@bergen.edu">rmilon@bergen.edu</a></td>
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<tr>
<td>Modiano</td>
<td>Elaine Modiano</td>
<td>Wellness and Exercise Science</td>
<td>2011-11-18</td>
<td><a href="mailto:eModiano@bergen.edu">eModiano@bergen.edu</a></td>
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<tr>
<td>Oforide</td>
<td>Caroline Oforide</td>
<td>Financial Operations &amp; Student Assistance</td>
<td>2011-11-17</td>
<td><a href="mailto:coforide@bergen.edu">coforide@bergen.edu</a></td>
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<tr>
<td>Pittarelli</td>
<td>Edward Pittarelli</td>
<td>Technology</td>
<td>2011-11-25</td>
<td><a href="mailto:epittarelli@bergen.edu">epittarelli@bergen.edu</a></td>
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<tr>
<td>Porter</td>
<td>Dr. Gary F. Porter</td>
<td>Academic Affairs</td>
<td>2011-11-03</td>
<td><a href="mailto:gporter@bergen.edu">gporter@bergen.edu</a></td>
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<tr>
<td>Ragusa</td>
<td>Paul Ragusa</td>
<td>Ciarco Learning Center</td>
<td>2011-11-19</td>
<td><a href="mailto:pragusa@bergen.edu">pragusa@bergen.edu</a></td>
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<tr>
<td>Rand</td>
<td>Tracy Rand</td>
<td>Office of Specialized Services</td>
<td>2011-11-19</td>
<td><a href="mailto:trand@bergen.edu">trand@bergen.edu</a></td>
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<tr>
<td>Ryan</td>
<td>G. Jeremiah Ryan</td>
<td>President</td>
<td>2012-06-02</td>
<td><a href="mailto:gryan@bergen.edu">gryan@bergen.edu</a></td>
</tr>
<tr>
<td>Shapiro</td>
<td>Norman Shapiro</td>
<td>Buildings &amp; Grounds</td>
<td>2011-11-19</td>
<td><a href="mailto:nshapiro@bergen.edu">nshapiro@bergen.edu</a></td>
</tr>
<tr>
<td>Tufve</td>
<td>Arthur Tufve</td>
<td>Hotel, Restaurant &amp; Hospitality</td>
<td>2011-06-03</td>
<td><a href="mailto:atufve@bergen.edu">atufve@bergen.edu</a></td>
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<tr>
<td>Tschernhe</td>
<td>Dr. Joan Tschernhe</td>
<td>Biological Sciences and Horticulture</td>
<td>2011-11-19</td>
<td><a href="mailto:jtschernhe@bergen.edu">jtschernhe@bergen.edu</a></td>
</tr>
<tr>
<td>Tschernhe</td>
<td>Dr. Joan Tschernhe</td>
<td>Mathematics &amp; Science</td>
<td>2011-11-19</td>
<td><a href="mailto:jtschernhe@bergen.edu">jtschernhe@bergen.edu</a></td>
</tr>
<tr>
<td>Tschernhe</td>
<td>Dr. Joan Tschernhe</td>
<td>Physical Sciences</td>
<td>2011-11-19</td>
<td><a href="mailto:jtschernhe@bergen.edu">jtschernhe@bergen.edu</a></td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF RESPONSES 41

* Survey completed by Jessica Datema (spelling?), Adam Goodell, Diane ? & Al-Hafie Mamoud
The Center for Institutional Effectiveness and Research anticipates that growth in enrollment will be increasing from 15,000 students last year to approximately 20,000 by the end of the Master Plan Period in 2020. For the first time in 2004, the number of full-time students surpassed the number of part-time students. The greater proportion of full time students would require additional space, even if the total overall number of students were not increasing. This trend is expected to accelerate, due in large part to national economic conditions and the rising expense of four year colleges, including State Universities. Also, there is a strong likelihood for increasing demand for adult, continuing education and vocational retaining courses, especially while unemployment rates remain high.
ENROLLMENT DIVERSITY

The student population is also becoming more diverse. Annual statistics for enrollment for the years 2003 to 2007 indicate an accelerating progression during that period, with an increase of nine percent in total enrollment over four years. As a percentage of the 2007 total, both Asian and Hispanic groups have increased by approximately 2½%, while white enrollment has fallen 4% since 2003. From 2005 to 2007, despite the increase in student enrollment, there has been a slight decrease in the absolute number of foreign students. In 2007, 72% of the enrolled students were US citizens, which is an increase from 68% in 2005. In 2007, the full-time faculty was mostly white (82%) and female (56%).

Of the full 2007 enrollment, 53% were female (47% Male), 53% were full time (47% Part-Time), and 68% were 24 years of age or younger (32% were 25 or older). However, percentages differ significantly between the full-time & part-time students. For example, 90% of full-time male students were 24 or younger, and 58% of female part-time students were 25 or older.

Significant increases in the number of female, special needs and non-English speaking students will require accommodations to be made in physical space design as well as the learning environment in general. With regard to the perceived need to increase student involvement in college affairs, it was noted that the much shorter courses offered by BCC (in comparison to a conventional four-year college) resulted in a much higher student turnover and thus a much shorter time-frame in which to make contributions.

COURSES

BCC is one of the largest County / Community Colleges in New Jersey, and is generally perceived as having a better reputation than other similar colleges. This is largely due to the number and variety of courses being offered, as well as the quality of the faculty and the facilities. In last few years, the College has been offering a greater number of part-time, continuing education and vocational training courses. Along with other socio-economic factors, this has resulted in an increase in the average age of students, and also a higher percentage of female students with children. Weekend & evening classroom hours are usually more available to these kinds of students, and this has had ramifications in terms of operating hours and the availability of full-time and adjunct faculty.

CLASSROOMS & INSTRUCTIONAL SPACES

“Ad Astra” is a web-based software program that BCC has been using to schedule teaching spaces. It has been in use for less than a year, so historical information that might be used to project past patterns of growth is not yet available with this system. Baseline data is still
in the process of being entered into the system, so some important data are not available. For example, although most room names and numbers for all the major buildings seem to be present in printed lists, almost no room floor areas have been entered. Also, in buildings other than the Pitkin Building, the Academic Department which uses any particular dedicated space is not identified. Room capacities (number of people / maximum class size) and type of space are given, along with a brief indication of the equipment / technology available in the space.

There was a strong consensus from survey respondents regarding the need for additional classrooms, and that there should be an increased effort to provide more standardization in terms of technology, room size and furniture & equipment to enable greater flexibility for scheduling. The number & capacity of existing instructional spaces is as follows:

### SUMMARY OF EXISTING INSTRUCTIONAL SPACES

<table>
<thead>
<tr>
<th>Number of Rooms</th>
<th>Free Time Study Halls / Computer Labs</th>
<th>Standard Classrooms with Loose Furniture</th>
<th>Smart Classrooms &amp; Computer Labs</th>
<th>Science Labs &amp; Vocational with Fixed Furniture</th>
<th>Large General Lecture Halls</th>
<th>Total Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitkin Education Center</td>
<td>6</td>
<td>52</td>
<td>33</td>
<td>39</td>
<td>6</td>
<td>136</td>
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<tr>
<td>West Hall</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>20</td>
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<tr>
<td>Tech Building</td>
<td>1</td>
<td>0</td>
<td>14</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Ender Hall</td>
<td>1</td>
<td>29</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>45</td>
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<tr>
<td>Ciarco Learning Center</td>
<td>1</td>
<td>24</td>
<td>13</td>
<td>4</td>
<td>1</td>
<td>43</td>
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<tr>
<td>Lyndhurst</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>11</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>114</strong></td>
<td><strong>84</strong></td>
<td><strong>57</strong></td>
<td><strong>8</strong></td>
<td><strong>273</strong></td>
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<table>
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<tr>
<th>Total Seating Capacity</th>
<th>Total Seats</th>
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<tr>
<td>West Hall</td>
<td>35</td>
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<td>Tech Building</td>
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<tr>
<td>Ender Hall</td>
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<tr>
<td>Ciarco Learning Center</td>
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<tr>
<td>Lyndhurst</td>
<td>0</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>246</strong></td>
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<table>
<thead>
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<th>Average Seats / Room</th>
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<tbody>
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<tr>
<td>Tech Building</td>
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<td>Ender Hall</td>
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<tr>
<td>Ciarco Learning Center</td>
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<tr>
<td>Lyndhurst</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

Note: The West Hall Art Galleries and Recital Halls are excluded. The Ciccone Theater Auditorium is excluded.

