

# Comprehensive Institutional Self-Study 2016





# Comprehensive Institutional Self-Study

Evaluation Team Visit: February 28 – March 2, 2016

*Submitted by:*

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*Prepared for the reaffirmation of accreditation by the  
Middle States Commission on Higher Education*

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# Executive Summary

The following summary of Bergen Community College's Self-Study Report for the Middle States Commission on Higher Education (MSCHE) offers an overview of the College's recent accomplishments in each standard and the team's most salient recommendations.

## Self-Study Process

In November 2013, President Walter and the Executive Team agreed on the College's self-study model – a comprehensive evaluation report addressing the 14 *Standards of Excellence* in the context of Bergen's growth. Shortly thereafter, 14 individuals were selected for the Steering Committee based on their knowledge of the College, previous experience with the accreditation process, analytical objectivity and willingness to serve and lead (see Appendix 1, Self-Study Steering Committee and Working Groups).

During AY2014-15, eight Working Groups, comprised of over 90 faculty, staff and administrators charged with research questions from the Self-Study Design, analyzed supporting documentation to demonstrate compliance and offered important suggestions for improvement. In May 2015, the Working Groups submitted over 150 pages of data, narrative, evidence and recommendations for the Steering Committee to draft in three separate phases. Upon completion of a preliminary draft in fall 2015, nine open forums were held for faculty, staff, students and administrators to ask questions and provide feedback. The response from these meetings informed the final draft of the report.

## Standard 1: Mission and Goals

Bergen's current mission statement clearly articulates the College's values and identity. Nevertheless, during the self-study process a desire to highlight student success and to reflect the College's shift to outcomes-based thinking in the vision, mission and values emerged, resulting in an expedited timeline to begin the revisions process. Through an inclusive, campus-wide campaign in summer 2015, the College began to develop new mission, vision and values statements reflective of its core commitment to student success. These new statements were approved by the Board of Trustees in December 2015.

## Standard 2: Planning, Resource Allocation and Institutional Renewal

A culture of evidence-based self-improvement through continual assessment processes is evolving and expanding. The change is clear in the College's efforts to realign institution-wide strategic planning with the facility master plan, strategic enrollment management plan, information technology plan and extensive business process reviews. The development and expansion of Bergen at the Meadowlands demonstrate the College's responsiveness to emerging student needs and opportunities.

### **Standard 3: Institutional Resources**

Mitigating the effects of inconsistent funding from the County and variable enrollment has been a top priority. Through strategic optimization of institutional resources, the College has maintained a balanced budget with minimal impact on students, faculty, staff, and infrastructure. In addition, the College effectively uses bonds, grants and local resources to create and sustain programs and initiatives. Using Achieving the Dream's (ATD) Institutional Capacity Framework, the College hopes to conduct further comprehensive analysis of resource allocation and expenditures.

### **Standard 4: Leadership and Governance**

The establishment of a new Staff Senate has provided greater opportunities for all of the College's personnel to participate in its own governance. In addition, the College Council amended its charge so that there is representation from constituents across the campus. The council now reports directly to the President. The College has also taken steps to expand its leadership base through the BCC Leadership Academy and participation in the Roueche Graduate Center of National American University (NAU) doctoral program.

### **Standard 5: Administration**

Since President Walter's arrival in 2012, Bergen's organizational structure has been solidified and is well-equipped to carry out the College's mission and strategic goals. In spring 2015 the academic departmental structure was streamlined to reduce duplication and foster greater interdepartmental collaboration. Meanwhile, vacancies created by retirements and resignations have been strategically reallocated to meet changing needs.

### **Standard 6: Integrity**

The College clearly documents its policies and procedures and makes institutional data widely available, although access to certain online materials should be improved. All print media aimed towards potential students and the community at-large reflect Bergen's commitment to truth-in-advertising. While the College has made efforts to make reappointment, tenure and promotion more transparent and equitable, finalizing the current revision of the processes will remove feelings of uncertainty among full-time faculty.

### **Standard 7: Institutional Assessment**

Great strides have been made in the formative and summative assessment of institutional effectiveness. Expanded professional development opportunities promote and sustain assessment in administrative and educational support (AES) units. Substantial investments since 2013 in the Center for Institutional Effectiveness and assessment fellows program are

beginning to bear fruit. The College's decision to become an ATD member further underscores that Bergen's commitment to develop a culture of assessment and evidence-based continuous improvement.

### **Standard 8: Student Admissions and Retention**

Increased data gathering and analysis have strengthened Bergen's ability to serve changing student needs. Pathways to success have been widened through a cohort-based mandatory New Student Orientation and by piloting mandatory participation in a Success 101 course for students placing into developmental-level classes. Recent initiatives, such as the One-Stop Center and Q-Nomy digital queuing system, have increased student access to critical resources and streamlined the registration process.

### **Standard 9: Student Support Services**

Recognized as the number one tutoring center for two-year colleges by the National College Learning Center Association, the Cerullo Learning Assistance Center exemplifies Bergen's commitment to student success through evidence-based change. Concurrently, increased focus has been placed on preventative help through the establishment of the Pipeline, early alert system, the Behavioral Intervention Team and the expansion of Health, Wellness and Personal Counseling.

### **Standard 10: Faculty**

Bergen's commitment to faculty is reflected in its number of tenured and tenure track faculty members, as well its support of faculty research and professional growth. Five internal annual grants and recognition awards for scholarship and teaching cultivate excellence in teaching, and the recently established NAU doctoral program supports leadership skill development. Faculty, in turn, lead well-established programs and study centers, such as Suburban Studies, the Literary Arts Series, the Science Infusion Program, the Center for Peace, Justice and Reconciliation, and the Tri-State Best Practices Conference. A reimagined faculty development council along with an enhanced role for the Center for Innovation in Teaching and Learning (CITL) will solidify professional development opportunities.

### **Standard 11: Educational Offerings**

A comprehensive set of credit and non-credit courses, as well as degree and non-degree programs, support Bergen's mission of open access to an affordable and high-quality college education. To complement these offerings, the Sidney Silverman Library and the Cerullo Learning Assistance Center, among others, provide resources and programs. To assure quality across the 142 degree and certificate options, the College needs to critically analyze the viability of these programs and to ensure the transferability of credits to four-year institutions.

## **Standard 12: General Education**

The adoption of LEAP's Essential Learning Outcomes provides a means for the College to integrate learning and a conduit to assess the skills and competencies of students nearing graduation. Recent assessment projects demonstrate that the assessment of general education outcomes is consistent and faculty-driven. In order to more clearly articulate general education objectives within students' areas of concentration, it is recommended that all course syllabi state the general education goals and the LEAP Essential Learning Outcomes they meet. A diversity requirement for AS, AFA and AAS programs should be implemented to foster cultural awareness and to prepare students for the global marketplace.

## **Standard 13: Related Educational Activities**

An increased use of evidence-based decision-making has led to purposeful changes. For example, recent revisions to the Developmental Math Program's core set of courses were based on program review and an assessment of student learning outcomes. In addition, the college continues to support a robust and ongoing training program for faculty members who teach hybrid or online courses. The CITL and The Online Professor Program (TOPP) are models of collaboration between faculty and administration. However, additional training focused on the unique instructional qualities of fully online programs will help support and grow this means of delivery.

## **Standard 14: Assessment of Student Learning**

Since 2011 Bergen has strengthened and clarified its evaluative processes to deepen a culture of assessment and make evidence-based self-improvements. Faculty participation is promoted through professional development opportunities, such as local workshops, TK-20 training and full financial support to attend assessment conferences. Efforts between CIE, the assessment fellows and the Learning Assessment Committee are coordinated, and a consistent assessment framework is in place. The process is supported by an annual meta-analysis of assessment reports, which allows the College to clearly communicate its expectations for assessment and recognize exemplary work. In the future, it is recommended that the linkage between the assessment of student learning outcomes and student success matrices, such as retention, graduation and transfer rates and student satisfaction are clearly demonstrated.



**Middle States Commission on Higher Education**

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**Certification Statement:**

**Compliance with MSCHE Requirements of Affiliation**

**[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)*]**

*Effective August 1, 2015*

Bergen Community College  
(Name of Institution)

is seeking (*Check one*):  
 Initial Accreditation  
 Reaffirmation of Accreditation through Self Study  
 Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

*This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.*

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)

B. Kaye Walter  
(Chief Executive Officer)

12/7/2015  
(Date)

[Signature]  
(Chair, Board of Trustees or Directors)

12/7/2015  
(Date)



# Introduction

Bergen Community College was established by the County Board of Chosen Freeholders in 1965. Today the College enrolls nearly 16,000 students in its academic degree programs and an additional 7,500 students in its continuing education and adult education programs. The student body is ethnically, culturally, and economically diverse, reflecting Bergen County's population. In fall 2014, 24% of the students identified as Hispanic, in addition to 13% who identified as either Asian or African-American. Bergen is also a member of the Hispanic Association of Colleges and Universities and a recipient of a Title V federal grant. Although the College primarily serves the Bergen County community, nearly 25% of credit students come from surrounding counties.

## Location

Bergen Community College is located in Bergen County, the most populous in the State of New Jersey. As a center for manufacturing and commerce, the county is home to number of top employers including Stryker, BMW, and Samsung. Per the 2010 United States census, its population is over 900,000 residents, with a park system totaling over 9,000 acres and a thriving arts, culture and entertainment community. Bergen Community College has a history and strong reputation for engaging the community. In 2010, the Carnegie Foundation for the Advancement of Teaching honored the College for its commitment to community engagement. Bergen was one of just 12 community colleges designated nationwide.

Bergen Community College has two off-campus facilities. Located in Hackensack, the Ciarco Center opened in 1970. It offers college-level courses, as well as a GED attainment program, courses in English as a Second Language, and workforce development and job training. Opened in 2008, Bergen Community College at the Meadowlands offers a wide range of college-level courses, as well as Developmental Math, English Basic Skills, and workforce development courses. Bergen also offers criminal justice courses at the Police Academy in Mahwah, and general education course in Englewood.

## Change in Leadership

Since the last Period Review Report in 2011, significant leadership changes have taken place at Bergen. After a national presidential search, the Board of Trustees appointed Dr. B. Kaye Walter as the new President of the College on August 7, 2012. With the Board's support, President Walter took steps to stabilize the administrative leadership of the College. President Walter successfully established a new administrative leadership team by replacing interim vice presidents with four permanent vice presidents within the first seven months of her presidency. Under President Walter's steadfast leadership, the college completed a new strategic plan for 2013-2018, *Framework for the Future: Maximizing Potential for Student Success* in May 2013.

## **Grant Funding**

Amid decreases in local and state support, Bergen has continued to create and develop key initiatives through aggressive grant seeking. In 2013, a state-wide competitive grant program awarded Bergen \$12.7 million to fund a new academic building for a state-of-the-art-health professions teaching center. In addition to this grant, the Bergen County government committed approximately \$5 million toward its completion. The Health Professions Teaching Center will house both credit and non-credit credential certificate programs. Groundbreaking for this building was held on August 20, 2013.

As part of the New Jersey Higher Education Capital Grant Programs, the College also received \$2.9 million to upgrade its IT infrastructure, convert 130 traditional classrooms to SMART classrooms, install a One Card Student ID Management System and build a data warehouse with data mining capabilities. More recently, the College was awarded a five-year, \$2.4 million federal grant to continue and expand its Turning Point program, which supports students with significant cognitive impairments. In FY2014, an additional \$8.8 million in grants was added to the revenue stream.

## **Labor Negotiations**

Currently, the College is engaged in labor union contract negotiations with the full-time faculty union, as well as with professional and support staff unions. These negotiations have progressed, albeit slowly. Recently, the College and adjunct faculty union finalized a collective bargaining agreement. Three bargaining units representing full-time faculty, professional, and support staff filed for impasse with the Public Employees Relation Commission (PERC) on January 23, 2014. However, the college and bargaining units have since resumed talks and are committed to successfully reaching fair and equitable agreements with all parties.

## **Student Success**

Over the last three years, student success has been the defining focus of the College. Many initiatives, such as the One-Stop Center, a mandatory New Student Orientation, an early alert system, a revised Developmental Math curriculum, learning communities and renewed systemic emphasis on assessment of student learning, culminated in becoming an Achieving the Dream (ATD) college. By utilizing ATD's institutional capacity framework and its extensive reform network, the College is working toward determining and solidifying the best means to address issues of equity and opportunity.

## STANDARD 1

# Mission and Goals

*The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.*

## INTRODUCTION

Bergen Community College's (Bergen) vision, mission and values (see Appendix 2, Vision, Mission and Values) serve as the foundation of Bergen's purpose in higher education. Bergen is an open access, comprehensive two-year institution established by the Bergen County Board of Chosen Freeholders in 1965. The College's vision, mission and values reflect the original aspirations of Bergen County citizens and describe the unique focus on the students Bergen serves with comprehensive credit, non-credit and cultural program offerings. The College's vision, mission and values statements are widely publicized and included in numerous College publications, reports and on the website. Developed collaboratively with input from all employee groups during the last strategic planning cycle, the values statement is our guiding principle for upholding and conducting all operations. Based on input from the Self-Study Working Groups, the administration decided to launch the revision of the vision, mission and values statements in June 2015 rather than wait until the academic year 2016-17 as part of a new college-wide planning cycle.

The College's vision and mission guided the development of the current Strategic Plan 2013-2018: [\*Framework for the Future: Maximizing Potential for Student Success\*](#) (see Exhibit 1, Strategic Plan 2013-2018). Bergen's vision and mission also led the College to set and publicly commit to three "audacious goals" as part of the plan: (1) become an Achieving the Dream college, (2) obtain branch campus status for BCC at the Meadowlands, and (3) increase the graduation rate by 25%.

## FINDINGS AND ANALYSIS

### Vision, Mission and Values

The current (during the time of the self-study period) vision and mission statements were approved by the Board of Trustees in 2008 and were reaffirmed during the development of the 2013-2018 Strategic Plan. At the same time, a companion values statement was also developed

and affirmed. All three are prominently displayed and easily accessible on the Bergen website, in offices throughout the College, in the strategic planning brochures, the strategic plan annual implementation summary and other publications.

Bergen's mission calls for a "comprehensive" approach to higher education and academic programming. The scope of the College's academic offerings and planned student learning outcomes reflect the mission. Today Bergen offers 142 degree and certificate programs with a current enrollment of nearly 16,000 students in its credit programs and an additional 7,500 students in its continuing education and adult education programs (see Appendix 3, Unduplicated Enrollment Table). Bergen continues to add locations to serve students. In addition to the Paramus, Meadowlands and Ciarco Center facilities, classes are offered at the Law and Public Safety Institute in Mahwah and at Dwight Morrow High School in Englewood. These various locations now reach the Bergen county borders on the north, south, east and west providing more options for meeting the needs of the community.

The mission statement emphasizes the diverse student population that the College seeks to nurture in its educational aspirations. Bergen is a member of the Hispanic Association of Colleges and Universities (HACU) and was awarded a Title V grant in September 2010. Guided by its vision, mission and values, the College has been limiting tuition increases to 1-2% per year (see Exhibit 2, Tuition and Fee Increases). During the last three summers, the College ran a summer intensive program for incoming low-income and underserved students from four feeder school districts. Since summer 2014, this program has received partial funding through College Readiness Now, a state grant program to enhance a successful transition from high school to college. As a condition of receiving the state money, the program must meet an extensive summative evaluation requirement.

The College supports teaching and research through various avenues. [The Center for Innovation in Teaching and Learning](#) (CITL) provides professional development workshops for faculty that emphasize collaborative learning and technology-based training to improve student engagement and learning. Also, the College launched its own competitive Faculty Research Release Time Program in 2013 as an additional support for faculty scholarship (more details on this program are in Standard 10: Faculty).