Information Source: Ad Astra Software print-out received from Kimberly Macoe-Brown

09/24/09
### CLASSROOM UTILIZATION SUMMARY, 2008 - 2009

<table>
<thead>
<tr>
<th>Campus</th>
<th>Building</th>
<th>Number of Rooms Scheduled</th>
<th>Average Capacity A</th>
<th>Average Capacity B</th>
<th>Average Capacity C</th>
<th>Average Utilization Week</th>
<th>Average Utilization Total Contact Hour</th>
<th>Average Contact Rate</th>
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<td>45</td>
<td>1,800</td>
<td>22.21</td>
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<td>Main</td>
<td>EHL</td>
<td>41</td>
<td>37.51</td>
<td>45</td>
<td>1,845</td>
<td>71.26%</td>
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<td>45</td>
<td>5,535</td>
<td>4,241.70</td>
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<td>TECH</td>
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<td>28.00</td>
<td>45</td>
<td>720</td>
<td>85.86%</td>
<td>598.53</td>
<td>83.13%</td>
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<tr>
<td>Main</td>
<td>WHL</td>
<td>15</td>
<td>30.00</td>
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<td>675</td>
<td>79.03%</td>
<td>607.20</td>
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<td>45</td>
<td>135</td>
<td>76.03%</td>
<td>15.77</td>
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<td>26.94</td>
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<td>720</td>
<td>84.79%</td>
<td>539.93</td>
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<td>1,996.50</td>
<td>492.96%</td>
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<td>Totals / Averages</td>
<td></td>
<td>207</td>
<td>37.64</td>
<td>45</td>
<td>9,315</td>
<td>8,714.26</td>
<td>93.55%</td>
<td>225,350.76</td>
</tr>
<tr>
<td>Academic Year 2008 - 2009 Averages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LC</td>
<td>CLC</td>
<td>2.5</td>
<td>32.3</td>
<td>45</td>
<td>113</td>
<td>3,628</td>
<td>20.5</td>
<td>63.64%</td>
</tr>
<tr>
<td>Main</td>
<td>EHL</td>
<td>39.5</td>
<td>34.4</td>
<td>45</td>
<td>1,778</td>
<td>61,173</td>
<td>26.8</td>
<td>77.97%</td>
</tr>
<tr>
<td>Main</td>
<td>Main</td>
<td>123.5</td>
<td>46.2</td>
<td>45</td>
<td>5,558</td>
<td>256,784</td>
<td>26.0</td>
<td>55.16%</td>
</tr>
<tr>
<td>Main</td>
<td>TECH</td>
<td>16.0</td>
<td>28.0</td>
<td>45</td>
<td>720</td>
<td>85.32%</td>
<td>599.6</td>
<td>85.96%</td>
</tr>
<tr>
<td>Main</td>
<td>WHL</td>
<td>15.5</td>
<td>29.1</td>
<td>45</td>
<td>698</td>
<td>20,315</td>
<td>24.0</td>
<td>82.56%</td>
</tr>
<tr>
<td>ML</td>
<td>LYN</td>
<td>6.0</td>
<td>27.9</td>
<td>45</td>
<td>270</td>
<td>85.75%</td>
<td>1,006.1</td>
<td>372.64%</td>
</tr>
<tr>
<td>Totals / Averages</td>
<td></td>
<td>203.0</td>
<td>40.4</td>
<td>45</td>
<td>9,135</td>
<td>7,895.20</td>
<td>86.43%</td>
<td>202,827.56</td>
</tr>
</tbody>
</table>

* Apparent Ad Astra output error for Lyndhurst scheduled hours for Spring Semester
Data from BCC Ad Astra software print-out 04/02/09 Summer Programs Excluded
### Growth Projections for Student Services & Classroom Space

#### Student Services

<table>
<thead>
<tr>
<th>Growth</th>
<th>Useable SF</th>
<th>Gross SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Area, Paramus Campus Only</td>
<td>24,000</td>
<td>31,200</td>
</tr>
<tr>
<td>Expansion to Ease Current Overcrowding @ 10%</td>
<td>2,400</td>
<td>3,120</td>
</tr>
<tr>
<td>Subtotal - Current Requirement</td>
<td>26,400</td>
<td>34,320</td>
</tr>
<tr>
<td>Growth to 2020 @ 20%</td>
<td>5,280</td>
<td>6,664</td>
</tr>
<tr>
<td>Totals in 2020</td>
<td>31,680</td>
<td>41,184</td>
</tr>
</tbody>
</table>

#### Classrooms & Computer Labs (Paramus Campus Only)

<table>
<thead>
<tr>
<th>Growth</th>
<th>Rooms</th>
<th>Net SF</th>
<th>Gross SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing</td>
<td>150</td>
<td>142,500</td>
<td>228,000</td>
</tr>
<tr>
<td>Growth (Low Range) to 2020 @ 20%</td>
<td>30</td>
<td>28,500</td>
<td>45,600</td>
</tr>
<tr>
<td>Total Floor Areas in 2020</td>
<td>171,000</td>
<td>273,600</td>
<td></td>
</tr>
<tr>
<td>Total Number of Classrooms</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth (High Range) to 2020 @ 33%</td>
<td>50</td>
<td>47,025</td>
<td>75,240</td>
</tr>
<tr>
<td>Total Floor Areas in 2020</td>
<td>218,025</td>
<td>348,840</td>
<td></td>
</tr>
<tr>
<td>Total Number of Classrooms</td>
<td>230</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Base Assumptions / Multipliers

- Average Classroom Size: 950 seats
- Useable to Gross SF Multiplier: 1.30
- Net to Gross SF Multiplier: 1.60

### Classrooms - General Information, Entire BCC

- **Total Instructional Spaces, BCC**: 273 Rooms
- **Average Classrooms Capacity**: 31 Seats
- **Percentage of Smart Classrooms**: 46%
- **Average Utilization, 2008/2009**: 55%

#### Classroom Types by Seating Capacity, Entire BCC

<table>
<thead>
<tr>
<th>Classroom Type</th>
<th>Seats</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Time Study Halls/ Computer Labs</td>
<td>246</td>
<td>2.90%</td>
</tr>
<tr>
<td>Smart Classrooms &amp; Computer Labs</td>
<td>2,761</td>
<td>32.10%</td>
</tr>
<tr>
<td>Standard Classrooms with Loose Furniture</td>
<td>3,447</td>
<td>40.10%</td>
</tr>
<tr>
<td>Science Labs &amp; Vocational Spaces with Fixed Furniture</td>
<td>1,361</td>
<td>15.80%</td>
</tr>
<tr>
<td>Large General Lecture Halls &amp; Meeting Rooms</td>
<td>789</td>
<td>9.20%</td>
</tr>
<tr>
<td>Totals</td>
<td>8,604</td>
<td>100%</td>
</tr>
</tbody>
</table>
SITE SIGNAGE
A successful campus way-finding design is usually one of two types:

- Building Oriented - Drivers initially follow signage to a specific building, whereupon there is a second decision point with signage indicating where to park, depending on status (Visitor, faculty, staff, student, barrier free, deliveries/drop-off, service vehicles, etc.)
- Parking Oriented - Traffic is directed to a limited number of parking areas, with the initial signage clearly indicating which parking area is for which building. Within each parking area, signage is used to direct traffic to the various zones based on status. If the parking area is large, and the various destination buildings are in different directions, signage should direct traffic to the appropriate zone within the parking area. Service traffic, emergency vehicles and public transportation is usually siphoned off to a semi-private or dedicated service driveway feeding multiple buildings.

Unfortunately, the Paramus Campus signage/way-finding system is an unsuccessful hybrid of these approaches. It is recommended that a new vehicular circulation system be developed in conjunction with a comprehensive new way-finding signage design. Signage for pedestrians making their way from parking lots to the various building entrances would be part of this new design.

PITKIN BUILDING MAIN ENTRANCE
The experience of arriving at the campus and entering the Pitkin Building needs to be greatly improved for reasons stated earlier. If a new building is proposed in front of (south of) Pitkin, it will have to address this “arrival” issue in conjunction with site circulation and parking issues, as well as the student services one-stop-shop concept suggested by the administration.