Bergen faculty members frequently evaluate if they are meeting the varied educational needs of their diverse students. At the end of each semester, all students are asked to complete a student evaluation of their courses. As of the fall 2014 semester, the College moved to an online evaluation system, so student feedback data are available to faculty immediately after the submission of final grades. In addition, [program learning outcomes](#) for all degree and certificate programs can be easily accessed on the Bergen website. The combination of the immediate feedback and the ability to implement change to courses in the following semester reflect the College's responsiveness to providing a high quality education to a diverse student population.

## **Strategic Plan**

*Framework for the Future*, the strategic plan, supports the College's vision, mission and values. Bergen clearly and consistently focuses itself on student success and student learning outcomes. The plan was developed by a team consisting of students, faculty, staff, alumni, administration, community members and board of trustee members. The process was coordinated by the Vice President of Institutional Effectiveness and the Center for Institutional Effectiveness staff (more details are in Standard 2: Planning, Resource Allocation and Institutional Renewal). The plan was presented to the College community and community-at-large through open forums, e-mail announcements, and on the College website. Faculty and staff who could not participate in person had an opportunity to engage via e-mail. A resolution adopting the plan was approved at the June 4, 2013 Board of Trustees meeting. The five-year plan is in the beginning of the 3rd year implementation cycle.

The Strategic Plan (see Exhibit 1, Strategic Plan 2013-2018) is comprised of four themes: Student Success and Excellence; Faculty and Staff Success and Excellence; Commitment to Bergen County; and Institution Building. Under these four themes are 14 goals and 48 action items to be completed over the five-year implementation cycle. Three additional audacious goals complete the plan:

- Become an "Achieving the Dream" college
- Obtain branch campus status for Bergen Community College at the Meadowlands
- Increase the graduation rate by 25%

Bergen was accepted into the Achieving the Dream (ATD) network, a national reform program for community colleges, in late spring 2015. Nine faculty, staff and administrators attended the ATD Training Institute in June 2015, officially starting the College's journey in helping more community college students, particularly low-income students and students of color, stay in college and earn a college degree or certificate, and deepening the College's commitment to a culture of evidence based self-improvement.

## **Revision of Vision, Mission and Values**

The next comprehensive review of the College's vision and mission was scheduled as a part of the 4th year implementation cycle (fall 2016) of the strategic plan. Based on the work of the Self-Study Working Groups, an administrative decision was made to move it forward as a priority and began the revision process in summer 2015. All faculty and staff were asked to be involved in the process (see Appendix 4, Announcement in Bergen Daily). While clearly all ideas cannot be included, collective reflection alone holds great value for community building and unification of purpose.

## STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS

### Strengths

- Bergen has firmly established and widely shares the vision, mission and values that guide the College's operation and future direction. As part of the institution-wide strategic planning cycle, the College's vision, mission and values are scheduled for review every five years.
- The Strategic Plan and institutional goals are consistent with an emphasis on serving a diverse student body and the economy through workforce development.

### Suggestions

- Upon approval of the new vision, mission and values statements by the Board in December 2015, develop a systemic process to periodically review and revise the College's vision, mission and values.

### Recommendations

- None

## STANDARD 2

# Planning, Resource Allocation, and Institutional Renewal

*An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.*

## INTRODUCTION

A comprehensive review and analysis of the College's strategic and operational planning documents, financial audits, budget process and outcomes assessments reports point to the fact that Bergen is a mission-centric institution poised to nurture a deepening culture of evidence-based self-improvement. Bergen continues to uphold the commendation received by Middle States Commission on Higher Education (MSCHE) in the 2011 Periodic Review Report for the College "consistently demonstrating its commitment to linking planning and budgeting to the assessment process." In April 2015, Bergen was invited to join the Achieving the Dream network, a national community college reform movement dedicated to helping students, particularly low-income and students of color, stay in school and earn a college degree or certificate. This initiative will significantly amplify the College's commitment to student success and excellence and embed assessment more fully into all major operations.

## FINDINGS AND ANALYSIS

### **Institutional Planning**

Bergen Community College has an unbroken history of institutional planning for the future and a continuous focus on the College's vision, mission and strategic goals. The current strategic plan, *Framework for the Future: Maximizing Potential for Student Success*, was approved by the Board of Trustees on June 4, 2013 to take effect immediately following the end of the previous Strategic Plan: 2011-2013 on June 30, 2013. The Strategic Plan: 2013-2018 and the newly developed Values Statement resulted from open dialogue and collaboration among faculty, staff, students, alumni, and key community supporters. Thirty-five individuals – faculty (18), staff (13), students (4), and Trustees (3) – were directly involved in the planning process by serving as members of the Strategic Plan Working Group. In addition, numerous town halls and focus group sessions were held. The College community-at-large was informed via a strategic planning page on Bergen's website. The uninterrupted cycle of institutional planning

is notable in light of the fact that the College has undergone three presidential changes during the last six years. The current plan mobilizes Bergen’s collective resources in mission-centric goals, specifically providing continued access to an affordable college education and enhancing student success and excellence.

The Strategic Plan has 14 goals and 48 action items that are organized around four strategic themes: Student Success and Excellence, Faculty and Staff Success and Excellence, Commitment to Bergen County and Institution Building. In addition, the College made a public commitment to three audacious goals: becoming an Achieving the Dream College, obtaining branch campus status for Bergen Community College at the Meadowlands and increasing the graduation rate by 25%. Each action item is assigned to a cross-functional team with an appointed implementation team leader (see Exhibit 3, Annual Roll Out of Strategic Action Items). Table 2.1 shows an example of a cross-functional team and appointed team leader in bold font. The progress of the Strategic Plan implementation is tracked by the Strategic Plan Dashboard, a set of four high-level outcome measures, and an end-of-year qualitative summary highlighting major strategic plan implementation activities (see Appendix 5, Strategic Plan Dashboard). More in-depth action plans from implementation teams are archived in TK20, an electronic planning and assessment tracking system used by the College. A qualitative report is presented to and approved by the Board of Trustees at the July Board meeting annually. Upon approval, the report is widely distributed and posted on the College’s website (see Exhibit 4, Year One Strategic Plan Implementation Summary; and Exhibit 5, Year Two Implementation Summary).

**TABLE 2.1: YEAR ONE: FALL 2013 – SPRING 2014 [12 STRATEGIC ACTION ITEMS]**

T1.GA.a1	Evaluate courses and programs to ensure that offerings are current, class expectations are clear, and courses meet the needs of all our students	<b>William Mullaney</b> , Amparo Coddling, PJ Ricatto, Andrew Tomko, Susan Barnard, Carol Miele, Bill Madden, Larry Joel, Melanie Walker, Deb Cook, Harriet Teredemos
T1.GB.a1	Plan and launch a “one-stop-shop” for admission, registration and financial aid	<b>Naydeen Gonzalez-DeJesus</b> , Michael DiBartolomeo, Caroline Ofodile, Sharon Audet, Ralph Choonoo, SGA

### **Strategic Enrollment Management Plan & Academic Program Review**

For the first time in Bergen’s history, a Strategic Enrollment Management (SEM) plan was established in fall 2013 (see Exhibit 6, Strategic Enrollment Management Plan). The SEM plan is closely linked to two Strategic Themes: Student Success and Excellence and Commitment



to Bergen County. The SEM plan focuses on student engagement at five key stages: pre-entry, entry, retention, completion and post-graduation. At each stage, the SEM plan has operational goals and objectives. The Division of Student Affairs tracks four key performance indicators to monitor the progress of the SEM plan (pages 7-10). The cultivation of post-graduation relationships is co-led by the Alumni Office, Student Affairs and the Phi Theta Kappa (PTK) administrative advisor.

Regularly scheduled academic program reviews support the College's mission and strategic goals of ensuring excellence in student learning and the curricular integrity of degree and certificate programs (see Exhibit 7, Academic Program Review Manual; and Exhibit 8, Program Review Cycle Table). Peer reviews by external disciplinary experts play a central role and assist program faculty to look beyond the traditional practices at Bergen.

A Teaching Credentials Manual (TCM) (see Exhibit 9, TCM) was established to guide faculty hiring and teaching assignments (more details on TCM can be found in Standard 10: Faculty). Currently, the Curriculum Handbook is undergoing a comprehensive revision to assure curricular integrity and that new programs reflect the needs of the College's service area (see Exhibit 10, Curriculum Handbook – Draft Copy). More details on the Academic Program Review can be found in Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning.

### **Facilities Master Plan: 2010–2020**

The College's current Facilities Master Plan (FMP), completed in December 2009, identified "improved or expanded academic/classroom facilities" as the top facility priority for Bergen (see Exhibit 11, Facilities Master Plan). The College successfully competed for the New Jersey Higher Education Capital Facilities Grant Programs (i.e., Go Bond, Capital Improvement, etc.) and was awarded capital funding support from Bergen County (Building Our Future Bond Act) to build a 62,000 square foot Integrated Health Professions Teaching Center. This new building will house credit and non-credit health professions degree and certificate programs, a free dental hygiene clinic for county residents on the first floor, a state-of-the-art simulation lab to provide opportunities for training in collaborative care, a new patient care center and numerous Smart classrooms. Facilities & Operations, Information Technology and the Finance Office are working closely with Academic Affairs to assure that adequate fiscal resources are planned and are in place. Completion of this building will release the space currently occupied by these programs in the Pitkin Education building, creating space for additional classrooms and educational uses, such as an undergraduate research laboratory and expansion of the Veteran's Center.

When the last FMP was developed, Bergen Community College at the Meadowlands was not included in the plan. In 2008, development of the Meadowlands as an educational site was part of the New Jersey State's Meadowlands Mega-Complex development project called "Xanadu." Even though this particular state development did not happen, the College remained committed

to serving the southern end of the county. In April 2010, the College purchased the building it had been leasing since October 2008 for workforce training in preparation for the opening of Xanadu. The newly purchased building was renovated to meet general instructional needs to support both credit and non-credit courses. A Substantive Change report was submitted to the Middle States Commission on Higher Education (MSCHE) to gain “additional location” status for Bergen Community College at the Meadowlands in April 2010. MSCHE approved the Meadowlands as an “additional location” of Bergen Community College in March 2011. Construction of science laboratories at the Meadowlands was completed in spring 2013 to expand academic program options for students living in the southern region of Bergen County. The addition of a campus shuttle, funded by a federal grant and Bergen County, has made transportation between the Meadowlands site and the Paramus campus easier for students to take classes at both sites.

In fall 2014, the Emergency Medical Simulation Laboratory was constructed at the Meadowlands to house the Paramedic Science program, the College’s latest health professions program. With a large unoccupied space and close proximity to many emergency centers in the county, BCC at the Meadowlands proved to be an ideal location for the Simulation Lab.

### **Information Technology Plan**

In fall 2015 a new plan was put in place, responding to the College’s changing technology needs. Guided by the Strategic Plan 2013-2018, the College is investing heavily (\$1.07 million in FY2014 and \$3.42 million in FY2015) in lifecycle replacements of old computer hardware and software, expanded network capacities and increasing the number of Smart Classrooms in the College’s three sites – Paramus, the Phillip J. Ciarco Jr. Learning Center in Hackensack and the Meadowlands. All of these resource allocations are directly linked to carrying out the strategic goal of ensuring “instructional and administrative technology systems remain cohesive, current and intelligent” (Strategic Plan, T4.GD). These investments in information technology infrastructure are partially funded (\$2.9 million) through the New Jersey Higher Education Capital Financing Grant Programs, the Higher Education Leasing Fund and through a County Bond (\$690,000) (see Exhibit 12, County Colleges Allocation – Spring 2013).

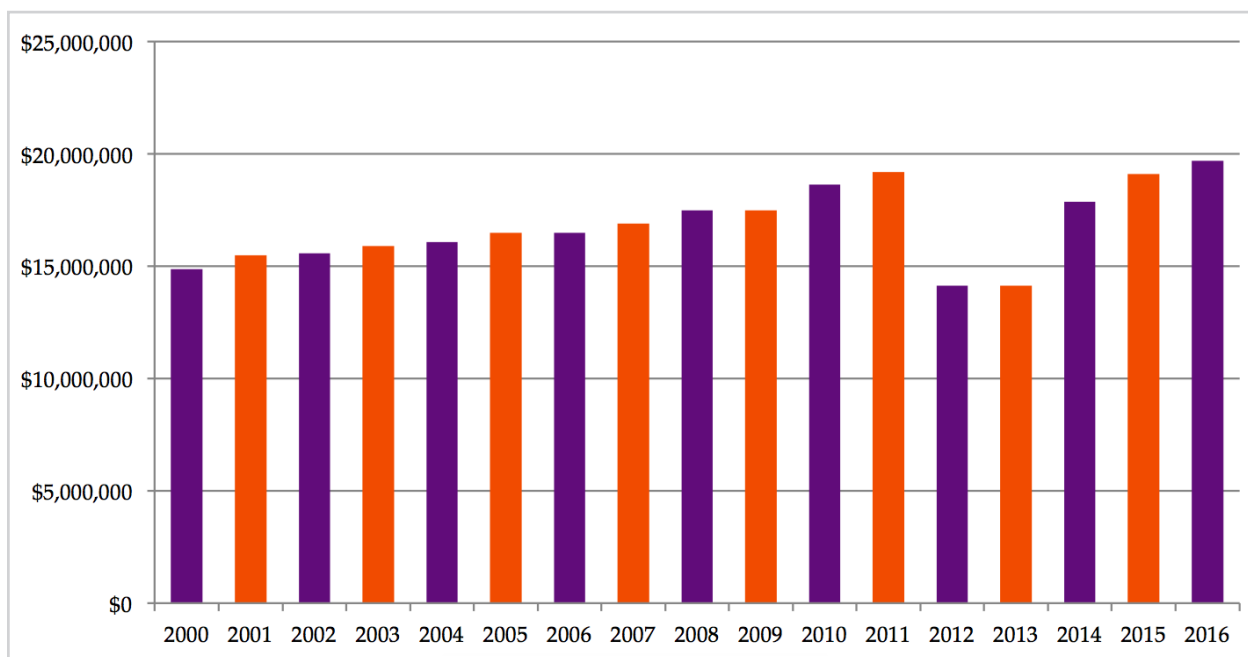
Since fall 2013, the College has been systematically conducting business process reviews to maximize the built-in capacities of Colleague, the College’s administrative information system, and to utilize technology to make business processes more efficient and error free. For example, processing of payroll heavily relied on manual processes and spreadsheets, which were prone to errors, duplications and delays. Every two weeks, payroll checks were processed and printed checks and payroll stubs were distributed throughout the College. After a comprehensive review and retooling, all paychecks are now directly deposited, and W-2 information is automated and available to each employee 24 hours a day. In addition to the Payroll Department, the Offices of Human Resources, Financial Aid, and Event Scheduling completed their process review (see Exhibit 13, Business Process Review Documents).

The Admissions and Recruitment Department launched their business process review in May 2014. Currently, the transition from recruitment and admissions to the registration and retention phases has been an uneven process. Improving this process is essential to accomplishing the goals of the SEM plan. At the end of this review, the College will replace the end-of-life-cycle admission module and launch the fully electronic self-service Student Planning module developed by Ellucian. These changes will result in a student information system that will efficiently capture and track student data from pre-entry to graduation. Moreover, the fully integrated self-service Student Planning module will assist students, as well as their advisors and counselors, to be much more engaged in tracking academic progress.

## Resource Allocation

Until 2012, annual budgeting at Bergen was a centralized process involving a limited number of administrators. New position requests were made by division leaders without much organizational discussion and analysis. For example, vacancies caused by resignations and retirements were automatically replaced into the originating units. Every year, each cost center’s annual budget was loaded with little outcomes analysis. The College enrollment grew each year along with stable support from the County and State, so the legacy-based budgeting worked comfortably for the College (see Exhibit 14, Enrollment Trend; Chart 2.1; and Exhibit 15, Budget Aid, Rates & Credits).

**CHART 2.1: COUNTY FUNDING TRENDS**



The MSCHE Visiting Team in October 2012 expressed concern that the College’s fiscal resource allocation decisions might not be strongly linked to the strategic plan and, therefore, might not

be supporting other institutional priorities. In May 2013, in order to more effectively budget and allocate resources, the College launched a new budgeting process in an attempt to strongly link the budget with priorities. Subsequently, a principle-based collaborative budget model was developed (see Exhibit 16, Budget Principles, Budget Process and Budget Templates). This decision was made for the following reasons: 1) to strengthen the structural link between institutional resource allocations and the results of assessment, such as the implementation of new strategic goals and initiatives (e.g., One Stop Service Center); 2) to build a budget based on projected needs, resulting from meaningful resource analysis; 3) to involve all cost center managers in constructing their unit budget and start building a sense of ownership and fiscal accountability; and 4) to heed the MSCHE Visiting Team's observation. During the summer 2013, the FY2014 budget was built "bottom-up" by cost center managers following the new process. The Budget and Financial Advisory Committee was formed and met several times to review each cost center's budget request thoroughly. The committee prioritized these resource requests based on the annual implementation of the strategic objectives. These were forwarded to the executive team for review and finalized resource allocation decisions were recommended to the Board of Trustees.

Although the new budget model and process greatly increased involvement and communication in the budget building phase, it failed to reach the level of integration, efficiency, transparency, and resource analytics the College was striving to achieve. Because the budget model used for the FY2014 did not address the fixed costs of operating an educational organization, unnecessary anxiety and confusion permeated among many cost center managers. Subsequently, it appears that implementation of the new model may have been rolled out too fast.

Spurred by the desire to improve and to better utilize all resources, the FY2015 budget and the preliminary FY2016 budget used a hybrid between the new process and the old legacy-based practice. In addition, the executive director of finance maintains a 16-step budget process (see Exhibit 17, Budget Process Check List). Keith Wayne Houck, vice president of operations and finance at Valencia Community College, worked with the executive team during the summer 2015 retreat to complete the development of a fully integrated and sustainable budgeting process. More details on the budget process are in Standard 3: Institutional Resources.

As public fiscal support for Bergen declines, it is imperative for the College to generate new sources of revenue to keep the tuition increase to a bare minimum. Through grant activities, \$48.9 million was invested in mission-centric programs and staffing over the last five years. In FY2014 alone, \$2.8 million was invested in salaries and \$1.1 million was invested in student support (see Exhibit 18, Grants-at-a-Glance). In addition, the Bergen Community College Foundation provides need-based and merit scholarships and emergency funds to students, freeing up the College's operational resources that support these critical needs. Table 2.2 shows the five-year data on the Bergen Community College Foundation's monetary support. This money went directly to pay for our students' educational expenses, including tuition, fees, books, housing and emergency transportation (see Exhibit 19, BCC Foundation Audit Reports).

**TABLE 2.2: BERGEN COMMUNITY COLLEGE FOUNDATION SCHOLARSHIP AWARDS**

	FY2011	FY2012	FY2013	FY2014	FY2015*
<b>Total Amount</b>	\$234,959	\$385,538	\$421,717	\$548,001	\$533,088
<b># of Awards</b>	188	252	276	470	473

\* As of June 12, 2015 – Unaudited Figures

## Institutional Renewal

To demonstrate how the College uses assessment to maintain and improve institutional quality and further Bergen’s focus on student success, the following examples highlight efforts in two core areas:

### 1. Academics

The College has had a well-established outcomes assessment framework and two-year assessment cycle for academic programs and administrative and educational support (AES) units. Academic units focus on student learning outcomes assessment, and AES units focus on outcomes assessment of their core functions or new annual goals. However, as observed and cited by the MSCHE Visiting Team in October 2012 and in March 2013, implementation of the plan was uneven and the quality of the work varied widely. As part of rebuilding the culture of evidence-based self-improvements that are focused on excellence of student learning and student success, the following steps were instituted:

#### A. Meta-analysis of assessment reports

Since June 2013, the assessment fellows and vice president of institutional effectiveness have conducted an annual holistic meta-analysis on the status of outcomes assessment and have ranked the quality of submitted assessment reports, using an evaluation rubric (see Exhibit 20, Summative Rating Rubric). The results of this end-of-year analysis are widely shared and posted on the College’s website (see Exhibit 21, Meta-Analysis Reports). In order to support faculty and staff at the local level, assessment fellows closely work with department/unit heads and appropriate deans, and the Center for Institutional Effectiveness expanded assessment workshops. Starting May 2015, faculty began giving presentations of their assessment work at Board meetings to highlight their commitment to building a culture of evidence-based self-improvement. More details on the meta-analysis are in Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning.

#### B. Authentic assessment of general education’s core competencies

Led by the general education committee chair and members, at the April 2013 meeting of the Faculty Senate, the faculty voted to embrace the LEAP Essential Learning Outcomes (see Appendix 6, LEAP Outcomes) to anchor Bergen’s general education program goals

and guide assessment of the general education outcomes (see Exhibit 22, Crosswalk of Essential Learning Outcomes and BCC General Education Goals). This momentous decision by Bergen faculty was the first step toward bringing about an authentic and system's perspective to assessing general education program outcomes at the institutional level rather than focusing assessment of general education competencies at only the individual course level. Since fall 2013, the general education committee has selected a number of core competencies to be assessed each semester. Using the VALUE Rubrics, (see Exhibit 23, Value Rubrics) the faculty readers assess students' work. More details on the general education assessment are in Standard 11: General Education (see Exhibit 24, General Education Outcomes Assessment Reports). A workshop on writing an effective assignment was a direct result of the general education outcomes assessment. In January 2015, Bergen organized a state-wide day long conversation on general education assessment at both two-year and four-year institutions; twenty-eight individuals from nine institutions attended the event.

**C. Comprehensive review and evaluation of curriculum maps**

As the Visiting Team noted in October 2012, the quality of academic program curriculum maps varied greatly. After many hours of conversation with faculty, department chairs and deans, two major issues were identified. First, academic faculty felt that they were not given clear guidelines on how to build curriculum maps that were deemed acceptable. Second, many faculty identified closer with courses they were teaching and seldom thought about their courses in the context of a larger "program." The assessment fellows and Center for Institutional Effectiveness streamlined the template and ran multiple training sessions on how to use the new template and the key roles of a curriculum map (see Exhibit 25, Curriculum Map Template). During the spring 2015 semester, the lead assessment fellow was given the responsibility to work directly with every academic department and academic dean to review and revise the quality and integrity of the curriculum maps. In order to reduce faculty's frustration when uploading their curriculum maps to TK20, support staff from the Center for Institutional Effectiveness was assigned to load curriculum maps into TK20. New programs are no longer approved without a vetted curriculum map. More details are available in Standard 14: Assessment of Student Learning.

**D. Program Viability**

Currently Bergen has 142 active degree and certificate programs, providing enormous choice to our students. However, an examination of enrollment, graduation and transfer rates point to a mismatch between program offerings and labor market trends. This reality created a significant opportunity to reflect on academic offerings. Representatives from academic affairs and student affairs have been meeting regularly to address individual program issues. Nevertheless, developing a comprehensive process to continuously monitor and renew academic programs that responds quickly to evolving community needs will optimize decision making and greatly increase curricular agility.

## 2. Student Services

- A. Broadly deepening a culture dedicated to student success also involved critically looking at unintentional institutional barriers created by tradition. Community College Survey of Student Engagement (CCSSE) data and student feedback clearly pointed out that Bergen has inadvertently constructed many of these barriers (see Exhibit 26, CCSSE Report, Exhibit 27, Transfer Student Survey, Exhibit 28, Graduate Student Survey. These [reports](#) are also available on the College's website). These data showed students were frustrated by long waiting lines and their perception of getting the "run-around" from different offices. Hence, establishing a One-Stop Center for admission, registration and financial aid became a strategic institutional priority. After months of planning and cross-training, Bergen's One-Stop Center was launched for the fall 2014 semester (see Exhibit 29, Student Affairs Annual Report, page 1). As part of the one-stop point of service, a virtual queuing system, Q-Nomy, was installed to utilize technology to deliver a faster and more targeted service to our students.
- B. A data mining exercise conducted by Student Affairs in fall 2013 showed that many students who met degree requirements for graduation were not filing their intent to graduate per the College's required procedure. Further conversations with students disclosed that many of them were not aware of the process in spite of its clear articulation in the academic catalog. This particular requirement was changed in spring 2014. Now, students receive an email notification indicating that they may be ready to graduate and that directs them to see an advisor. This change should reduce the number of students accumulating unnecessary credits and reduce their time to degree completion (see Exhibit 29, Student Affairs Annual Report, pages 4-8).
- C. Following national best practices, Bergen ran a pilot program with mandatory orientation. A group of randomly selected first-time Bergen students were invited to attend the revamped New Student Orientation in summer 2013. One hundred forty-one students responded to the open call. Of the 141 students who attended the face-to-face orientation, 96.5% (n=136) enrolled for the fall 2013 semester, greatly reducing the loss of admitted students during the summer months (see Exhibit 29, Student Affairs Annual Report: 2013-2014, pages 2-3). A more impressive outcome was in the one-year persistence rate of this group: 75% of those 136 students came back for their third semester compared to the average rate of 65% (see Figure 2.3, Retention per Semester). Based on this pilot program, the College implemented a mandatory New Student Orientation in fall 2014.

**TABLE 2.3: RETENTION PER SEMESTER**

First Semester (Cohort)	Cohort Size	Retention % per Semester										
		2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Fall 2008	2,630	84.2%	67.1%	61.1%	47.0%	35.7%	25.6%	19.2%	14.3%	8.6%	7.9%	6.3%
		Sp'09	Fa'09	Sp'10	Fa'10	Sp'11	Fa'11	Sp'12	Fa'12	Sp'13	Fa'13	Sp'14
Fall 2009	2,696	85.0%	68.1%	60.5%	48.2%	38.2%	25.2%	17.5%	12.7%	9.2%	8.0%	6.0%
		Sp'10	Fa'10	Sp'11	Fa'11	Sp'12	Fa'12	Sp'13	Fa'13	Sp'14	Fa'14	Sp'15
Fall 2010	2,786	81.8%	67.7%	58.0%	45.5%	35.2%	24.2%	19.0%	12.5%	8.9%		
		Sp'11	Fa'11	Sp'12	Fa'12	Sp'13	Fa'13	Sp'14	Fa'14	Sp'15		
Fall 2011	2,857	82.0%	66.6%	54.6%	44.1%	36.9%	22.9%	16.9%				
		Sp'12	Fa'12	Sp'13	Fa'13	Sp'14	Fa'14	Sp'15				
Fall 2012	2,674	80.1%	64.5%	58.0%	46.1%	35.0%						
		Sp'13	Fa'13	Sp'14	Fa'14	Sp'15						
Fall 2013	2,559	83.4%	68.7%	60.7%								
		Sp'14	Fa'14	Sp'15								
Fall 2014	2,710	81.7%										
		Sp'15										

## STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS

### Strengths

The College has clearly demonstrated its commitment to providing access to an affordable, high quality education to Bergen County residents. The College proves that it is on a solid footing and looking ahead to assure a vigorous learning environment singularly focused on student success and excellence in student learning.

- Coupling the two cycles of institution-wide strategic planning with the facility master plan, strategic enrollment management plan, information technology plan, extensive business process reviews and renewed stakeholder commitment, a culture of evidence-based self-improvement through assessing processes and outcomes is evolving and expanding.
- Although key actions and initiatives are guided by existing plans, the College is vigilant and not afraid of changing priorities to meet emerging student needs and opportunities, (e.g., development and expansion of the Meadowlands site even though the state's Xanadu project did not actualize).

### Suggestions

- Widely distribute the new budget principles and priorities and engage with budget



managers to improve their understanding of the enhanced collaborative budget model so that they can be accurately executed.

### **Recommendations**

- Develop a comprehensive process that increases curricular agility to respond quickly to evolving community needs.

## STANDARD 3

# Institutional Resources

*The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.*

## INTRODUCTION

The College's vision, mission and strategic goals guide optimization of institutional resources. In an environment of declining revenue from traditional sources, effective use of internal resources remains an organizational priority. Through enhanced business practice reviews and processes, Bergen has worked to ensure appropriate allocation based on the operational and strategic needs of the institution, while always focusing on assuring student access to quality higher educational opportunities.

## FINDINGS AND ANALYSIS

### **Institutional Controls**

Responsibility and oversight of Bergen's resource allocation is shared among internal and external stakeholders. The College's governing body, the Board of Trustees (Board), through its various subcommittees, including one dedicated to audit, financial and legal issues, oversees the overall operation of the College. A significant restructuring of the College's financial personnel, including the 2013 hiring of a cabinet-level chief financial officer (i.e., the executive director of finance) further supports the College's comprehensive resource oversight. The College's annual budget is also approved by the Board of School Estimates of Bergen County for county allocation and New Jersey Council of County Colleges for state allocation. The current process ensures multiple levels of engagement and numerous opportunities to gauge effectiveness and evaluate the College's resource allocation and management of resources.

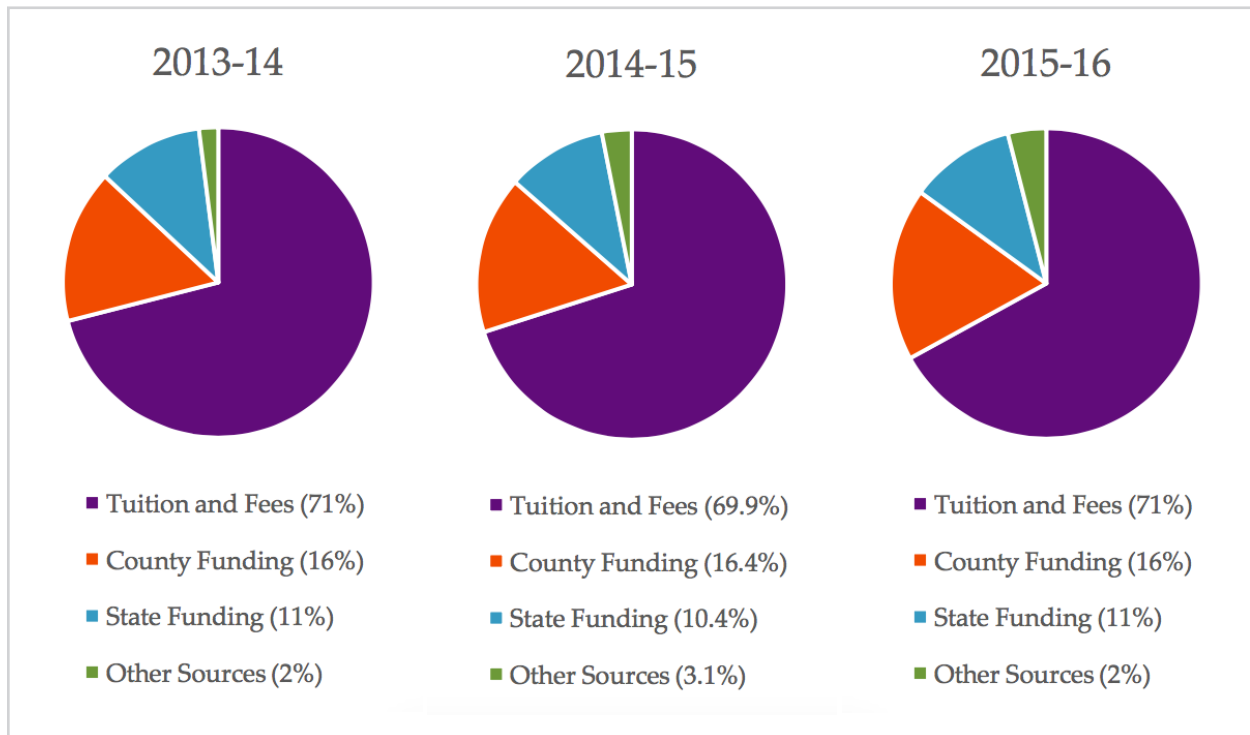
Yearly independent audits, most recently conducted by O'Connor Davies, LLP, serve as a check and balance for institutional management by the aforementioned entities. The most recent report revealed no material weaknesses or significant deficiencies in financial statements or federal and state awards (see Exhibits 30-33, Annual Audit Report from 2011 to 2014).