Student Services - One-Stop-Shop
A great deal of discussion took place regarding the concept of creating a “one-stop shop”, a single location where the majority of student services could be provided. It became apparent that among survey respondents, there were two schools of thought. In simplified terms, the two approaches could be described as follows:

1 – Initial Gateway
This would function as a “front door” and welcome center for visitors and prospective students, and would include admissions, enrollment and some financial functions. At most, it would include all services that a new, prospective, or returning student would need prior to attending his or her first class:

- Welcome Desk – General enquiries
- Admissions - Filling out BCC application forms
- Testing – Admissions testing for students without adequate credentials
- Academic Advisement Center
- Financial Aid – If required
- EOF (Equal Opportunity Fund) – Grants for low-income students
- International Student Center - First Stop for International Students
- OASIS (Office of Specialized Services) - For disabled & special needs students
- Health Services – Immunization, or provision of proof of immunization
- Registrar – Course Registration
- Public Safety – ID cards and parking permits
- Bookstore – Purchase of textbooks and other course materials & equipment

2 – Everyday Centralized Services
This would provide services for all enrolled students on a day-to-day basis, as well those required for prospective students in the “Initial Gateway” option above. In addition to the services listed above, the following would be included:

- Counseling Center – Individual and group
- Testing Center – For specific courses given on-line as well as on campus
- Bursar - Accounts Payable (Including work/study pay component)
- Retention Services
- Health Services – General health care / clinic
- Center for Deaf Education
- Cooperative Education & Career Services
- Shared General Meeting / Function Room(s)

Many of the services listed in the “Gateway” option also deal with enrolled students. If this option is the desired approach, then the respective administrative offices would need to be bifurcated to some degree, but ideally they would be adjacent to each other. For example, the “Gateway” services could be on the ground floor,
with the associated “Everyday” services located directly above on the second floor. Alternatively, the access points for the two groups of students could occur at different points on the perimeter of a common administrative area.

If the “Centralized” approach is desired, then the ideal arrangement would be to have one student gathering space around which the various administrative offices are grouped, each with its own “public” entrance &/or window around this space.

Either option above could be created within the Pitkin Building, with displaced departments moved to new building(s). However, it is anticipated that the alternative of constructing a new building for the “one-stop shop” would be less disruptive to overall college operations.

In either scenario, there would be the opportunity to create more efficient functional relationships between the “back-office” staff and the “customer-service” staff within each office. In some limited instances, it may be desirable to have representatives of appropriate departments meet with students in a centralized meeting area or suite. This could include a variety of configurations, such as windows, desks, counters (with acoustic screening & 3-4 seats), and interview and conference rooms.

The above discussion focuses on the “business” aspect of student services. In addition, there are what might be called “recreational” or individual functions, such as:

- Student Center – Main indoor space for student gathering (Town Square)
- Student Life - Shared meeting rooms, TV & entertainment, game rooms etc.
- Student Clubs – Dedicated spaces
- Food Service
- Fitness / Wellness Center - Indoor
- Recreational Athletics & Games – Outdoor
- Outdoor Spaces – Spaces for small groups & “Amphitheater” for performances / events
- Child Care Services – Provided by the CDC for students with children
- Individual study spaces – Indoor (some provided with computers) & outdoor

Except for the Student Center and possibly a main cafeteria, these functions generally need to be dispersed throughout a large multi-building campus due to distances involved and the special nature of the facilities or equipment required. These would not normally be considered as a component of a centralized “one-stop shop”.

INDOOR ATHLETIC & FITNESS FACILITIES
The existing facilities have not undergone any significant remodeling since the original date of construction. Poor initial planning continues to cause ongoing difficulties of use, especially with regard to modern barrier-free requirements for spectators and participants alike. Major characteristics which should be taken into account when considering future improvements are as follows:

- The facility has three floors; basement, first floor and two unconnected second floor mezzanine areas. There is no public elevator, only a small equipment elevator (dumb-waiter type). The gym and the pool each have their own stairs. The first floor has an exterior entrance at grade, but the basement and second floor have no barrier-free access.
- The gym and the pool are separated by a major corridor at 1st floor level and a service corridor at basement level – there is no single common entrance to the facility. The pool and the gym each have their own separate entrances off opposite sides of the main corridor which is/will be a major route between the northern half of the Pitkin building (including the new Science Wing) and buildings to the east (Tech Center & Ender Hall)
- The pool and the gym each have tiered spectator seating only on one side. These rise from the first floor to the second floor (fixed in the pool, bleachers in the gym). There is no connection between these upper levels; they are in fact separated by the department’s administrative offices which have no elevator access and can be reached only by stairs off the main 1st floor corridor. There is no connection to other parts of the Pitkin Building at 2nd floor level or basement level
- The main fitness center (mostly exercise machines) and all lockers and showers are located in the basement. All equipment storage is in the basement; this serves the pool, the gym, the fitness center and all exterior playing fields. As mentioned, there is no elevator access.
• A small fitness center has been provided in room S128 for occasional student “recreational” use. It is outside the athletic facility, lacks storage space and is too small to meet demand.

• The only “public” bathrooms are on the first floor off the main corridor, and are not directly connected to the gym or the pool.

• Men’s showers are the communal type and lockers for both sexes are in a very poor state of repair. This projects a very poor image to the community and visiting teams.

• Pool mechanical equipment is reaching the end of its useful service life and currently cannot maintain high enough water temperatures. Humidity control in offices and other areas close to the pool is insufficient.

• With regard to the Wellness and Exercise Program (WEX) that utilizes many of these facilities, there is a pressing desire to provide the following specialized functions:
  - Dedicated WEX classrooms to accommodate special equipment and teaching aids.
  - A large 15,000 sq. ft. sub-dividable fitness center for 2 simultaneous classes or for simultaneous class and free-time use.
  - Dance and/or aerobics studio to accommodate 24 dancers.
  - Wrestling area. This could use the dance studio if suitable arrangements were provided for the floor mats which typically are stored rolled up on three 30’ long, 4’ diameter wheeled stands.
  - Sub-dividable Gymnasium, which would simultaneously support practice sessions and classes. This space ideally would accommodate a 50’ x 94’ court, bleachers on both sides and adequate storage. Since this would be slightly larger than the existing gym, the existing gym could possibly be renovated / retrofitted to accommodate items mentioned above.

Toilets, showers, locker rooms and equipment storage should ideally be located on the same floor as the spaces they serve, and barrier-free access needs to be provided to all spaces. An addition and/or alterations to the existing building should be considered to correct these deficiencies. There are large windowless blank walls on the east side of the gym and the pool expansion could occur to the east. Immediately south of the gym there is an area dominated by twin exterior monumental stairs up to the second floor of the main building. These are superfluous and provide another opportunity for expansion on this side of the Pitkin Building.

HEALTH PROFESSIONS DIVISION

This division expressed the need to provide additional instruction and training regarding specific imaging and diagnostic equipment currently in use by the industry. Currently, a significant proportion of training is done off-site in local hospitals and imaging centers. The equipment suite would be approx. 6,000 sq. ft. and would be located where the large pieces of CT scanning and other equipment could be installed and maintained. Ideally, any expansion would need to improve adjacencies within the Division, so consolidation in another part of the Pitkin building vacated by other departments may be necessary to accommodate this.

HOTEL, RESTAURANT & HOSPITALITY DEPARTMENT

Significant growth is anticipated in local Hospitality Businesses, especially regarding Food Service in the Meadowlands and the Xanadu development. Current facilities are inadequate for the existing student population, and cannot expand in their existing locations.

Three major components are required for Culinary Arts & Food Service Instruction:
  - Training kitchen(s) where the range and other basic equipment is replicated several times for groups of students (Currently 6 groups of 3). Clear sightlines are required to the instructor’s demonstration table.
  - Serving kitchen(s) and dining area(s) where all aspects restaurant operation are addressed, including food preparation, serving of meals, and food consumption by paying customers, typically BCC students, staff & faculty (White table dining).
  - Smart Classrooms with specialized equipment and training aids.