## Revenues

Diminishing fiscal support from local and state government has affected how the College is funded. Tuition and fees account for 69.9% of the College's unrestricted \$116.5 million budget. As shown in Chart 3.1, the County contributes 16% to 18%, while State contributions, reflecting national trends, have been flat. This combination of flat state allocations and alternately rising and falling County allocations is placing a greater financial burden on students.

From fiscal year 2006 through 2012, tuition rates rose an average of 6.1% per year to make up for shortfalls in public support. In fiscal years 2013 through 2016, tuition rates rose an average of only 1.97% due to an increased effort by the Board and College administration to maximize institutional resources and minimize the financial burden on students (see Exhibit 2, Tuition and Fee Increases – Ten Years).

**CHART 3.1: REVENUE SOURCES**



The Bergen Community College Foundation regularly provides support for students in the form of scholarships, emergency housing and transportation funds and instructional and scholarly work by faculty, which includes funding for the College's Center for Peace, Justice and Reconciliation (CPJR). Currently, the Foundation maintains \$9.7 million in total assets, more than double its funds from slightly under \$4.0 million in 2005, which is strong evidence of community support for the College. Through competitive grants, \$8.8 million was added to

the revenue stream in FY2014 to support teaching and learning. Currently, the College is in a planning phase to launch a fundraising campaign.

## **Bonds/Restricted Funds**

Bergen is committed to serving all the residents of Bergen County. Funding from state and county sources, including the Building Our Future Bond Act and Chapter 12, have enabled the College to construct new academic facilities in recent years in order to enhance offerings and increase access, which are important components of the College's vision, mission, and Strategic Plan. Bonds issued in 2010 by the Bergen County Improvement Authority financed the purchase of the facility at 1280 Wall Street West in Lyndhurst, now known as Bergen Community College at the Meadowlands. The purchase of the five-story building has enabled the College to create a southern outpost, providing access to a previously underserved area of Bergen County. The Meadowlands location provides more than 2,000 students each semester with access to a college education.

Health care remains a critical component of the region's economy. The County has 70,645 health care jobs according to census data, making it the largest employment sector in the county. To enable Bergen to service the health care industry, New Jersey voters, during a 2012 referendum, approved the Building Our Future Bond Act and delivered \$12.7 million to Bergen to facilitate the region's only Health Professions Integrated Teaching Center, scheduled to open in spring 2016. The success of this bond has served to strengthen Bergen's ties with the County and its healthcare providers, one of the priorities of the Strategic Plan.

Student aid and grants also have provided a significant source of restricted funds to the College, accounting for nearly \$42 million in the most recent fiscal year. Federal Pell grants account for more than \$21.6 million, while direct loans (\$10.4 million) and the Health Professions Opportunity Grant (\$6.4 million) also provide significant, albeit restricted, funding.

## **Expenses**

Instruction and institutional support are the two largest areas of unrestricted expenses for the College – \$44.1 million (38.3%) and \$45 million (39.1%) respectively – as part of Bergen's \$116.5 million budget. The majority of costs included in instruction are the costs of faculty, lecturer, adjunct and part-timer salary costs; overload, stipends and other related instructional salary costs. Operational costs within the instructional areas are also included with the overall instructional costs. Salary costs related to administrative management, professional and support staff are amongst the expenses recorded within Institutional Support. Benefit and pension costs for all employees of the College are budgeted within the institutional support area. Operating costs within the institutional support area include costs for insurance liabilities, utilities, legal, audit, provision for doubtful accounts, information system and license related expenses, conferences, office supplies, food catering for events, professional development for faculty and staff, advertising and public relation expenses, postage, automotive, uniform costs

for public safety officers and custodians. These areas and all others, including operation and maintenance of the facilities, student services and academic support operating expenses have remained proportionally consistent, either through fractional increases or decreases based on organizational needs (see Exhibit 34, IPEDS-Finance Reports).

### **Collaborative Budget Process**

In order to promote greater stakeholder involvement and promote assessment-based budgeting, the College has revamped its budget process in recent years. These changes not only reflect an institutional priority but seek to align budget and resource allocation with the College's strategic plan. Tasked with evaluating individual departmental operations, vice presidents, chairs, directors and managers participated in a collaborative budget process that moved the College away from its previous legacy-based model to a principle-based model. In response to numerous process issues experienced in building out the FY2014 budget and a critically uncertain county allocation, a hybrid model was used for building the FY2015 budget. Keith Wayne Houck, vice president of operation and finance at Valencia Community College, worked with the Executive Team in July 2015 to establish a fully integrated and sustainable budgeting process (more details on budget process are available in Standard 2: Planning, Resource Allocation and Institutional Renewal).

Additionally, the executive director of finance maintains a 16-step budget process (see Exhibit 17, Budget Process Check List) that outlines each step of fiscal oversight and budget development. This process includes evaluating enrollment reports and trends in order to project revenue – since tuition and fees account for the largest source of funding – and real-time, in-year analysis that not only monitors appropriate spending but also provides the opportunity to adjust allocations based on emergent College needs.

### **Cost Savings Through Analysis**

Bergen is dedicated to institution building and excellence in internal operations. Through a collaborative process at the executive level, the College identified areas to achieve cost savings. The restructuring of the finance and information technology areas identified gaps in service and created an opportunity for the College to move personnel in order to better serve departmental operations and students. The academic restructure alone resulted in a reduction from thirty-two to seventeen department chairs, which netted the College savings of over \$150,000. More details on academic department restructuring are in Standard 5: Administration.

Enhanced oversight of physical resources also emerged through this analysis. A central supply system was established to coordinate the purchase of office supplies and paper, thereby eliminating duplicate purchases by individual departments. Now, department members can obtain paper, pens and dozens of other “in-stock” items from a dedicated space at the College's main campus. Cost savings have totaled more than \$200,000 in one year.

Bergen instituted a new asset tagging program that lowered the threshold from \$1,500 to \$300 for all equipment. This change affords the College a more complete inventory of the assets and stronger controls on its operational infrastructure. The new asset tag database enables the College to easily locate items that it may need for new personnel or projects, rather than purchasing items for new hires or projects.

The College also strengthened its purchasing, vendor and contract processes. A detailed [vendor guide](#) outlines the College's purchasing process in order to ensure compliance with County and State regulations. This guide governs benchmark procedures and offers complete instructions on accurate execution. Additionally, where contract agreements with vendors once received little oversight, resulting in unnecessary exposure, the College has tightened the [contract process](#) by ensuring all contracts receive approval from the executive director of finance or president, as well as the College's contracted legal counsel before execution (see Exhibit 35, Purchasing Guide).

The College also examined its personnel expenses, identifying overtime as an area of concern. As a result of careful monitoring and appropriate scheduling, the College has reduced its overtime costs from \$259,313.56 in FY2014 to \$154,197.03 in FY2015 (41% savings) with little impact on the College's operations. An additional reduction in the budget for part-time employees saved the college roughly \$500,000.

## **Personnel Investments**

Cost savings through analysis resulted in a renewed investment in the College's personnel, specifically through increased professional development opportunities. This investment in its human resources comes at a time when the College, like others in the sector, must acknowledge its aging workforce and conduct significant succession planning in order to ensure continued high-quality operations. The strongest example of this investment is the College's pledge to finance the pursuit of doctoral degrees through National American University (NAU), a five-year commitment, for twenty-six full- and part-time faculty and staff members. All full-time employees receive tuition support based on the College's existing tuition assistance policy, and they will also receive a named scholarship from NAU. Bergen is also supporting limited tuition assistance support for several lecturer and adjunct faculty members. This commitment, along with the initiation of the Leadership Academy for senior leaders (currently 42 faculty and staff members are participating in the Academy), and an intensive Management Boot Camp for managers and supervisors is part of a \$1.7 million dollar investment in the future leadership of the College (see Exhibit 36, Professional Development Expenses).

In addition to the NAU program, the College contributes approximately \$500,000 annually in tuition reimbursement for employees pursuing associate, baccalaureate, master and doctorate degrees. (This figure includes dependents in the case of associate degrees.) This support has enabled many employees to complete degrees with little out-of-pocket costs. The College

has further sought to develop its human capital by launching twice-a-year professional development days during which the College closes so that all faculty, staff and student leaders have an opportunity to participate.

The College has increased attention to staffing needs by creating an accelerated search and staffing review process. The revamped [search procedures](#) eliminated delays that resulted from multiple layers of control by condensing procedures. This has shortened the period from vacancy to hiring, enabling departments to have proper staffing and the College to run efficiently. This accelerated process was used in the hire of 15 new tenure-track faculty in 2013, two new tenure-track faculty in 2014, and six executives during the same two-year period.

Previously, when an individual left the College, the vacant position was automatically filled. Now, before a position is filled, a needs assessment of the area is conducted by Human Resources. Consideration is given to faculty/staff workload, credit-hour production and student enrollment. This practice is in line with the College's intent to collaborate on resource allocation decisions across the institution and to make decisions based on need rather than legacy.

## **Facility Investments**

Upgrading facilities has remained a priority for the College. In 2009, a [10-year facilities master plan](#) included recommendations to support the needs of the College community. The largest capital investment, a new academic building, became realized with resources from the Building Our Future Bond Act, New Jersey Higher Education Capital Financing Grant Program and Chapter 12 which financed the Health Professions Integrated Teaching Center. Further improvements included renovating restrooms and creating a "one-stop" experience in the lower level of the Pitkin Education Center at the main campus. Other structures, including additional parking facilities, have not materialized because of plateauing enrollment, insufficient support and other factors that have effectively suppressed some anticipated needs.

The College, however, continues to avail itself of space outside its main campus through dedicated facilities, such as the Meadowlands location and the Ciarco Center in Hackensack and shared space at Dwight Morrow High School in Englewood and the Law and Public Safety Institute in Mahwah. These arrangements with local school districts and the County increase our ability to provide access to higher education without bearing the burden of increased long-term debt associated with financing new construction (More details are in Standard 2: Planning, Resource Allocation and Institutional Renewal).

## **Technology Investments**

In addition to continued replacement of technology through a comprehensive life cycle plan, the College made significant investments in improving its technological infrastructure during the last three years. Overall technology related expenditures increased from \$4.8 million in FY 2014

to \$7.3 million in FY2015. The College funded the additional technology investment through securing two state grants – Higher Education Technology Infrastructure Fund and Higher Education Equipment Leasing Fund.

In 2013, the College contracted Campus Works, Inc. to perform a comprehensive audit and restructuring of the institution’s information technology resources. Business process reviews (see Exhibit 13, Business Process Reviews) for departments including human resources, payroll and financial aid helped the College reshape its staff and hire a cabinet-level executive director of information technology who now leads a department of nearly 50 employees. Upgrades to resources have included implementing a service ticketing system for internal clients, streamlining assistance from technicians, improving Internet bandwidth, installing an electronic queuing system for front-end student services operations, and relocating the Help Desk from the second floor of the Pitkin Education Center to a highly visible location on the first floor. These modifications have improved efficiency and simplified access for students, faculty and staff.

The College also upgraded the content management system used to host its website. This new system, DotNetNuke, has allowed the College to update its website more efficiently and with greater accessibility. The Information Technology Plan 2015 includes the establishment of a council that will advise on issues of strategic impact and assist with the approval and prioritization of technology projects.

## **STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS**

### **Strengths**

To assure Bergen remains a mission-centric community college, keeping tuition increases to a bare minimum has been a top priority for the College in recent years. Despite inconsistent revenue from the County and variable enrollment due to economic factors, the College has prioritized maintaining a balanced budget with minimal impact on students, faculty, staff, infrastructure and resources. Through strategic optimization of institutional resources, the College made much needed technology improvements. The College:

- Has utilized bonds, grants and local resources to great success, enabling the creation of programs and initiatives.
- Is reducing line items in budgets without affecting service or operations and effectively shifted these savings to strategic priorities.
- Recognizes the need to develop its next generation of in-house, ready-made leadership.
- Continues to update facilities and technologies in support of a strong learning environment conducive to student success.



## **Suggestions**

- Continue exploring alternative revenue sources to keep Bergen affordable to anyone who desires a college education.
- Ensure the internal community remains aware of the new procedures and processes that are in place through clear communication and outreach.

## **Recommendations**

- Conduct an comprehensive analysis of resource allocation and expenditures utilizing the Achieving the Dream's Institutional Capacity Framework.

## STANDARD 4

# Leadership and Governance

*The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

## INTRODUCTION

As a result of successive changes within the executive team during the last five years and a recent reorganization of academic departments, the issues of leadership and governance are especially pertinent at Bergen. The year-long self-study process and the critical examination of internal documentation and practices affirm that the College is meeting the compliance expectations of Standard 4. As a whole, Bergen is focused on making essential changes to further develop an environment dedicated to student success, consistent with the mission of the College.

## FINDINGS AND ANALYSIS

Theme Four of the 2013-18 Strategic Plan, [Framework for the Future: Maximizing the Potential for Student Success](#) focuses on Institution Building, which is evident in the governance structure of the College. Bergen has an established framework that clearly identifies the roles and responsibilities of each governing body. The structure also “fosters a culture of collaborative innovation” by constructing a framework in which channels are firmly established and information is shared. Processes to evaluate the effectiveness of this framework, including a communication plan, need to be developed and implemented.

Amid successive administrations and organizational change since the last decennial self-study, the governance structure remained and even expanded to include a newly established Staff Senate and the renewal of the College Council. These two additional governing bodies allow for greater overall participation and representation of College constituents on issues of governance and contribute to the mission of the College to educate a diverse student population.