The Hospitality Management program currently makes use of kitchen and dining facilities located in both the Pitkin Building and Ender Hall. Currently, Fall Semester is spent in Ender Hall, and in the Spring Semester, the entire program moves to the Pitkin Building. This is done to provide training in two different environments (Cafeteria & restaurant), and also to enable more faculty and students from different parts of the campus to participate as “customers”. This arrangement, however, causes inefficient use of space and time, and requires duplication of equipment and facilities. Hospitality Management would prefer being housed within a single location in Ender Hall, or a suitable alternative building, where current deficiencies could be remedied and expanded.

The white table dining in the Pitkin Building currently seats about 40; reservations are required and typically bookings run 4 to 6 weeks ahead. Its location was largely
determined by the need to be close to the same service elevator that serves the main cafeteria. As a consequence, the immediate proximity of the for-profit concessions to the subsidized white table service creates some sensitive issues.

The present training kitchen in Ender Hall is cramped, has insufficient freezer and dry goods storage, and sinks lack grease traps. Sight lines are poor, so that a true demonstration kitchen with overhead cameras and flat panel screens for each group of students cannot be accommodated. Ideally the Training and Serving kitchens need to be back-to-back so that economies can be achieved through the use of shared food storage, and other support services.

A small cafeteria set-up is used as the serving and dining area for the Serving kitchen in Ender Hall. This is separated by a main corridor from the kitchen. Also on the “wrong” side of the corridor is the recently completed Cyber Café.

CICCONE THEATER
The 300 seat auditorium has 12 rows of seats. Its design has been well received from the viewpoint of education and instruction in the performing arts, with a large stage (the same size as the audience seating area) and a large fly-tower that would normally be found in a much bigger theater. Many survey respondents commented that it was unfortunate that the seating capacity could not have been increased to make it more suitable for a wider variety of college and community functions.

TESTING CENTER
This underwent a renovation a couple of years ago, and was regarded as barely adequate in size at the time. Since then there has been a significant increase in admissions testing, and testing related to on-line courses which must be done in the college, and not on-line. Expansion to the east may be possible if the current fitness room is relocated (see Athletics Facilities). Unfortunately, the location in the north of the building is remote from other student service areas.

LIBRARY
The Library was partially renovated in 2006-2007; this concentrated on first floor finishes and a second floor computer study room. Substantial upgrades are still needed to HVAC, lighting, and second floor finishes. As more educational materials become available on the internet and college’s intranet, and as more students work on their own laptops, technology upgrades will become increasingly necessary. On the second floor, a workroom, meeting room, additional administrative space and computer study rooms are required. The Media Center (mostly storage of rolling carts with AV equipment) may become obsolete as classrooms are upgraded; this area could be used to expand the first floor front desk space.

More importantly, the library has not grown in size with increasing enrollment. Some industry standards recommend the number of seats/study spaces should be 10% of (full time) student enrollment. Current seating capacity is approximately 500. If adjacent second floor space becomes available, expansion of study spaces should be considered; this will also alleviate loss of bookstack space.

LECTURE THEATERS
Lecture theaters (S132, S134 & S136) are in need of refurbishment & technology upgrades. ADA compliance is minimal with access to the lower front area being provided via narrow passageways outside the room. Utilization is high and there is strong demand for additional larger spaces. The multi use space in the Technology Building has limitations due to its flat floor. Construction of at least one, larger, sloped floor lecture theater needs to be considered to accommodate future growth.

BUILDING AND GROUNDS FACILITY
We understand that Bergen County would like to rebuild and expand its existing golf clubhouse in its current location north of the main campus entrance near Paramus Road. They have suggested to BCC that there may be an opportunity to create a joint Grounds Maintenance Facility with BCC as part of this project. This may require the removal of the trailers in the adjacent parking lot which currently houses the Campus Planning and Facilities Office.

OFFICE OF CAMPUS PLANNING & IMPROVEMENTS
The Office of Campus Planning & Improvements is currently situated in a group of trailers adjacent to the parking lot north of the main entrance on Paramus Road. Comments were received that it may be beneficial to move the office back into the main building in order to more fully integrate the office with the administration and other aspects of facility management. The amount of square footage required would depend partly on the functions to be performed and thus the number of staff required. Over the past ten years, Buildings & Grounds, Physical Plant and the Office of Campus Planning have all undergone substantial reductions in staffing levels. This has been achieved by outsourcing techniques and the extensive use of sub-contractors for planning, design, construction and maintenance operations. The disadvantage of this approach can be a lack of continuity and consistency in various important functions, including the maintenance of various databases.
It would be our recommendation that these issues be reviewed as part of an effort to streamline administrative procedures, whether or not relocations of these departments might be implicated. The elements which in our view need to be improved and maintained on a more current basis are as follows:

- CAD Site plans for the entire college (infrastructure & parking).
- CAD Building floor plans for the entire college (Room numbers and floor areas).
- Space allocation database integrated with room numbering and occupant identity.
- Physical Plant MEP equipment database and maintenance / replacement schedule.
- Furniture standardization re procurement and management of asset depreciation.
- Equipment tagging and database for allocation & asset depreciation.

As the college grows, further integration with classroom scheduling and utilization software will be necessary. Management of the continual changes to interior signage (way-finding as well as room numbering) is dependent on accurate databases, and improvement in this regard would address many of the adverse comments received concerning signage.

CHILD DEVELOPMENT CENTER
The Center is licensed by the NJ DYFS for 45 children aged from 2½ to 6 years old. It provides learning experience for students in the Early Childhood Program as well as child care for all BCC students, faculty, staff and the local community. In addition, students enrolled in other college programs provide enrichment experiences for the children in horticulture, music, dance and health. Its location at the east end of Ender Hall provides attractive exterior play space and a convenient drop off location for parents.

Curriculum has grown; this has created space needs that aren’t met by the existing facility. Ideally, the Center should be augmented with a commons/great room, and classrooms should be larger to accommodate BCC students who observe and interact with the children. Office space and nap space are in short supply, the kitchen is too small, and the number of bathrooms for children and staff is inadequate. Security was noted as a concern; currently all non-staff personnel are required to use the automatic sliding door at the east exterior entrance; the door at the rear of the space connecting to the rest of Ender Hall is kept locked.

It is understood that in the last few years, the CDC has not actively advertised for business in competition with other local child care centers, mostly because enrollment has usually approached full capacity, and expansion within Ender Hall has been unlikely due to competing demand for space from other departments in the building. It was acknowledged that the College currently expends significant dollars to subsidize the operating expenses of the CDC, so there is a question as to the appropriate financial model needed to support expansion, if that is desired. Due to these open questions, and despite specific requests for additional space by the CDC staff, it is difficult to estimate potential growth and make specific recommendations for improvements at this time.

ENDER HALL
Ender Hall is isolated at the extreme east end of the Paramus campus, almost half a mile from the main entrance to the Pitkin Building. Whether walking from the parking lot or from other buildings, all pedestrian traffic must cross the main east-west campus driveway. The single cross-walk is provided with a stop sign and is manned by campus safety personnel for many hours each day. Safety is an ongoing issue, and improvements to exterior lighting are being considered. These conditions contribute to a poor arrival experience approaching the building.

The single story building is confined to a small site abutting the golf course property to the south, and along the property line are wetlands. Other exterior areas are fully utilized as a drop-off for the Child Care Center, play space, and garden areas cultivated by the Horticulture Department. Significant additional horizontal expansion is not possible. To the west of the building, three existing storage sheds used by the Horticulture Department are to be replaced with single, longer Pole Barn for storage of equipment used in connection with contract training for trellis work.
Ender Hall's structure consists of simple lightweight construction; mostly concrete slab-on-grade, load-bearing concrete block walls, glass and aluminum storefront, and flat metal roof deck on metal joists. The forty to fifty year-old building has undergone several expansions in the past; the original U-shaped building now has a courtyard. Vertical expansion would be very disruptive since new footings and columns would have to be constructed within the existing footprint, and new mechanical and electrical infrastructure would be required due to capacity issues and the need to remove of existing roof-top air handlers.