### **Board of Trustees**

The Board of Trustees is responsible for the governance of the College and for ensuring that the mission of the College is fulfilled. The Board's by-laws and code of ethics, including disclosure of potential conflict and other Board policies are clearly documented and available on [Bergen's website](#). The Board regularly deliberates and approves College policies and

provides fiscal oversight. The Board delegates authority for the day-to-day management of the College to the President, who is charged with implementing Board policies. The Board consists of eleven members: two are appointed by the Governor, eight are recommended by the Bergen County Executive and approved by the Board of Chosen Freeholders, and one Trustee, the Superintendent of Schools, is a statutory appointment. In addition, an [Alumni Trustee](#) is elected for a one-year term by the students of the College. The Board’s decision to establish the Alumni Trustee as a voting member speaks to its desire to be inclusive of student input in its deliberations. According to State statute, the College President serves on [the Board](#), as an ex-officio, non-voting member. The College President and Chairman of the Board conduct orientation sessions on Board roles and responsibilities each time a new trustee is appointed. In addition to the aforementioned core responsibilities, Board members also carry out their duties through participation on the following standing committees:

**TABLE 4.1: BOARD RESPONSIBILITIES**

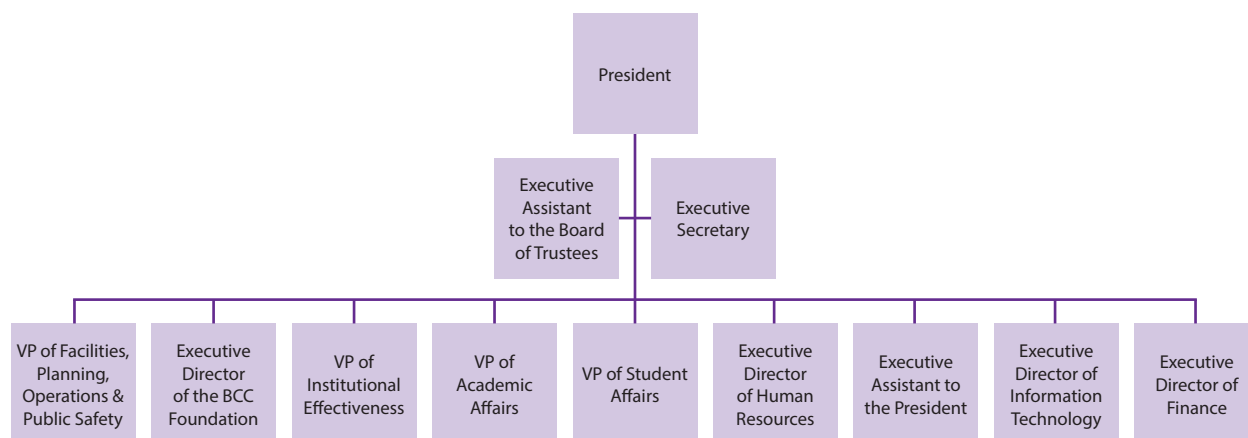
Board Committee	Responsibilities
Audit and Finance and Legal Affairs	Monitors the fiscal activities and financial management of the College and reviews legal issues impacting all matters relevant to the College
Education and Student Affairs	Reviews and monitors proposed curricula and other educational endeavors, including but not limited to grant applications; oversees the non-academic areas of student life, including services and activities that provide support for a diverse student population
Personnel	Apprised of personnel matters by the President of the College and reviews all personnel recommendations, as well as official College policies, guidelines and programs concerning or affecting affirmative action
Sites and Facilities	Oversees all construction projects and the maintenance and management of the College’s physical plant and sites
Strategic Planning and Issues	Oversees the development and implementation of strategic long-range plans for the College, fosters cooperative relationships with the community, and monitors and serves in an advocacy role for legislation concerning community colleges

Members of the Board of Trustees also serve as liaisons to a number of bodies in the County, including the Bergen County Board of Chosen Freeholders, the New Jersey Council of County Colleges and the Board of School Estimate.

### College President and Other Leadership Teams

The President is the chief executive officer of the College, charged with formulating policy for consideration by the Board of Trustees and implementing approved policy. In order to fulfill these responsibilities and meet institutional goals, the President develops and maintains both an appropriate administrative team and a sound academic organization. The President’s Executive Team is comprised of four Vice Presidents (Academic Affairs, Student Affairs, Institutional Effectiveness, and Facilities, Planning, Operations and Public Safety), four executive directors (Finance, Information Technology, Human Resources, and the BCC Foundation), the Executive Assistant to the President, the Executive Secretary and the Secretary to the Board of Trustees (See Chart 4.1 below).

**CHART 4.1: EXECUTIVE TEAM**



The Executive Team of the College is also supported by deans in Academic Affairs and Student Affairs. Bergen maintains academic integrity through guidance and oversight by its academic deans, who assist in developing curriculum, managing courses, advising students, and program review. An academic dean leads each of the College’s four academic divisions: Humanities; Business, Arts and Social Sciences; Math, Science and Technology; and Health Professions. In spring 2015, the academic departments were consolidated into 17 departments from 32. One of the intents of this new structure was to create a more manageable system of deans, department chairs and program coordinators to serve students more effectively (more details on academic

department restructuring can be found in Standard 5: Administration). In addition, deans lead the Library, the Division of Continuing Education, the Ciarco Center and Bergen Community College at the Meadowlands. The leadership in Student Affairs is provided by the Dean of the Center for Student Success, the Dean of Student Life and Leadership, the Dean of Student Enrollment, Deans of Student Affairs at both the Ciarco Center and the Meadowlands, and the Executive Director of Financial Aid (see Exhibit 37, Organizational Chart).

### **General Faculty and Faculty Senate**

In addition to the Board of Trustees, Executive Team, deans and managing directors, Bergen maintains a self-governing General Faculty with its own constitution. According to [its constitution](#), the President of the College is the Chair of the General Faculty, and through its designated bodies, the General Faculty formulates and makes recommendations in all matters that are necessary to fulfill to its professional responsibilities. The Faculty Senate is the representative governing body of the General Faculty. The Senate formulates resolutions and recommendations, advises the President of the College and participates in decision-making on all academic and student affairs matters related to the operation of the College. The Faculty Senate elects from its membership the following officers for one-year terms: chairperson, vice chairperson, treasurer, and secretary. The membership of the Faculty Senate includes academic department representation, the vice president of academic affairs and vice president of student affairs, six elected faculty senators-at-large, the president and vice president of the Student Government Association (SGA) and a representative elected by the College Council. With the recent reorganization of the academic departments, the Faculty Senate will be restructuring itself so that its representation aligns with the new academic structure.

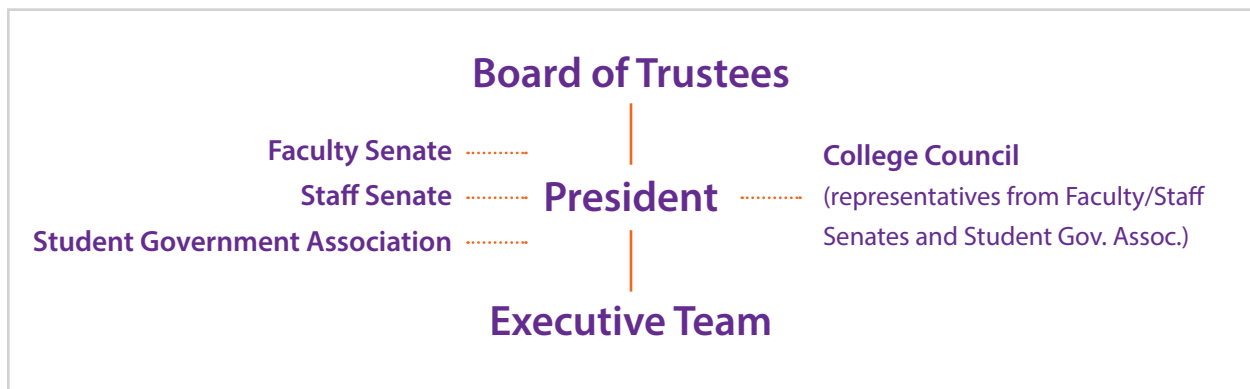
### **Staff Senate, College Council and Student Government**

The most significant change in the College's governance system was the establishment of the [Staff Senate](#) in January 2014. The membership of the Staff Senate is comprised of College employees who are in the categories of support staff, professional staff, managing directors, confidential staff, deans, and executive administrators, totaling about 30 elected delegates. According to its mission statement, "The Bergen Community College Staff Senate is an elected official body which represents all staff employees and actively participates in campus governance. The Staff Senate fosters the spirit of unity and cooperation while addressing the concerns and issues of all staff members." Their initial work was focused on the drafting of a constitution and by-laws and the creation of committees, which include the following: Constitution and By-Laws, Elections, Public Relations, Staff Growth and Professional Development, and Community Member Engagement and Recognition. The Staff Growth and Professional Development Committee already organized and hosted a Staff Development Day during the College's spring break in April 2015. Since the majority of faculty and students were away during this period, it allowed for maximum participation by all staff. Thus, in addition to its work as a governing entity, the Staff Senate demonstrates its commitment to Strategic Theme

Two of the Strategic Plan, “to increase professional development opportunities.”

Representatives of the Faculty Senate, the Staff Senate and the Student Government Association comprise the membership of the [College Council](#). In the past, various constituencies on campus had expressed concerns that Bergen needed broader governance. This sentiment was echoed by the Middle States Commission on Higher Education, which also recommended during the last accreditation visit that the College’s governance system be more inclusive. The College Council is perhaps the most visible example of the efforts to address these concerns. Led by an elected board, the College Council reports directly to the President and makes recommendations on issues of college-wide importance including, but not limited to, Facilities and Finance, Planning and Assessment, Community Relations, Health, Safety and the Environment, Campus Culture and Communications, and Policies and Procedures. The College Council is led by a 10-12 member Steering Committee that sets Council agendas, establishes priorities and reviews the progress of Council subcommittees and work groups. The College Council’s constitution, meeting agendas and meeting minutes are posted on the [Bergen website](#) (see Chart 4.2).

**CHART 4.2: ADVISORY GROUPS TO THE PRESIDENT**



The Student Government Association (SGA), as the voice of Bergen students, plays a crucial role in the shared governance of the College. Similar to the other governing entities, the SGA executive board includes an elected president, vice-president, treasurer and executive assistant. All current, registered students are eligible to be members of the SGA. SGA committees address student needs and concerns, including academic affairs, diversity, scholarship, transportation and the environment. In addition to leading the SGA, the president and vice present of the body are expected to represent the SGA at Faculty Senate, College Council, and Board of Trustee meetings.

### **BCC Foundation**

As financial resources are becoming increasingly scarce, the College’s reliance on the work and dedication of the BCC Foundation to sustain the institution and help the College achieve its

goals for educational access and student success has become greater. The Bergen Community College Foundation is a separately incorporated foundation whose mission is to raise funds to support student scholarships and other unmet needs, faculty and staff development, construction and other special projects and programs in support of advancing the College's mission. The Foundation's Board of Directors is comprised of community leaders from the public and private sector who work closely with the College to develop fundraising opportunities to meet the needs of the institution. To insure operational integrity, the Foundation pays from its own funds to be independently audited annually (see Exhibit 19, BCC Foundation Audit Reports).

## **Leadership Building**

One of the primary goals of the Strategic Plan is to increase professional development opportunities (Strategic Theme Two). In support of this goal and in acknowledgment of an aging workforce and the need for succession planning, the College has taken steps to expand its leadership base. First, the BCC Leadership Academy has been established for deans, directors and managers to build their leadership skills. Currently, forty-two faculty and staff are in the program. Much of this work is rooted in the Strengths Finder program developed by the Gallup organization and hosted by The Chair Academy. Many of the participants have commented that the positive philosophy that undergirds the Academy's curriculum has been extremely helpful in their ongoing development as leaders. Also, in spring 2015, the College welcomed its first cohort of 26 doctoral students with the Roueche Graduate Center of National American University (NAU). Comprised entirely of Bergen employees, including faculty, professional staff and administrators, the students in the NAU cohort will earn their doctorates in Community College Leadership in five years. The class meetings are held at Bergen and national community college leaders serve as the in-class faculty for the program and regularly present to the class via synchronous technology.

## **STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS**

### **Strengths**

Bergen fully meets compliance expectations of the Leadership and Governance Standard. It has taken steps to more broadly represent staff members and is working to strengthen its academic structure to ensure a vigorous learning environment where students are engaged and are allowed to succeed.

- Established a new Staff Senate, providing greater opportunities for all of the College's personnel to participate in its own governance.
- Reconfigured the College Council to include representatives from across the campus, and changed its reporting structure so that it now reports directly to the President.

## **Suggestions**

- Continue to nurture the College Council as it grows into a more active governing body and annually assess all governing bodies to ensure that they are meeting employee, student and College needs.

## **Recommendations**

- Develop an assessment process to periodically assess the new academic department structure to ensure that it is meeting student needs.



## STANDARD 5

# Administration

*The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.*

## INTRODUCTION

The president is responsible for leading the College as authorized by the Board. The president is supported by an executive team comprised of four vice presidents and five executive directors, as well as other senior leadership teams such as deans, the College Council, Faculty Senate and Staff Senate. The administrative structure of Bergen is well-defined and organized appropriately to execute its mission and the strategic goals of the College. All administrative positions are guided by job descriptions that are updated regularly. The administrative structure is also reorganized as conditions require. The current organizational chart clearly delineates lines of authority and eliminates duplication, resulting in increased structural efficiency in support of the College's mission and strategic goals (see Exhibit 37, Organization Chart).

## FINDINGS AND ANALYSIS

### Board and Administrative Policies

The specific responsibilities and operation of the Board are clearly documented in the Board's by-laws, policies and resolutions. These documents, in addition to the [Board agendas](#) and [meeting minutes](#), are readily available on Bergen's website. Key policies affecting the College at-large (e.g., Code of Conduct, Sexual Harassment, Discrimination, etc.) are also [available online](#), and are consistent with those of other community colleges across the country. The Board ensures that administrative leaders have the appropriate skills, degrees, and training which are indicated in position descriptions authorized by the Personnel Committee of the Board. Though the College has a well established anti-discrimination statement, it is not stated in all job descriptions. The College's anti-discrimination statement should be included in every job description.

### College President

Since the last decennial self-study, Bergen has had several changes in the office of the College president. The presidential search process is governed by Board policy, which ensures the integrity of the process. The Board of Trustees appointed Dr. B. Kaye Walter as the seventh president on August 7, 2012. Dr. Walter previously served as chancellor for Ivy Tech Community College – Central Indiana Region. Prior to joining Ivy Tech, Dr. Walter served as executive vice

president and chief learning officer at Valencia Community College in central Florida. The duties and responsibilities of the president are directed and evaluated by the College's Board.

In addition to overseeing the day-to-day operation of the College, the president oversees all Bergen employees. The president is also the principal spokesperson with various local and state constituencies, including government agencies, business, labor and community groups. The president also serves on the New Jersey Presidents' Council, which has responsibility to review new academic programs and submits its final recommendations to the Secretary of Higher Education as defined by N.J.S.A. 18A.

## **Administrative Staff**

All administrative staff positions - vice presidents, executive directors, deans, and managing directors - have detailed job descriptions. Most positions require a master's degree along with an appropriate amount of experience, preferably in a community college setting. In the case of senior level positions, ten years of progressive administrative experience is typically required. [Position descriptions](#) also contain other requirements as appropriate to the position. Evaluation forms for administrative and executive positions with a component for professional development are in place (see Exhibit 38, Performance Evaluation Forms). As vacancies occur, each position is analyzed, and the job description and required credentials are examined to determine if they need to be revised in order to support the College's mission and strategic initiatives. At times, a vacancy line is moved to another functional area that is deemed to have a greater need.

## **Administrative Structure and Initiatives**

Since President Walter's arrival, the College has increasingly focused on access, student success, and degree completion. Nowhere is this more evident than in Dr. Walter's successful direction of Bergen's acceptance into the Achieving the Dream network. This new emphasis has required the College to reorganize its administrative structures and reallocate administrative resources to provide greater support and alignment with the College's Strategic Plan, [Framework for the Future: Maximizing the Potential for Student Success](#). The majority of structural changes have been in both Student Affairs and Academic Affairs.

### **1. Student Affairs**

Student Affairs has aggressively implemented changes to better support the College's strategic initiatives to encourage student success and degree completion. The comprehensive Strategic Enrollment Management (SEM) plan (see Exhibit 6, SEM Plan) that was developed in conjunction with Academic Affairs, implemented the following changes:

- No late registration
- Planning and initial implementation of a "one-stop" center
- Project Graduation – identification of "stop out" points and development of "intrusive advising" to increase completion rates

- Mandatory New Student Orientation
- Creation of a new position, the Associate Dean of Student Success

[Student Affairs](#) was able to reallocate positions vacated by retirements and resignations to support the renewed commitment to student access, student success and degree completion (more details on vacancy reallocation can be found in Standard 2: Planning, Resource Allocation, and Institutional Renewal; and Standard 4: Leadership and Governance). For example, although eleven positions were added during 2013 – 2015, through strategic resource allocations, only three positions required new funding. These new hires are all in the [Financial Aid area](#).

## 2. Academic Affairs

During the period after the last self-study, the number of academic departments increased to 32, each department with its own department chair. Beginning in 2013 and occurring through the last two academic years, conversations took place to reorganize the academic department structure to make it more manageable, to foster more interdepartmental collaboration and to promote greater student success. This process was challenging and discussions with the Faculty Senate, at times, were strained. Nevertheless, all parties (i.e., Faculty Senate, BCC Faculty Association), signed off on the final configuration of academic departments in spring 2015. Now, seventeen departments are organized into four existing divisions (see Table 5.1 below). For the first time, job descriptions and performance evaluation instruments for department chairs, program coordinators and directors were created. (see Exhibit 39, Chair Job Description and Evaluation Form). Academic department chairs, as well as program coordinators and directors, were elected. The Faculty Senate expects to reorganize itself to conform to the new organizational structure during its next cycle of elections in spring 2016.

**TABLE 5.1: NEW ACADEMIC DEPARTMENT STRUCTURE BY DIVISION**

Health Professions	Humanities	Business, Arts & Social Sciences	Mathematics, Science & Technology
<ul style="list-style-type: none"> <li>• Nursing</li> <li>• Dental Hygiene</li> <li>• Health Professions</li> <li>• Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophy &amp; Religion</li> <li>• ESL &amp; World Languages</li> <li>• Communications</li> <li>• English</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Business &amp; Hotel and Restaurant Management</li> <li>• Criminal Justice &amp; Legal Studies</li> <li>• Visual &amp; Performing Arts</li> <li>• Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Biology &amp; Horticulture</li> <li>• Physical Science</li> <li>• Mathematics</li> <li>• Technology</li> </ul>

## 3. Staff Senate

To facilitate discussion, to foster inclusive decision-making and to broaden the scope of governance, the College has created a [Staff Senate](#). The Staff Senate represents all non-faculty

staff, including deans, managing directors and front-line administrative staff (more details can be found in Standard 4: Leadership and Governance).

#### 4. College Council

The [College Council](#) was reorganized to include representatives from the Faculty Senate, Staff Senate, Student Government Association, as well as elected members from the College community-at-large. The Council helps to ensure that college-wide initiatives are widely discussed, to allow for greater input into decision-making, and to help improve communication across all operational layers of the College.

### Assessment of Administrative Services

Although institutional assessment is discussed in Standard 2, Standard 7 and Standard 14, it is worth noting here that the College has made significant effort to provide additional administrative support and resources to institutional assessment. The Center for Institutional Effectiveness (CIE) and three assessment fellows provide customized assistance to the thirty-nine Administrative and Educational Support (AES) units. Through this focused effort, the AES units now have detailed assessment plans, including how assessment results can be used. These suggestions are followed up in their assessment reports (more details are in Standard 7: Institutional Assessment).

The Community College Survey of Student Engagement ([CCSSE](#)), [Graduate Student Survey](#), [Transfer Student Survey](#), [annual summary of strategic plan implementation](#) and [strategic plan implementation dashboard](#) (see Appendix 5) provide additional data on the College's operation, are widely distributed and are available on Bergen's website. Additionally, the strategic roll-out of the business process review of major AES functions brought attention to the interdependency of different units, resulting in process efficiency.

## STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS

### Strengths

The organizational structure is solid and well-equipped to carry out the College's mission and its strategic goals. The College President is directed by the Board to lead and oversee the College's operation; she is supported by a full cadre of executive and administrative staff, Faculty Senate, College Council, Staff Senate, and Student Government Association representatives in making decisions impacting the entire College community. Highlights since the last study include:

- Creation of a Staff Senate to broaden the scope of collaborative governance and to bring a voice to administrative staff.

- Streamlined academic departmental structure to reduce duplication and foster greater interdepartmental collaboration.
- Executive and administrative positions are well defined, and detailed job descriptions are documented.
- Strategic reallocation of vacancies created by retirements and resignations in advancing the College's commitment to student success and degree completion goals.

### **Suggestions**

- Though the College has a well-established anti-discrimination statement, it is not reflected in all job descriptions. The College's anti-discrimination statement should be included in every job description.

### **Recommendations**

None

## STANDARD 6

# Integrity

*In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

## INTRODUCTION

Bergen provides a learning and working environment that is respectful and celebratory of its diversity and shows fairness and impartiality in its dealings with students, faculty, and staff. The College demonstrates respect for intellectual and academic freedom, is open and transparent in its governance and its institutional assessment and provides accessible and accurate information about the College to the community and its students. A full array of institutional reports, including accreditation status is on Bergen's website.

## FINDINGS AND ANALYSIS

### Values Statement

In 2013, as part of establishing a new strategic plan, the College developed a values statement to complement its existing vision and mission statements. After campus-wide discussion, seven key values were chosen: integrity, student success, academic and institutional excellence, lifelong learning, respect, accountability, and innovation. These core values guide our daily endeavors. As noted, "integrity" takes a prominent place at Bergen (see Appendix 2, Vision, Mission and Values). The College's vision, mission and values statements are placed throughout its campus and additional locations and are posted online, as well as appearing in printed materials.

### Climate of Respect

Bergen is a diverse institution. Sixty-seven percent of its student body identify as minority students (see Exhibit 40, Fact Book, pages 10-11). The College has been designated as a Hispanic-serving institution since 2010. Educating a multi-cultural student population in a supportive environment is part of the College's mission, and everyone in the College takes pride in serving a diverse student population. Each year, Student Services offers many workshops, presentations, and celebrations to foster respect and tolerance on campus, and the Student Government Association runs a diversity weekend training for its officers and student senators. The [Center for Peace, Justice and Reconciliation](#) (CPJR) regularly hosts lectures and discussions promoting intercultural understanding, social justice and global citizenship. CPJR events have

included a week of activities commemorating the Armenian Genocide, a remembrance of the Holocaust and a Transgender Awareness Day.

The Office of Multicultural Affairs (OMA) was established in spring 2015 to bring together the College's diversity initiatives under one umbrella. In addition, OMA develops specialized training programs for faculty and staff on effective practices for interacting with students of color, students with disabilities, returning veterans and LGBT students. Additionally, the Office of Specialized Services (OSS) provides inclusive educational support services to 1100-1300 students per semester, in accordance with Section 504 of the Rehabilitation Act of 1973. The OSS also regularly offers workshops for faculty regarding educational accommodations and how to use assistive tools in their classes effectively.

### **Fair and Impartial Processes**

Bergen has sound practices relating to teaching, scholarship, service, and administration. Faculty and staff avoid conflicts of interest or the appearance of such conflict in all its activities. As detailed in Standard 5: Administration, the College has clearly stated policies and procedures governing all major operational functions. In addition, the following policies and practices are in place:

- The College President, executive team members and other confidential staff file the Bergen County's Financial Disclosure Statement.
- Full-time faculty annually disclose outside employment to avoid any conflict of interest.
- Faculty members verify that they do not inappropriately derive financial benefit from the sale of textbooks.
- Board of Trustees policies and procedures, including a conflict of interest statement, are easily accessible on Bergen's website.
- Bergen's first [Employee Code of Conduct](#) was adopted in 2014. All employees were asked to sign a statement that they have read the Code of Conduct.
- Recently, the [Student Code of Conduct](#) was revised and adopted, outlining the behavioral expectations for enrolled students, including a student grievance process.
- The [Institutional Review Board](#) (IRB) meets regularly to ensure that research involving human subjects follows all professional protocols and federal regulations. The IRB review process is clearly documented and is available on the College's website.

The [Student Handbook](#), also available on the College's website, sets forth general statements of expectations for student integrity and honor with explanations as needed for academic dishonesty, discrimination, harassment, bullying, and sexual misconduct. The handbook has a statement on victim's rights, as well as one for those accused of violating College policy, and outlines rights that must be respected by the College. The handbook also explains the judicial hearing procedures and appeal process for academic grievances, including grade appeals. An outline of the steps to take for any academic grievance is also found in the "College Procedure

for Student Complaints about Faculty,” and a [student complaint form](#) is available online.

## **Employee Hiring, Evaluation, and Dismissal**

Human Resources oversees the hiring, evaluation and termination of employees and is responsible for ensuring that these processes are in compliance with all Federal and State regulations prohibiting discrimination in hiring and dismissal. These regulations encompass anti-discriminatory policies including those of affirmative action, age discrimination in employment, drug and smoke free workplaces, sexual harassment and civility. All policies are [available online](#). The faculty grievance process is a negotiated item in the labor contract, outlined in Article XVII (Grievances and Use of Union) of the Faculty Contract (see Exhibit 41, Faculty Contract).

The College has developed a [Teaching Credential Manual](#) that lists the minimum qualifications that a person must possess in order to be hired to teach at Bergen. The manual is posted on the college website, as is a list of all of the faculty members and their credentials.

During the last decennial self-study, the procedures in place for awarding faculty sabbatical and promotions were perceived as inconsistent, although the procedures were governed by the Faculty Contract (Article 13). The College actively began to address this issue by developing more specific criteria, highlighting teaching and scholarly work (i.e., action research focused on teaching) for reappointment, tenure and promotion (see Exhibit 42, New Tenure and Promotion Guideline). The goal was to make the process more transparent and increase procedural integrity.

## **Academic Freedom**

Bergen fosters a climate of intellectual inquiry and protects academic freedom. The College policy, drawn from the AAUP national policy on academic freedom, is found in both the Faculty Contract (Article XV, p. 14) and the [Faculty Handbook](#). As stated in an appendix to the Faculty Contract, copyright and ownership of online courses is in accordance with the College’s existing policy on intellectual property.

## **Program Integrity and Student Progress**

Bergen employs multiple strategies to ensure that students are well informed about program requirements. The [College Catalog](#) includes semester-by-semester course sequences for each academic program, and students may, at any time, log on to Web Advisor, an online academic planning and advising tool, to complete a degree audit. Furthermore, the [Academic Advising Center](#) is open year round, staffed by trained full-time faculty and staff advisors. Students may also speak with department chairs and academic deans during office hours to get course and program advice.



The College has added summer sessions and conducts a winter term in January to give students sufficient opportunity to take courses to graduate in a timely manner. Many courses are available in hybrid and online formats. There is always a large number of general education courses offered each semester. Upper level courses, in some cases, are offered once or twice per year, and in cases of low registration are run as “small classes.” If enrollments are extremely low and the class is canceled, deans and department chairs seek to provide course substitutions to accommodate graduating students. According to the most recent Integrated Postsecondary Education Data System (IPEDS) report, the College’s three-year completion is at 19%, 2% higher than the data reported in the FY2013 reporting cycle.

The [Academic Program Review](#) process ensures quality programs through peer review and self-evaluation. It does this through the systematic collection and review of student learning assessments and effectiveness measures, ensuring that each program meets its stated mission and addresses the strategic directions of the College. Program Review recognizes and celebrates achievements and successes, identifies and addresses concerns and difficulties and reviews and fulfills accreditation requirements. The inclusion of an external reviewer, which is required of all program reviews, adds further integrity to the process.

## **Communication and Reporting**

Admissions information is readily available in both hard copy and online. The [admissions website](#) is detailed and easy to navigate. In addition, all [Student-Right-to-Know](#) related information, including campus crime data (per the Clery Act) and net cost calculator, are [readily available online](#) for students, parents, prospective students and the community at large. Extensive information regarding financial aid and tuition payment options are also easily accessed online.

A prominently displayed icon on the Bergen home page links to current and past catalogs, academic programs, course descriptions and academic policies and procedures. The College’s Middle States accreditation status and program accreditations are accurately reported and published on the [College’s website](#) and in the [Academic Catalog](#).

The [Office of Public Relations](#) is responsible for advertising and promoting the College through various platforms, including newspapers, magazines, Facebook, Twitter, email blasts, billboards and television. In addition, accomplishments and recognition of students and employees are highlighted in videos and print, such as *The Bergen Daily* and *Buzz About Bergen*. Before disseminating, all information is reviewed for accuracy, cultural appropriateness and currency.

Changes and issues affecting institutional mission, goals, websites, programs, operations and other material changes are disclosed accurately and in a timely manner to the institution’s community, to MSCHE and to other appropriate regulatory bodies and are described in the Middle States Annual Institutional Profile and IPEDs reports. New academic programs or

program revisions are appropriately submitted to the New Jersey Council of Community Colleges and to the New Jersey Presidents' Council. New academic programs recently approved include Aviation, Paramedic Science and Fashion Design.

The Center for Institutional Effectiveness publishes many reports and studies online including annual fact books, program dashboards, a strategic plan dashboard and outcomes assessment reports, as well as results of CCSSE and other [student surveys](#).

## **Data Security**

The College established an Information Security Officer position to ensure that its data environment is secure and to develop helpful guidelines for preventing data breaches. The Information Security Officer regularly sends emails alerting the internal users of possible scams found on the College's emails. Each Bergen account, including student accounts, has a unique user ID and strong password. The password changes every three months. A secure offsite storage facility is used for storage of paper records. More details on data security can be found in Standard 9: Student Support Services.

# **STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS**

## **Strengths**

Through clearly documented policies, procedures, widely available institutional data and truth in advertising, Bergen demonstrates its operational integrity. It promotes respect and intercultural competencies throughout the institution.

- The College has made efforts to ensure all processes for promotion and sabbatical are transparent and equitable.
- The College promotes respect, intercultural competencies and understanding throughout the institution.

## **Suggestions**

- Finalize a policy or institutional statement on intellectual property rights for online content developed by faculty.

## **Recommendations**

- Although policies and procedures are widely available in many places, they are sometimes difficult to locate. Effort should be given to consolidate the information and to limit the number of clicks it takes to find them on Bergen's website.

## STANDARD 7

# Institutional Assessment

*The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.*

## INTRODUCTION

When Bergen was placed on “warning” status by the Middle States Commission on Higher Education in November 2011, it was a wake-up call that became a formidable change agent for the College. Faculty, staff, students and administration all joined together to deepen the culture of assessment and to continuously make evidence-based self-improvements to achieve the College’s mission and strategic goals. Bergen made great improvements in its institution-level assessment process; there has been an expansion of knowledge, and assessment results are being used to drive change in major areas of the College. In spring 2015, Bergen was accepted into Achieving the Dream (ATD), a national reform network for community colleges, which demonstrates a renewed commitment to institutional assessment and self-improvement based on a body of evidence on a large scale.

## FINDINGS AND ANALYSIS

### Process Reengineering and Staffing

Many informal conversations around institutional assessment practices at Bergen led to the development of an [Outcomes Assessment Handbook](#), which succinctly lays out the purpose of assessment, and semester-by-semester steps in completing the two-year assessment cycle that meets the College’s expectations. Hard copies of the Handbook were widely distributed and it was made available online. A second edition of the Outcomes Assessment Handbook was recently published, a positive sign that outcomes assessment is an incremental and ongoing process. Increasing numbers of employees are recognizing that the completion of an assessment cycle leads to other questions for further inquiry and a goal of continuous improvement.