For the above reasons, expansion of the building is very unlikely and is not recommended. Its suitability for renovation is limited by cost issues due to the age of its infrastructure, low structural height and small floor area of typical classrooms. There are a number of proposed improvements under design or construction, including a Cyber Café and extensive HVAC and IT upgrades. For the purposes of the Master-Plan, the long-term view seems to indicate the eventual phase-out of this building since it is nearing the end of its useful life. However, due to the extent of recent investment in the building, it is unlikely that this would be completed in the 2010-2020 timeframe of the Master-Plan.
A new Academic Building is proposed for the Paramus Campus as a result of the current master planning efforts. The new building is designed and located to address several of the top priorities identified in the user surveys. It will resolve the physical need for more academic teaching spaces as well as bring an important unifying element to the campus. It is planned and designed as a partial enclosure to an existing outdoor space flanked by the west, north and east wings of the Pitkin Building. The location of this new facility will create the college's main Academic Quad.

With a new landscape plan, the space will be re-graded and designed with more traditional and accessible courtyard features conducive to student and faculty activities. Increased use of this space will return the existing lobby entrance of Pitkin to the prominent main entrance of the largest college facility.

A campanile and clock tower is proposed to complete this enclosure and is located on axis of a new entrance loop road that is proposed northbound off of the existing south perimeter roadway. The tower is designed to bring a strong identity element to campus while creating a visual destination for arrival to the college.
PROPOSED FITNESS CENTER
14,000 sf

ACCESSIBILITY LOT
25

SECONDARY ENTRANCE

PROPOSED LANDSCAPE ENTRY LOT / AMPHITHEATER

REDESIGNED CIRCULATION

IMPROVED THEATER PLAZA

MAIN ACADEMIC QUAD

RENOVATIONS TO 1ST FLOOR

SECONDARY ENTRANCE

MAIN ENTRANCE

PARKING STRUCTURE

PROPOSED NEW CAMPUS BUILDING
62,500 sf

SCULPTURE/FOCAL POINT

CONTRACTOR TRAINING

ONE WAY LOOP ROAD

MAIN ENTRANCE

CONSTRUCTION OF QUAD TOWER

RAIN GARDEN DETENTION

PROPOSED NEW CAMPUS BUILDING
62,500 sf

SECONDARY ENTRANCE

IMPROVED PEDESTRIAN PATHS

ACCESSIBILITY LOT
25

MASTER-PLAN 2010 – 2020
November 30, 2009
PHASING PLAN
The proposed phasing for the completion of the master plan is a general sequence of construction. Priorities and economic conditions can modify this phasing strategy.

PHASE
I. Site plan development for the proposed new parking field and parking structure.
IA. Construction of the new academic building.
II. Renovations to the first floor of the Pitkin building for student services.
IIA. Site development of the Pitkin quad.
IIB. Construction of the quad tower.
III. Site development of the new loop road.
IIIA. Site development of student path and landscape parking fields.
IV. Construction and site development of the WEX expansion and accessibility parking lot.
ACADEMIC BUILDING
The program proposed for this new campus building will be predominantly all additional academic teaching spaces with appropriate faculty support offices. It is proposed to be designed under the current LEED Guidelines at the time of development to deliver a progressive and modern sustainable facility to the existing campus.

It will be approximately 65,000 s.f. distributed in 2-3 stories and will accommodate the growing student population expected to reach 17,000 by 2015.

The size and number of classrooms in this building will also be the result of displaced classrooms from the partial renovation of the Pitkin Building for a Proposed Central Student Services Program.

In Pitkin, corridors will be re-aligned, adjacencies will be planned and existing windowless classrooms will be removed and renovated to create a One Stop Student Service Center. This proposal will centrally locate all services needed by first and second year students into one efficient and user friendly environment. The space proposed and allocated for this is the majority of the south half of the first floor, east of the new student center. This will front on the proposed new Pitkin Quad and bring a welcoming experience for students to this main college building.
A new parking facility is proposed in the Master Plan that will be 2-3 elevated levels for an increase of approximately 300 – 350 cars. It is designed to be adjacent and south of the new academic building and accessible by faculty and students through a small developed entrance plaza for the elevator and stair tower. It will front on the existing south loop road for ease of traffic congestion entering and exiting the garage. It will be centrally located in the existing parking fields of the college and should have no net increase to the existing impervious area of the campus. The final size and capacity of this facility will be the result of student enrollment, classroom scheduling and utilization efficiencies of existing teaching spaces.

The proposed façade aesthetic for this prominently located structure is a design that is modern, open and sculptural. Green initiatives and planted screen walls are proposed and should be explored for this new facility to visually enhance the important campus landscape in the parking fields.

A similar green screen wall is also recommended as a renovation to the south wall of the existing Crescent Garage. It will visually unify both facilities, economically, and resolve some of the negative first impressions of the large blank, white concrete wall.

Both parking structures, existing and proposed, will be the first buildings experienced on campus and they should set the tone of an exciting college campus and the facilities that follow.
CIRCULATION
The proposed new loop road and axis northbound from the existing south loop road is planned to be a one way traffic flow counter clockwise. It will travel north towards the Pitkin Building and then west past the new Student Center, Theater Plaza and Upper level of the Crescent Parking Deck.

It will focus on the new entrance tower of the Pitkin Quad and bring an improved drop-off and pick-up experience for students and visitors entering the campus. This one directional movement is also planned to eliminate the entrance traffic circle, west of the crescent garage. All traffic entering the campus will be one way, eliminating congestion and confusion at the main Paramus Road entrance.
STUDENT ORIENTATION
The designs of the new roadway, parking deck and Academic Building are complimented by a proposed new student pedestrian access path. From a starting point directly south of the Challenger Center, an improved, at grade, student walkway is proposed to cross all the existing radial parking lots and direct students to the new Pitkin Quad, central campus. This proposed landscaped student path will cross re-designed landscaped islands that will be graded to no longer hinder or hide a visual destination to the college buildings. The topography of these green spaces are proposed to receive storm water in their final design as well as integrated plantings that will visually enhance the walk from parking to the college facilities. Parking lots and spaces will be easier to find and navigate with increased visibility across the parking fields for a clear orientation of the campus.
WEX PROGRAM
The WEX program of the college was identified as deficient and in need of additional space and access to existing services. An addition is proposed for this program adjacent to the existing gymnasium. It is an expansion of two to three stories of approximately 7000 s.f. per floor to accommodate large flexible open space for exercise and fitness classes. A new vertical circulation core of an elevator and stair tower is planned that will provide access to existing lower level services and subsequent first and second floor spaces and programs. This, upon completion, will unify a coherent Athletic Component for the college.

This WEX expansion location proposed, east of the existing gymnasium, will relocate an existing handicap accessible parking lot to the south. This new location for approximately 25 cars, is proposed east of the existing monumental stairs and south to the edge of the Pitkin building. The development of this new parking location will provide better access for students to the under utilized east entrance of Pitkin into the center of the newly defined Student Services Core.
OPTIONAL DESIGNS
The proposed additional roadway, although important to improved circulation, is optional to the master plan. In Scheme B, a stronger enclosure to the Pitkin Quad is proposed by the design of a more centrally located academic building. It will rely on the existing vehicular road conditions but still act as a visual destination and orientation element to the campus. A re-design of the parking fields south of this building with a strong pedestrian axis to, and potentially thru this building for visitors and students, could also serve the college as a visual Gateway to the Campus Center.

OPTIONAL PARKING
If the new parking facility program proposed reaches a number of levels too high for approval or acceptance, and the scale becomes too large for the campus with addition structures, a secondary location to the north of the Tech Building could be explored.

As a faculty-only facility, the tennis courts could be elevated to a roof level surface over a new at grade parking lot. The impervious surface will again remain unchanged and it could have the parking capacity equal to one of the elevated levels of the deck at the loop road.

This will unfortunately create an increase of vehicles traveling through the Pitkin and Tech building, crossing the main student walkway into campus. For this reason it needs to remain as a fall back position for faculty and administration parking for the weekly schedule of the college.

Second to its primary function, increased parking at this location can also serve as an added amenity for adjacent and convenient parking for the athletic programs. It can bring parking adjacent to the gym, track and fields for after hours and weekend schedules.
PROPOSED FITNESS CENTER
14,000 sf

ACCESSIBILITY LOT
25

SECONDARY ENTRANCE

PROPOSED LANDSCAPE ENTRY LOT / AMPHITHEATER

REDESIGNED CIRCULATION

IMPROVED THEATER PLAZA

SECONDARY ENTRANCE

PROPOSED FITNESS CENTER
14,000 sf

PARKING STRUCTURE
IMPROVED

PEDESTRIAN PATHS
ONE WAY LOOP ROAD

MAIN ACADEMIC QUAD

RENOVATIONS TO 1st FLOOR

CONSTRUCTION OF QUAD TOWER

MAIN ENTRANCE

RENOVATIONS TO 1st FLOOR

SECONDARY ENTRANCE

PROPOSED NEW CAMPUS BUILDING
62,500 sf

RAIN GARDEN DETENTION

REDESIGNED CIRCULATION

CONTRACTOR TRAINING
## Proposed Construction Phases & Costs, 2010-2020

<table>
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<tr>
<th>Phase</th>
<th>Description</th>
<th>2010 Costs</th>
<th>2011 Costs</th>
<th>Total Costs</th>
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<td>Parking Structure</td>
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</tr>
<tr>
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<td>IIB</td>
<td>Construct Quad Tower</td>
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<td>New One-way road system</td>
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<td></td>
<td>Modifications to West Plaza (Eliminate Turnaround)</td>
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<td></td>
<td>Modifications to Campus Entrance Circle</td>
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<td></td>
<td>New Directional Signage</td>
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<td>Landscape improvements &amp; New Pedestrian Circulation</td>
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<td>Pool &amp; MEP Upgrades</td>
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<td>Improvements to Parking Lot A / Amphitheater</td>
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<td></td>
<td>Landscape improvements between old deck &amp; main driveway</td>
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<td>25%</td>
<td>25%</td>
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<td>$71,175,000</td>
<td>$86,187,500</td>
<td>$157,362,500</td>
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</table>
The design direction for all new facilities on campus should follow a coherent and unifying design standard. The following guidelines are not intended to dictate similar solutions for new buildings, but rather be responsive to conditions of specific site, orientation, use and economic conditions. Creativity is encouraged for all projects regardless of scope and size and should follow the following regulations and objectives.

1. All new campus buildings shall be designed to meet the current LEED Silver standard as a minimum, or the equivalent rating system of sustainability.

2. All new facilities should be planned with the entire campus circulation plan to maximize and create new outdoor useable spaces.

3. Building entrances should be oriented and directed for ease of student and faculty use and should have a prominent design feature.

4. All new site plan developments should have sustainable initiatives regarding site lighting, landscape design and storm water management.

5. Building scale and footprint size should not be larger than 35,000 s.f. per floor and no taller than three stories. If a taller building is proposed, a façade step back shall occur at the fourth floor.
6. Brick veneer and pre-cast concrete shall be the dominant building material aside from glass and curtain wall. The base of all buildings will be articulated accordingly for its context to student movement, access and scale.

7. All first floor facades shall have openings of at least 50% of the wall and have tinted non reflective glazing.

8. All facades should be detailed and designed equally with a sustainable response to its orientation.

9. All roof top equipment should be centered, away from the exterior wall when possible and shielded with a building design specific mechanical screen.

10. All site located utilities shall be strategically placed and screened away from student circulation, access and view from entrances.
## Summary of Buildings / Construction Projects

**Project Name** | Campus | Location: Building Name | Project Situated on floor(s) | Division / Department Using Space | Space Function | Architect | Civil Engineer | Current Project Phase | Current Phase Start Date | Current Phase Finish Date | Construction Start Date | Date of Occupancy | Floor Areas (GSF) | Documentation | Comments / Status | Notes |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Skoakie Hall</td>
<td>Paramus</td>
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<td>BCC Foundation</td>
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<td>1. Ender Hall used to be called East Hall</td>
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<tr>
<td>Ender Hall (1)</td>
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<td>2. Pitkin Education Center used to be called the Megastructure</td>
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<td>NK used as basis of 2010 Masterplan</td>
<td>3. Philip J. Ciarco Learning Center (CLC) used to be called the Hackensack Learning Center (HLC) &amp;/or the Adult Learning Center (ALC)</td>
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<td>CLC (3)</td>
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<td>Barn</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>Converted to VTC</td>
<td>5. Leased Space - Construction cost n/a</td>
</tr>
</tbody>
</table>

### Bio-print

**Ender Hall**

Ender Hall was the original building on the campus. It was built in 1955 and served as the main building for the college. It was later renamed Skoakie Hall.

**Pitkin Education Center**

The Pitkin Education Center was built in 1955 as well. It was originally named the Megastructure and later renamed as Pitkin Education Center.

**Philip J. Ciarco Learning Center (CLC)**

The Philip J. Ciarco Learning Center (CLC) was constructed in 1955. It was formerly known as the Hackensack Learning Center (HLC) and the Adult Learning Center (ALC).

**Veterinary Technology Center (VTC)**

The Veterinary Technology Center (VTC) was a conversion and addition to the original Maintenance Building in 1955.

### Floor Areas

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<tr>
<th>Buildings / Additions</th>
<th>Interior Renovation Only</th>
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### Documentation

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<th>Type / Function</th>
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<td>Con. Docs</td>
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### Notes

1. Ender Hall used to be called East Hall.
2. Pitkin Education Center was named the Megastructure.
3. Philip J. Ciarco Learning Center (CLC) was renamed from the Hackensack Learning Center (HLC) and the Adult Learning Center (ALC).
4. Veterinary Technology Center (VTC) was a conversion and addition to the original Maintenance Building.
5. Leased Space - Construction cost was n/a.
6. Parking Deck floor areas and construction costs were excluded from the total document.
7. Date formats are in `yyyy / mm / dd` or `yyyy / mm`.
8. All floor areas are approximate gross square feet.
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<thead>
<tr>
<th>Project Name</th>
<th>Building Name</th>
<th>Location</th>
<th>Floor Areas (GSF)</th>
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<th>Date of Occupancy</th>
<th>Grand Total</th>
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Notes:
1. Ender Hall used to be called East Hall
2. Pitkin Education Center used to be called the Megastructure
3. Philip J. Garzo Learning Center (CLC) used to be called the Hackensack Learning Center (HLC) & the Adult Learning Center (ALC)
4. Veterinary Technology Center (VTC) was conversion of and an addition to the original Maintenance Building
5. Leased Space - Construction cost n/a
6. Parking Deck floor areas and construction costs excluded from totals in this document

Date formats: yyyy / mm / dd  or  yyyy / mm
### Summary of Buildings / Construction Projects

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Location</th>
<th>Building Name</th>
<th>Project Situated on (Rt.)</th>
<th>Division / Department Using Space</th>
<th>Space Function</th>
<th>Architect</th>
<th>Civil Engineer</th>
<th>Current Project Phase</th>
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<td>Bergen Co. Parks</td>
<td>New Front Bldg.</td>
<td>Park Avenue</td>
<td>Parking Deck (R)</td>
<td>Elect &amp; Telecom</td>
<td>West Hall Site</td>
<td>Lapatka Assoc</td>
<td>Lapatka Assoc</td>
<td>Elect &amp; Telecom</td>
<td>Parking Deck</td>
<td>Entire Campus/Site</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>C-02</td>
<td>Student Center</td>
<td>Paramus</td>
<td>Paramus</td>
<td></td>
<td></td>
<td></td>
<td>Ronald Schmidt</td>
<td>DMR Architects</td>
<td>Programming</td>
<td>2008/02/07</td>
<td>2009/04/07</td>
<td>2009/04/07</td>
<td>2009/07/07</td>
<td>2009/07/07</td>
</tr>
<tr>
<td>C-05</td>
<td>Bus Turn-around</td>
<td></td>
<td>Paramus</td>
<td></td>
<td></td>
<td></td>
<td>Ronald Schmidt</td>
<td>DMR Architects</td>
<td>Construction</td>
<td>2008/01/07</td>
<td>2009/04/07</td>
<td>2009/04/07</td>
<td>2009/07/07</td>
<td>2009/07/07</td>
</tr>
</tbody>
</table>

#### D - Other Maps, Site Plans & Base Plans

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Location</th>
<th>Building Name</th>
<th>Project Situated on (Rt.)</th>
<th>Division / Department Using Space</th>
<th>Space Function</th>
<th>Architect</th>
<th>Civil Engineer</th>
<th>Current Project Phase</th>
<th>Current Phase Start Date</th>
<th>Current Phase Finish Date</th>
<th>Construction Start Date</th>
<th>Date of Occupancy</th>
<th>Documentation</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>D-02</td>
<td></td>
<td>Parking Deck (R)</td>
<td>Parking Deck</td>
<td>Parking Deck</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>D-03</td>
<td></td>
<td>Elect &amp; Telecom</td>
<td>Paramus</td>
<td>Paramus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>D-04</td>
<td></td>
<td>West Hall Site</td>
<td>Paramus</td>
<td>Paramus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>n/a</td>
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<tr>
<td>D-05</td>
<td></td>
<td>Parking Deck (R)</td>
<td>Parking Deck</td>
<td>Parking Deck</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