At Bergen, institutional assessment responsibility is housed in the Center for Institutional Effectiveness (CIE). The Center is led by the vice president of institutional effectiveness, who is supported by a managing director of institutional research, a senior research analyst and two research analysts, all working to improve the College’s institutional assessment practices. One critical and unique factor in the successful expansion of the meaningful institutional assessment practices at the College is the CIE assessment fellows. Currently, four academic faculty and three professional staff serve as assessment fellows. The core responsibility of the fellows is to

assist each academic and Administrative and Educational Support (AES) unit to conceptualize and execute assessment plans that are in-line with the institution’s mission and strategic goals, as well as each unit’s specific operational needs (see Exhibit 43, Assessment Fellow Job Description). The assessment fellows identify workshop topics and assist in developing the necessary content. However, most importantly, these fellows are a direct link to each department and College committees, including General Education, Learning Assessment, and Curriculum. The lead assessment fellow also co-chairs the Learning Assessment Committee (LAC) with the vice president of institutional effectiveness. Hands-on and customized assistance built through the assessment fellow structure and President Walter’s support and commitment in expanding the CIE staff are critical factors in the College’s recent success in building a sustainable system and process to solidify institutional assessment at Bergen.

Another unique feature of institutional assessment at Bergen is an end-of-year meta-analysis of assessment activities launched in summer 2013 (additional details are in Standard 2: Planning, Resource Allocation, and Institutional Renewal, Standard 4: Leadership and Governance, and Standard 14: Assessment of Student Learning). The meta-analysis serves to: 1) communicate clear expectations regarding quality of outcomes assessment at the unit-level, and 2) communicate overall performance at the institutional-level. A holistic summative rubric (see Table 7.1) was developed, distributed widely and discussed with faculty and staff.

**TABLE 7.1: SUMMATIVE RATING RUBRIC FOR OUTCOMES ASSESSMENT REPORT**

<b>Incomplete</b>	<ul style="list-style-type: none"> <li>• Did not follow through with the program’s assessment plan</li> <li>• No evidence that assessment data were collected</li> <li>• Submitted an incomplete assessment report</li> </ul>
<b>Below Satisfactory</b>	<ul style="list-style-type: none"> <li>• Not clear as to what outcome(s) was/were assessed</li> <li>• Assessment method did not link well with the outcome being assessed</li> <li>• Minimal effort was given to assessment</li> <li>• Did not show any evidence of faculty/staff dialogue regarding assessment results</li> </ul>
<b>Satisfactory</b>	<ul style="list-style-type: none"> <li>• Showed evidence that the program’s assessment plan was followed through</li> <li>• Assessment method was appropriate for assessing the stated program learning goal/outcome</li> <li>• Showed some evidence of faculty/staff dialogue regarding assessment results</li> </ul>

<b>Exemplary</b>	In addition to being SATISFACTORY – <ul style="list-style-type: none"> <li>• Employed a validated assessment tool or rubric developed by faculty group</li> <li>• Focused on assessing program-level outcome</li> <li>• Showed strong evidence of faculty/staff dialogue regarding assessment results and application of the results</li> </ul>
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A day-long meta-analysis session is carried out by the vice president of institutional effectiveness and the assessment fellows. A short summary report communicates the results of the meta-analysis to the College community and to the Board of Trustees (see Exhibit 21, Meta-Analysis Reports). However, before the formal reporting is available to others, each assessment fellow communicates the results to his or her assigned units, providing personalized feedback and answering any questions they might have. After the 2015 meta-analysis, several departments strongly requested to resubmit their “below satisfactory” and “incomplete” assessment reports. Such requests did not happen after the two previous meta-analysis cycles, which is another indication that consistent communication of the College’s expectations, a workable system and individualized assistance are helping to slowly change the internal culture. The vice president of institutional effectiveness and the assessment fellows also concluded that CIE will need to implement a next generation Summative Rating Rubric to further refine the process.

Table 7.2 shows the number of outcomes assessment reports rated as “exemplary” for the last three years. These exemplary outcomes assessment reports are shared with faculty and staff, announced in *Bergen Daily*, celebrated within the LAC, available online and serve as samples for others to follow.

**TABLE 7.2: NUMBER OF EXEMPLARY OUTCOMES ASSESSMENT REPORTS**

2013 (n=3)	2014 (n=2)	2015 (n=7)
<ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Communications</li> <li>• The Cerullo Learning Assistance Center</li> </ul>	<ul style="list-style-type: none"> <li>• The American Language Program (ESL)</li> <li>• English Basic Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial &amp; Design Technology/ Manufacturing</li> <li>• Early Childhood Education</li> <li>• Professional Studies in Education</li> <li>• The Cerullo Learning Assistance Center</li> <li>• Sidney Silverman Library</li> <li>• Financial Aid</li> <li>• Office of Athletics</li> </ul>

The College invests heavily in the specialized professional development of assessment fellows, assessment liaisons and LAC members through external workshops, webinars, conferences and seminars. Since 2014, Bergen has regularly shared its processes on assessment at regional and national conferences.

## **Strategic Planning and Other Institutional Assessments**

The second year of implementing the current Strategic Plan, *Framework for the Future: Maximizing Potential for Student Success*, ended on June 30, 2015. Bergen assesses the implementation of the strategic goals with two instruments: 1) a Strategic Plan Dashboard and 2) an End-of-Year Implementation Summary, providing both quantitative and qualitative information. The Dashboard and Implementation Summary are available on the Bergen website and are reported to the Board. More details on the strategic plan and on these two assessment tools are found in Standard 2: Planning, Resource Allocation and Institutional Renewal (Appendix 7, Strategic Plan Dashboard; Exhibit 4, Year One Strategic Plan Implementation Summary; Exhibit 5 Year Two Strategic Plan Implementation Summary).

In addition, the College regularly examines peer data from the Integrated Postsecondary Education Data System (IPEDS), annual financial audits and student track data from the National Student Clearinghouse (NSC). As part of the College's participation in the Achieving the Dream network, additional analysis will be conducted using the data from the IPEDS and NSC. The program level transfer information included in the program dashboards comes directly from the NSC data, making institutional-level data meaningful at a unit level.

Every two years, students' perceptions about their experiences at Bergen are collected and analyzed through the Community College Student Survey of Engagement (CCSSE). These data are compared with the ratings of the top colleges and peer institutions. Two benchmarks, Academic Challenge and Student Satisfaction with Services, from the CCSSE, allow the College to look simultaneously inward and outward to make sure that the College is making reasonable progress and staying competitive. Data from locally developed tools such as the Graduate Survey, Transfer Student Surveys (see Exhibit 27 and 28 for these surveys) and regular meetings with the Student Government Association and student club leaders help the College to triangulate different data sources to identify troubled areas requiring additional attention. The last two rounds of CCSSE data have also motivated many large-scale changes in Student Affairs, including the establishment of the [One-Stop Center](#) to facilitate swift student completion of registration and financial aid tasks, and supplemental financial aid and advisement workshops. In addition, implementation of a mandatory New Student Orientation and the launching of the [Career Coach](#) e-tool are results of a careful examination of assessment data.

Furthermore, assessment results are impacting decision-making and resource allocations to improve existing structures and programs and develop new supports to enhance student

success and degree completion. Below are additional examples:

- Examination of graduation and retention rates, along with student responses to CCSSE, inspired many newly developed student success initiatives. These initiatives include the creation of the Success 101 course, participation in the national Gateways to Completion program, and the Summer Intensive Program for underprepared and underrepresented incoming students.
- An assessment in 2011-2012 of student satisfaction of their experience at the Meadowlands campus led to more science classes being offered on that campus (including room renovations to support it), improvements in wireless access, and changes to cafeteria menus and appearance. In the following years, the Meadowlands building staff held a meeting and identified 17 items of concern (see Exhibit 44, The Meadowlands Staff's Concerns). Thus far, 15 concerns are either in the process of being addressed or have been completely remedied.
- Based on results from a recent community survey, the Public Relations Office has developed a campaign to bring about a greater recognition of the College within Bergen and surrounding counties.
- The IT Help Desk was relocated to the first floor to better serve students and faculty.
- Student Life has used student survey data to develop new programming at the Meadowlands site and to evaluate the impact of its Diversity and Leadership Weekends.
- A Transfer Student Survey was conducted for the first time to establish a baseline against which future progress can be measured.
- The Program Viability Group, which is led by the vice president of academic affairs, was formed to systematically assess academic programs, with a specific eye towards developing new programs to meet community needs and to sunset existing programs that have outlived their initial purpose.
- The General Education Committee is rolling out authentic assessment of the College's core student learning outcomes to identify program strengths and weaknesses.
- The Sidney Silverman Library routinely employs both in-house and industry standard (LibQual) assessment tools and adjusts services and programs accordingly. In particular, LibQual results guide the institution in its planning for and adjustment of materials, formats, hours, services, seating, furnishings, mobile devices, etc.

Likewise, the Division of Continuing Education, Corporate and Public Sector Training consistently assesses all facets of its offerings. Programing and courses are evaluated for workplace needs, community interest, gross revenue and cost effectiveness. Instructors are evaluated using a formal assessment tool to survey teaching effectiveness and student satisfaction. Corporate clients are surveyed to provide feedback on training effectiveness, satisfaction with college services and any cost or process efficiencies achieved as a result of the training. In addition, Continuing Education administration is continually scanning the environment to identify any emerging industry needs.

Bergen re-launched the Academic Program Review under the leadership of the vice president of academic affairs (see Exhibits 7 and 8, Program Review Template and Review Cycle Table).

The new program review highlights programs' maximization of allocated resources and effectiveness in student success. In particular, the new review process requires:

- Systematic collection and review of student learning assessment data
- Use of review by external disciplinary experts
- Demonstration of how the program is meeting its stated program goals and the strategic direction of the College

After a successful pilot with the Cerullo Learning Assistance Center, the Administrative and Educational Support (AES) units within Academic Affairs will be participating in the Periodic Program Review. These units include the Testing Center, the Library, the Child Development Center, as well as programs, such as the Honors Program, Phi Theta Kappa and Faculty Development. Currently, the outcomes assessment plans and reports developed and executed by AES units serve as a formal review.

## STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS

### Strengths

Evidence presented in this standard and elsewhere in the self-study clearly demonstrate that Bergen has made great strides in the areas of institutional assessment. The College's commitment toward continuous formative and summative assessment of its institutional effectiveness is observed in the Board of Trustees actions and the administration's resource allocations. A sustainable assessment and accountability system is evident.

- Expanded professional development opportunities are being employed to promote and sustain assessment and accountability in academic departments and AES units.
- Resource allocation for CIE and the assessment fellows are beginning to bear fruit.
- Annual meta-analyses of outcomes assessment activities clearly communicate the Board's and the administration's expectations on quality of work and meaningful (and documented) use of assessment data.
- The College's three-year commitment to become an ATD institution further solidifies that Bergen is serious about developing a culture of assessment and evidence-based continuous improvement.

### Suggestions

- Continue to invest in purposeful professional development opportunities to strengthen the knowledge base of faculty and staff in outcomes assessment so that deepening a culture of evidence-based self-improvement is sustained.
- While academic departments have compensated department assessment liaisons (receiving



stipends equivalent to one credit hour per semester) who lead assessment efforts, AES units do not have a similar position. Strongly consider creating compensated AES department assessment liaisons.

- Continue to stay on the new path resulting from the process reengineering by actively engaging faculty and staff in the use of institutional data.

### **Recommendations**

None

## STANDARD 8

# Student Admissions and Retention

*The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.*

## INTRODUCTION

Bergen is an open access institution serving approximately 16,000 credit students in 142 degree and certificate programs. In addition, about 7,500 learners are enrolled in various programs offered through the Division of Continuing Education, Corporate and Public Sector Training. Serving an array of socio-economic and cultural backgrounds with varying levels of academic preparation, the College continues to refine its admissions policies and practices to meet diverse student needs. Program reviews, outcomes assessments and student success initiatives supported by grants such as Title V, Health Professions Opportunity Grant (HPOG) and Science, Technology, Engineering and Mathematics (STEM) grants demonstrate Bergen's dedication to student success by greatly reducing institutional and financial barriers while providing high quality academic and educational support services.

## FINDINGS AND ANALYSIS

### Admissions Policies and Criteria

Bergen has comprehensive admissions policies and criteria available to assist prospective students in making informed decisions. The Admissions Office, which is the steward of these policies, clearly communicates the College's mission as an accessible, affordable, high-quality institution.

Prospective students can learn about the College through the [View Book](#), the Bergen website, the [academic catalog](#) (pages 11-28), social media ([Facebook](#) and [Twitter](#)), the [Student Handbook](#), and at [open houses](#). They are guided through the admission process by various documents published online, as well as in-person orientation sessions. The academic catalog provides admissions policies as they relate to transcript collection, degree and non-degree students, GED requirements and second degrees. The [Admissions webpage](#) provides information to prospective students about the Veterans Center, transfer issues, special needs, the Equal Opportunity Fund (EOF), the New Jersey Student Tuition Assistance Rewards Scholarship (NJ STARS) program, as well as information geared specifically for international students and student-athletes. The Admissions page also provides links to testing materials and schedules, information sessions, and tuition, fees and payment options. The College provides

multiple pathways to high school students. They can participate in the College Experience Program, the Bergen Prep Program for high school seniors, and the Summer Intensive Program for recent high school graduates.

The [One-Stop Center](#) allows students to complete registration, the financial aid process and tuition payment in one visit, while the [O-Nomy](#) digital queuing system, installed in 2014, provides personalized and efficient service. Online registration may also be completed through WebAdvisor for which the College provides a [comprehensive user guide](#). Moreover, full-time faculty advisors are available for walk-in advising sessions at the Center for Student Success. Students with financial needs receive assistance through the [Financial Aid](#) and the [Educational Opportunity Fund](#) (EOF) offices. Special needs are addressed and aided by the [Office of Specialized Services](#) (OSS) and the [Turning Points Program](#) a two-year, non-residential certificate program for students with intellectual disabilities who are interested in continuing their educational experiences.

## **Financial Aid**

The Office of Financial Aid distributes information widely in English and Spanish. This information can be accessed at the [One-Stop Kiosk](#) and found in the [Student Handbook](#) and the academic catalog. The same information is made available at College Open Houses, one-on-one meetings, and at larger town hall sessions. In addition, the [financial aid website](#) includes types of financial aid, forms, deadlines, resources, and frequently asked questions. The site also provides information on [student rights and responsibilities](#), [legislative updates and College policy](#) changes that may affect financial aid awards. Students are provided additional resources about financial aid which may be available through NJ STARS, EOF and [The Bergen Community College Foundation](#), a privately-funded foundation whose mission in part is to provide need-based and merit scholarships and emergency assistance to Bergen students (see Exhibit 45, Student Handbook). In addition, refund and tuition payment information is available online through the [Bursar's website](#) and the academic catalog.

Student access to financial resources is supplemented by programs and support services from the International Student Center, OSS, Veterans Center (Student Handbook, pages 66-68) and the Health Profession Opportunity Program. Bergen counselors working in these areas are able to guide students to the appropriate internal sources to supplement their financial aid award. Indirect financial aid is provided by other programs such as [The Center for Child Development](#) (CDC), which offers on-campus low-cost child care rates for students and faculty. [The Center for Food Action](#), located in the Pitkin Building, provides emergency food assistance and referral services.

## **Placement Testing**

Bergen requires all first-time college students to take the Accuplacer Basic Skills Placement Test before registering for courses to properly determine students' placements in English,

mathematics and elementary algebra. Extensive information on testing and study guides are available on the [Office of Testing Services webpage](#). Testing sessions are conducted throughout the week to accommodate Bergen's diverse student population, and the office provides a variety of accommodations for students with documented special needs.