#### Comments / Status

- NK has prepared CAD Base Plans
- NK has prepared
- CAD Base Plans

#### Notes

1. Ender Hall used to be called East Hall
2. Pitkin Education Center used to be called the Megastructure
3. Philip J. Ciarco Learning Center (CLC) used to be called the Hackensack Learning Center (HLC) for the Adult Learning Center (ALC)
4. Veterinary Technology Center (VTC) was conversion of and addition to the original Maintenance Building
5. Leased Space - Construction costs n/a
6. Parking Deck floor areas and construction costs excluded from totals in this document

Date formats: yyyy / mm / dd or yyyy / mm

All floor areas are approximate gross square feet
## Paramus Campus

<table>
<thead>
<tr>
<th>Floor Level</th>
<th>Support Educational Total (GSF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Floor</td>
<td>32,617</td>
<td>52,571</td>
</tr>
<tr>
<td>2nd Floor</td>
<td>39,841</td>
<td>16,838</td>
</tr>
<tr>
<td>1st Floor **</td>
<td>92,077</td>
<td>39,707</td>
</tr>
<tr>
<td>Basement **</td>
<td>500</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>161,035</strong></td>
<td><strong>111,136</strong></td>
</tr>
<tr>
<td>Ratios</td>
<td>67.7%</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

### Support Educational Total (USF)

<table>
<thead>
<tr>
<th>Floor Level</th>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Floor</td>
<td>2,040</td>
<td>2,040</td>
</tr>
<tr>
<td>2nd Floor</td>
<td>4,947</td>
<td>1,434</td>
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<tr>
<td>1st Floor</td>
<td>10,500</td>
<td>7,452</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17,507</strong></td>
<td><strong>25,826</strong></td>
</tr>
<tr>
<td>Ratios</td>
<td>6.6%</td>
<td>9.7%</td>
</tr>
</tbody>
</table>

### Technology Building

<table>
<thead>
<tr>
<th>Floor Level</th>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Floor</td>
<td>5,277</td>
<td>13,943</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,461</strong></td>
<td><strong>25,726</strong></td>
</tr>
<tr>
<td>Ratios</td>
<td>6.2%</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

### Ender Hall, 1st Floor Total

<table>
<thead>
<tr>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,961</td>
<td>36,855</td>
</tr>
<tr>
<td>Ratios</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

###-Shools Hall

<table>
<thead>
<tr>
<th>Floor Level</th>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Floor</td>
<td>850</td>
<td>0</td>
</tr>
<tr>
<td>1st Floor</td>
<td>1,950</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,800</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Ratios</td>
<td>0.5%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Vet Tech Center

<table>
<thead>
<tr>
<th>Floor Level</th>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Floor</td>
<td>770</td>
<td>0</td>
</tr>
<tr>
<td>1st Floor</td>
<td>1,670</td>
<td>2,210</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,440</strong></td>
<td><strong>4,480</strong></td>
</tr>
<tr>
<td>Ratios</td>
<td>31.9%</td>
<td>40.6%</td>
</tr>
</tbody>
</table>

### Facilities Planning Trailers

<table>
<thead>
<tr>
<th>Floor Level</th>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Floor</td>
<td>1,800</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,600</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Ratios</td>
<td>0.8%</td>
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</table>

### Subtotal - Paramus Campus

<table>
<thead>
<tr>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>182,761</td>
<td>201,178</td>
</tr>
<tr>
<td>Ratios</td>
<td>99.0%</td>
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</table>

### Cierso Learning Center

<table>
<thead>
<tr>
<th>Floor Level</th>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Floor</td>
<td>5,000</td>
<td>15,000</td>
</tr>
<tr>
<td>1st Floor</td>
<td>3,500</td>
<td>16,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,500</strong></td>
<td><strong>31,500</strong></td>
</tr>
<tr>
<td>Ratios</td>
<td>6.2%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

### South Campus

<table>
<thead>
<tr>
<th>Floor Level</th>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Floor</td>
<td>2,040</td>
<td>14,500</td>
</tr>
<tr>
<td>Ratios</td>
<td>2.6%</td>
<td>96.6%</td>
</tr>
</tbody>
</table>

### Total BCC Floor Areas

<table>
<thead>
<tr>
<th>Support Educational Total (USF)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>183,301</strong></td>
<td><strong>241,178</strong></td>
</tr>
<tr>
<td>Ratios</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

* Includes Science Wing (Under construction) & Student Center Addition (Proposed)  
** GSF includes below grade truck loading / maneuvering space  
*** Currently Vacant / Storage

Source: GSF from take-off of NK CAD drawings

*  ** Includes Science Wing (Under construction) & Student Center Addition (Proposed)  
** GSF includes below grade truck loading / maneuvering space  
*** Currently Vacant / Storage

Source: GSF from take-off of NK CAD drawings
<table>
<thead>
<tr>
<th>Bergen Community College - 2009 Parking Space Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paramus Campus Parking Count</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Lot A</td>
</tr>
<tr>
<td>Lot B</td>
</tr>
<tr>
<td>Lot C</td>
</tr>
<tr>
<td>Lot D</td>
</tr>
<tr>
<td>Lot E</td>
</tr>
<tr>
<td>Lot F</td>
</tr>
<tr>
<td>Lot G</td>
</tr>
<tr>
<td>Lot W</td>
</tr>
<tr>
<td>Administrative Circle</td>
</tr>
<tr>
<td>Parking Deck</td>
</tr>
<tr>
<td>Scoskie Hall</td>
</tr>
<tr>
<td>Tunnel Road</td>
</tr>
<tr>
<td>Gym</td>
</tr>
<tr>
<td>Tennis Court</td>
</tr>
<tr>
<td>Ender Hall Circle</td>
</tr>
<tr>
<td>Child Development Center</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Notes**

1. Motorcycle parking spaces are not included in total number of parking spaces for lots B and G, or in the overall total
2. Pick-up / Drop-off only
3. Five of the parking spaces are designated for specific Building and Grounds personnel
4. 10 parking spaces are designated for department heads, 2 for the current food vendor
5. 10 minute parking only
6. 81 Barrier-free spaces constitute 2.1% of the 3,820 total spaces

**Ciarco Learning Center:** 109 Spaces, surface parking lot
**South Campus, Lyndhurst:** Lot shared with other tenants of building (BCC occupies one floor - 25% of the building)
WEST HALL - 1ST FLOOR PLAN

CLASSROOMS
ATHLETICS
ADMINISTRATION
FACULTY / CONFERENCE
THEATER
SPECIAL SERVICES
STUDENT CENTER / LOUNGE / FOOD SERVICE
ENGINEER / CH
VERTICAL CIRCULATION
HORIZONTAL CIRCULATION
STORAGE / MECHANICAL / MAINT.
VOIDS & SHAFTS
CLASSROOMS
ATHLETICS
ADMINISTRATION
FACULTY / CONFERENCE
THEATER
SPECIAL SERVICES
STUDENT CENTER / LOUNGE /
FOOD SERVICE
RESTROOMS / JANITOR /
SHOWERS / LOCKERS
RECEPTION / SECURITY
VERTICAL CIRCULATION
HORIZONTAL CIRCULATION
STORAGE / MECHANICAL / MAINT.
VOIDS & SHAFTS
existing conditions
aerial photo
pitkin education center
BOARD OF TRUSTEES ACTION A/F 20
RESOLUTION
Approval Date: March 5, 2013

RESOLUTION APPROVING AND AUTHORIZING THE UNDERTAKING AND IMPLEMENTATION OF A PROJECT CONSISTING OF THE CONSTRUCTION AND EQUIPPING OF A NEW THREE STORY BUILDING AND AUTHORIZING THE FINANCING OF ALL OR A PORTION OF THE PROJECT THROUGH PROGRAM(S) MADE AVAILABLE BY THE STATE OF NEW JERSEY FOR NEW JERSEY INSTITUTIONS OF HIGHER EDUCATION AND OTHER AVAILABLE FUNDING SOURCES; APPROVING AND AUTHORIZING THE FORM OF THE APPLICATION TO THE SECRETARY OF HIGHER EDUCATION FOR PARTICIPATION IN SUCH PROGRAM(S) AS ARE APPLICABLE TO THE PROJECTS WITH SUCH CHANGES AS ARE APPROVED BY THE OFFICERS OF THE INSTITUTION DESIGNATED HEREIN AND THE SUBMISSION OF THE APPLICATION TO THE SECRETARY OF HIGHER EDUCATION; APPROVING AND AUTHORIZING THE EXECUTION AND DELIVERY OF ANY AND ALL AGREEMENTS IN CONNECTION WITH UNDERTAKING, IMPLEMENTING AND FINANCING THE PROJECTS IN THE FORM(S) APPROVED BY THE OFFICERS OF THE INSTITUTION EXECUTING SUCH AGREEMENT(S); AND DESIGNATING AND AUTHORIZING THE OFFICER OF THE INSTITUTION TO TAKE THE AFOREMENTIONED ACTIONS AND TO TAKE ANY AND ALL SUCH OTHER ACTIONS DEEMED NECESSARY OR DESIRABLE TO UNDERTAKE, IMPLEMENT AND FINANCE THE PROJECT(S)

WHEREAS: The Board of Trustees (the "Board") of Bergen Community College desires to approve the undertaking, implementation and financing of a project (the "Project") consisting of the construction and equipping of a new three (3) story plus basement building having approximately 80,561 square feet for use in connection with the Health Professions Integrated Teaching Center on land owned by the College and located on the College's campus in Paramus, New Jersey.

WHEREAS: The Board desires to approve the aggregate costs of the Project paid and or financed through all sources in an amount not to exceed $17,000,000 and

WHEREAS: The Board desires to finance all or a portion of the Projects through one or more of the hereinafter defined Programs made available by the State of New Jersey (the "State") for certain projects of New Jersey institutions of higher education (the "Programs"); and

WHEREAS: The Programs are the Building Our Future Bond Act, (P.L. 2012, c.41 (the "GO Bond Act"); and

WHEREAS: The Board has determined that the Project will assist in serving the needs of its students and providing a benefit to the Institution; and
WHEREAS: The Board desires to approve financing for the “GO Bond Act” and the NJ Higher Education Capital Facilities Program Funding:

Go Bond Act: $17,000,000 with 25% from Chapter 12 funding
- Of a new three (3) story building having approximately 80,561 square feet for use in connection with the Health Professions Integrated Teaching Center.

JUSTIFICATION
Approval of Board needed prior to submitting proposal

WHEREAS: Portion(s) of the Project may also be financed by bonds issued by the New Jersey Educational Facilities Authority which bear tax-exempt interest for federal income tax purposes (“Tax-Exempt Bonds”), commercial loans or funds otherwise available to the Institution: and

WHEREAS: In order to provide maximum flexibility and most efficient borrowing costs, the Board wishes to authorize financing the Project through; issuance of Tax-Exempt Bonds, commercial loans and funds otherwise available to the Institution or any combination thereof (the “Financing Structure”); and

WHEREAS: The Board desires to authorize certain officers of the Institution to determine the Financing Structure which is most economically advantageous to the Institution provided the Financing Structure includes utilization of the Proposed Programs, and take all action necessary or beneficial to accomplish the financing of the Project including the financing of capitalized interest, if any, and other costs of issuing any debt including, Tax-Exempt Bonds or other financings (“Financing Costs”); and

WHEREAS: The Board reasonably expects to reimburse expenditures for costs of the Project paid prior to issuance of Tax-Exempt Bonds or any debt bearing interest which is exempt from gross income for federal income tax purposes which will fund an applicable Project and/or Program;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES AS FOLLOWS:

SECTION 1. The Board approves the Project and authorizes the undertaking, implementation and financing of the Project in a maximum aggregate amount not to exceed $17,000,000 (including Financing Costs).

SECTION 2. The Board approves the financing of all or any portion of the Project through the GO Bond Act for which funding will be requested. The Board approves the Application for funding of the Project through such Programs in the form submitted to the Board and authorizes and directs the herein defined Designated Officers to submit such Application to the Secretary with such changes, modifications and additions shall be conclusively evidenced by the submission of the Application to the Secretary. The Board expressly directs and authorizes the Designated Officers to submit the Long Range Capital Plan in the Application for any Program for which it is required. The Board acknowledges and agrees that approval of the Application and receipt of funds pursuant to the Programs will obligate the Institution to (a) provide funds for the operation and maintenance of the Project, (b) contribute to the cost of the Project; (c) pay all or a portion of debt service on Tax-Exempt Bonds issued to fund the Proposed...
Program as applicable and (d) fulfill other conditions imposed under the Programs and hereby directs and authorizes the Designated Officers to certify such acknowledgement and agreement as part of the submitted Application. The Designated Officers are hereby authorized and directed to fulfill all conditions of the proposed Programs including without limitation providing for the operation and maintenance of the Project and using available funds of the Institution to pay such operation and maintenance and to satisfy conditions of the Proposed Programs to contribute to the cost of Projects and/or debt service on Tax-Exempt Bonds issued to fund the Proposed Programs from available funds of the Institution.

SECTION 3. The costs of the Projects Costs to be reimbursed with the proceeds of the Bonds will be “capital expenditures” in accordance with the meaning of Section 150 of the Code.

(Original) The Board further approves the financing of all or any portion of the Projects with Tax Exempt Bonds, commercial loans and other funds available to the Institution and through the Financing Structure determined to be most economically advantageous to the institution by Mr. E. Carter Corriston, Board Chairman, Dr. B. Kaye Walter, President and Dr. Ronald A. Milon, Vice President, Administrative Services (the “Designated Officers”). The Designated Officers are expressly authorized and directed to determine such Financing Structure provided that the Financing Structure includes utilization of Programs which are approved by the Secretary for financing the Project.

SECTION 4. The Board Chairperson, the President and Vice President of Administrative Services (each an “Authorized Officer”) are each hereby authorized and directed to approve, execute and deliver any and all agreements necessary to undertake, implement and finance the Project and any and all other financing documents and instruments in the form approved by the Authorized Officers executing the same in the name of and on behalf of the [Board of Trustees and Bergen Community College in as many counterparts as may be necessary, and to affix or impress the official seal of the Institution thereon and to attest the same and such execution and attestation will be conclusive evidence of the approval of the form and content of such agreements and other documents and instruments necessary to undertake, implement and finance the Project and to pay Financing Costs including through the financing thereof. The Authorized Officers are further authorized and directed to do and perform such other acts and to take such other actions as may be necessary or required, or which may be deemed to be appropriate to implement the purposes of this resolution to undertake, implement and finance the Project and Financing Costs and the payment and/or repayment thereof.

SECTION 5. This resolution is a declaration of the official intent of the institution that the Institution reasonably expects and intends to reimburse expenditures for costs of the Projects paid prior to issuance Tax-Exempt Bonds or other tax-exempt debt issued to fund the Projects/Programs [Applicable Tax-Exempt Debt"] in accordance with Treasury Regulation Section 1.150-2 and that the maximum principal amount of the Tax-Exempt Debt expected to be issued to finance costs of the Projects including amounts to be used to reimburse expenditures for such costs paid prior to the issuance of the such Tax-Exempt Debt is $17,000,000(including Financing Costs).

SECTION 6. All Resolutions shall take effect immediately; and be it further

RESOLVED: That no further approvals by the Board are necessary to implement this resolution.
RESOLUTION
ADOPTED:

March 5, 2013

DULY CERTIFIED:

[Signature]
Wendy Dodge
Secretary to the Board of Trustees
Resolution
Approve Facilities Master Plan 2010-2020

Submitted By
Dr. G. Jeremiah Ryan, President
Mr. Timothy J. Dacey, Vice President, Administrative Services

Action Requested
To adopt the 10-year Facilities Master Plan prepared by the architectural firm of NK Architects.

Justification
The last Master Plan was adopted in May 2000 and has been updated to meet the needs of the College for the 10 year period of 2010-2020.