## **Credits for Prior Learning**

Currently, new students' prior learning eligibility is evaluated through the following methods:

1. College Level Examination Program (CLEP): Bergen may award credit to individuals who have received a minimum score of 50 (academic catalog, pages 17-18). Scores must be received directly from the College Entrance Examination Board (CEEB) before credit is awarded. While Bergen recognizes the validity of these scores, credit received through CLEP is not necessarily transferable to other colleges and universities; and
2. The Advanced Placement (AP) exam requires a score of three or higher to receive course credit (academic catalog, pages 18-19). Similar to the CLEP, scores must also be received directly from the CEEB before credit is awarded.

Additional information on extra-institutional learning is available through the [BCC High School Partnership](#) website, the academic catalog, and academic counselors. Recognizing the need to serve non-traditional students (including returning veterans) the office of academic affairs recently drafted a policy and evaluation procedure for prior learning assessment (PLA) of returning adult students with extensive industry or work credentials. The PLA proposal was adopted by the Board in its November 2015 meeting. Academic affairs and student affairs are working together to implement the new policy.

## **Educational Support Services**

The College identifies and assists underprepared and at-risk students in numerous ways. The OSS focuses on special needs while the [Behavioral Intervention Team](#) (BIT) and the Pipeline have been implemented for early identification of students at-risk of academic failure. Additionally, students with developmental needs are aided by the [Academic Intervention and Monitoring System \(AIMS\)](#), an academic and instructional support program designed for students at-risk due to challenges in reading, writing, critical thinking, and mathematical skills. Students placed in Developmental Mathematics and/or English Basic Skills receive specialized assistance, such as self-paced classes, [Math Hub](#) assistance in-class tutoring, paired classes, and a mandatory [Success 101](#) class.

Likewise, tutoring from the [Cerullo Learning Assistance Center](#) (CLAC) and academic counseling from the [Center for Student Success](#) support student learning and increase persistence. Internal data clearly show that students who participated in tutoring have higher

term GPAs, higher cumulative GPAs, and higher graduation and retention rates (see Table 8.1 and Exhibit 46, Tutoring Center Follow-Up Report October 2014).

**TABLE 8.1: ACADEMIC IMPROVEMENT AMONG STUDENTS THAT RECEIVE TUTORING**

**STUDENTS TERM GPA**

Received Tutoring	Sp12	Fa12	Sp13	Fa13	Sp14
Yes	2.68	2.68	2.75	2.74	2.75
No	2.52	2.36	2.58	2.53	2.41
Difference	+0.16 (5.97%)	+0.32 (11.94%)	+0.17 (6.18%)	+0.21 (7.66%)	+0.34 (12.36%)

**STUDENTS CUMULATIVE GPA**

Received Tutoring	Sp12	Fa12	Sp13	Fa13	Sp14
Yes	2.96	2.88	2.98	2.93	2.97
No	2.77	2.62	2.82	2.70	2.86
Difference	+0.19 (6.42%)	+0.26 (9.03%)	+0.16 (5.37%)	+0.23 (7.85%)	+0.11 (3.70%)

**GRADUATION RATES**

Received Tutoring	Sp12	Fa12	Sp13	Fa13	Sp14
Yes	36%	25%	25%	12%	7%
No	26%	22%	20%	11%	6%
Difference	+19.44% (7 points)	+12% (3 points)	+20% (5 points)	+8.33% (1 point)	+14.29% (1 point)

**RETENTION RATES**

Received Tutoring	Sp12	Fa12	Sp13	Fa13	Sp14
Yes	65%	80%	67%	83%	n/a
No	52%	65%	53%	68%	n/a
Difference	25% (13 points)	18.75% (15 points)	20.9% (14 points)	18.07% (15 points)	n/a

Several externally funded programs (e.g. NJ STARS, Connect 1-2-3, the STEM Learning Community, and HPOG) allow the College to direct additional resources (mentors, personal

tutors, financial support) towards targeted populations. Adults who are receiving public assistance may now earn stackable credentials in the health professions that enable them to find employment in the health field.

### **Building Informed Learners**

Feedback from faculty advisors, academic counselors, and student government association (SGA) leaders indicated that Bergen students want to be better informed about their programs of study. They saw this lack of awareness as a potential contributor to delayed educational progress. During the last few years, the College has taken aggressive steps to ensure that prospective and enrolled students are fully informed about Bergen's degree and certificate programs. In addition to the scheduled redesign of the academic catalog in AY2015-16, [program learning outcomes](#), and [curriculum maps](#) for every degree option are now fully online. Results from various institutional assessment activities, such as the academic program review, the Community College Survey of Student Engagement (CCSSE), transfer surveys, graduation and retention studies, top 25% general education course passing rates, yearly meta-analyses and program dashboards are all posted online to inform students, parents, and the public.

## **STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS**

### **Strengths**

Bergen's policies and practices governing admission and academic programs support the College's mission to provide access to a high quality college education. The College conducts regular and systemic assessment of its admissions process and educational services to align them with changing student needs. Increased data gathering, analysis and utilization of institutional data greatly strengthen Bergen's ability to serve the evolving needs of a diverse student population.

- The piloting of a mandatory Success 101 course for students placed in developmental-level classes, implementation of the Pipeline early alert system, and a mandatory New Student Orientation all serve the College's mission and strategic goal of significantly improving student success.
- Implementation of the One-Stop Center and Q-Nomy digital queuing system, has increased student access to critical resources and streamlined the registration process.
- Increased collaboration between the divisions of Student Affairs and Academic Affairs have led to the acquisition and successful implementation of grants (i.e., HPOG, STEM, Title V), the initiation of articulation agreements, and joint meetings to discuss course offerings, admission data, and registration issues, all aimed to increase student retention and degree completion.

## **Suggestions**

- Continue to address the accessibility, effectiveness and satisfaction of financial aid, registration and other public consumer related information on the College's website.

## **Recommendations**

- Fully implement a mandatory orientation and mandatory advisement (with registration restrictions) for all new students.

## STANDARD 9

# Student Support Services

*The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.*

## INTRODUCTION

In keeping with the institution's mission and goals, a network of academic and support services staffed by dedicated and qualified professionals and para-professionals are available to facilitate student success. Under the new administrative leadership, the College experienced significant growth in the breadth and consistency of these student support services. The Division of Student Affairs has been able to use institutional data to implement and revise initiatives aimed at supporting various student needs. This is especially reflected in Bergen's extensive array of programs for first time, special needs and non-traditional students, increased preventative support for at-risk learners, and improvements to academic advising through faculty-led, discipline-based, cohort advising programs.

## FINDINGS AND ANALYSIS

### Student Support Services

The [1-2-3 Connect Program](#) provides students with a personalized support system designed to ease the transition to college and enhance student engagement and success. First-year students are introduced to the college experience with the support of mentoring communities led by faculty and peer mentors, academic tutoring, and special opportunities in developmental math and English. The [Academic Intervention and Monitoring System](#) (AIMS) is an academic and instructional support program designed for students who are most at-risk in a college environment because of their challenges in reading, writing, critical thinking, and mathematical skills.

Bergen's new [One-Stop Center](#) has significantly streamlined the student onboarding experience at the College. Rather than visiting three different offices and waiting on long lines, students can come to the One-Stop Center to take care of Registration, Financial Aid and Bursar questions or transactions. Meanwhile, counselors in the [Center for Student Success](#) assist students in selecting programs of study based on academic and career interests and goals as well as study skills, time management, and test taking skills.

Recognized as the [number one tutoring center](#) for two-year colleges by the National College Learning Center Association, the [Cerullo Learning Assistance Center](#) (CLAC) is indicative



of the College's commitment to accessible, high quality academic support. A trained staff of peer and professional tutors work together in a nurturing environment to foster independent learning while guiding students through their educational journey. The CLAC offers tutoring for over 300 classes and serves 40,000 individual visits per academic year through one-on-one appointments, walk-ins, study groups, workshops, conversation groups and online tutoring.

The [Sidney Silverman Library](#) provides Bergen's diverse community of learners a welcoming environment at two locations and through extensive online support. The Library is engaged in student success with physical and virtual information resources. Student, faculty and staff utilize the library in a myriad of ways:

- 628,164 visits to the Paramus library and 7,110 visits to the Meadowlands library
- 892,594 views of articles in the databases
- 71,639 views of e-reserve materials
- 157,256 items circulated
- 12,967 items were catalogued. This number represents books, e-books, media, streaming video and streaming music
- 4,676 requests for media equipment

Bergen is also dedicated to assisting students with special needs. The [Office of Specialized Services](#) (OSS) seeks to provide all students the opportunity to participate fully in the College's educational programs and benefit from every aspect of campus life through the use of reasonable and appropriate accommodations and auxiliary services. The [Turning Point Program](#) is a two-year, non-residential certificate program for students with intellectual disabilities interested in continuing their educational and work experience. The program receives funding through a Transition to Postsecondary Education for Students with Intellectual Disabilities grant offered by the U.S. Office of Postsecondary Education.

Consistent with its mission, the College provides several forms of financial assistance to its students:

- The Office of [Financial Aid](#) provides support for federal, state and alternative aid programs.
- [The Center for Food Action](#) (CFA) is a resource for Bergen students, faculty, and staff in need of food and other emergency services.
- [The Educational Opportunity Fund](#) (EOF) program seeks to maximize academic success by providing academic, social and emotional support services, financial assistance and leadership development activities. To ensure the opportunity to attend college, the EOF provides supplemental financial aid to help cover college costs that are not covered by the state's Tuition Aid Grant Program.
- The New Jersey Student Tuition Assistance Reward Scholarship ([NJ STARS](#)) program is an initiative created by the State of New Jersey that provides the highest achieving students with free tuition at their home county college.

In addition to the above, the BCC Foundation regularly awards nearly \$600,000 in the form of need and merit-based scholarships. In FY2014, over \$1.0 million was distributed to support tuition, peer mentors/tutors, transportation and child care through externally funded grants (see Exhibit 18, Grants-at-a-Glance).

The [Behavioral Intervention Team](#) (BIT) is a central network focused on the prevention of disruptive behavior and providing early intervention. The team initiates responses and actions for those within the college community who show signs of serious emotional distress or behaviors that are disruptive or harmful to themselves or others. Complimentary to the efforts of BIT is the Pipeline, an early alert system designed to identify students who are at-risk and experiencing academic, personal, or judicial difficulties. The Pipeline creates a record of contacts and intervention efforts, allowing the dissemination of appropriate information to the student and other campus partners working on the case.

Countless Bergen students juggle family, work, financial, health, and college responsibilities, and they are often under a great amount of pressure and stress. Through the [Health, Wellness and Personal Counseling](#) program, the College focuses on preventative supports. Their licensed staff assists students with health and wellness goals, enabling lifestyle choices that help them sustain optimal physical, emotional and behavioral well-being as well as sponsoring workshops such as conflict resolution and how to identify abusive relationships. Students in need of further guidance or emotional support are referred to personal counseling outside of the College.

In addition to services for those at-risk or with special needs, the College offers various support to ensure the success of all students. The [Bergen Student Handbook](#) is a comprehensive reference guide created with advice from students to be a source of accurate information about Bergen, its services and activities, procedures, and available support staff. Students nearing graduation frequently visit [The Career and Workforce Center](#) for career advisement, academic guidance, experiential learning and employment services, in addition to a dynamic online [Career Coach](#) tool.

Students with young children may use the College's [Child Development Center](#) (CDC), a state-of-the-art facility located in Ender Hall and licensed by the New Jersey Department of Children and Families. CDC instructors are certified in Early Childhood Education and provide educational training for students enrolled in the Early Childhood Program. Bergen is also committed to providing college-level academic opportunities to high school students through the [College High School Partnerships Program](#). Students have access to the [Office of Student Life](#), dedicated to enhancing the collegiate experience through student-centered programs and services (i.e., student clubs, off-campus trip, leadership training). The [Violence Intervention Prevention Center](#) educates the community on sexual assault, dating violence and stalking through supportive services and prevention programs. Finally, the [Veterans Center](#) ensures that service members and veterans can focus on academic success and reintegration into civilian and student life. A team from the Veterans Center comprised of faculty, staff, and veteran students provide further assistance.

## **Staffing and Transparent Procedures**

The College consistently strives to ensure qualified professionals supervise and provide student support services and programs to meet the challenging needs of its students. Job descriptions, qualifications and hiring protocol are clearly documented and available online. The majority of student support service positions require a master's degree and relevant work experience in a higher educational setting. The College's support services are designed to address a varied spectrum of student needs to facilitate their success at Bergen. Information and instruction on how to access services are provided in the Student Handbook, [Student Code of Conduct](#), Pipeline, BIT, and [Satisfactory Academic Progress](#) (SAP) for Title IV funding purposes. While extensive information is also available on the website, it needs to be more visible and easily accessible. In addition, there needs to be a system to continuously update and maintain the webpages.

## **Student Advisement**

Annual training is provided for faculty members, who are required to provide 14 hours of academic advising in the Center for Student Success, per stipulations outlined in their contract. The [Academic Advising Manual](#) outlines the policy and procedures. It is available online and at every work station in the Center for Student Success. Also, updated information is distributed regularly to faculty regarding changes in registration policy, education planning, and upcoming events of interest to students, such as financial aid workshops, and college and job fairs.

There are two basic tracks of student advising and counseling at the College: 1) within the Center for Student Success, the primary deliverer of student advisement services (Student Handbook, pages 8-9), and 2) special programs which have dedicated advisors such as [EOF](#), the International Student Center, OSS, Veterans Affairs, and STEM. The Division of Student Affairs is piloting faculty-led cohort advising to groups including athletes, ESL, legal studies, music, early childhood education, and theatre and dance majors.

Although new student orientation has been offered by the College for many years, according to the [2014 Community College Survey of Student Engagement](#) (CCSSE), 35.5% of participants responded that they were "not aware of an orientation" while another 25.4% did not attend due to "scheduling or other issues." This survey data supported information coming from focused conversations with student leaders conducted by the student affairs staff. Now, orientation is no longer an option. The College implemented mandatory New Student Orientation (see Exhibit 29, Student Affairs Annual Report, pages 2-3) to ensure that new students are armed with the necessary information to successfully navigate and focus on degree completion from their first day at Bergen.

## **Athletic Programs**

Athletic programs are regulated by the same academic, fiscal, and administrative policies

that govern other institutional programs, and each team is an academically advised cohort, governed by the same norms and procedures as all students at Bergen (see Exhibit 45, Student Handbook, page 16 and [Athletics Webpage](#)).

## **Student Grievance Procedures**

The College has clear and equitable student grievance procedures in place. Students have access to this information through the Student Handbook, the Student Code of Conduct and the [academic catalog](#). Any student who reasonably believes a College decision or action has adversely affected his or her status, rights or privileges as a Bergen student can file a grievance. Students' grievances usually fall into one of three categories: 1) academic, 2) non-academic or 3) discrimination. All student grievances are filed through [Maxient](#), an online reporting form. The Division of Health Professions also keeps electronic records of student complaints and grievances per Allied Health accreditation agencies' requirement that a complaint log be kept at a department level and be reviewed during site visits.

Whenever a student wishes to contest a course grade, he or she is directed to the Grade Appeal Process in the Student Handbook. Most grade disputes are resolved at the departmental level. Email correspondence can be used as a record to resolve disputes, and students can make appeals to the dean, who may require additional information and documentation from both parties. All resolved grade disputes are kept on file. In addition, academic deans keep an electronic folder of communication with students related to grade disputes and faculty complaints. If the grade dispute is not resolved at the department or division level, the student has the opportunity to request an appeal through the vice president of academic affairs.

## **Security of Student Records**

The College established an Information Security Officer position to ensure that its data environment is secure and to develop guidelines to prevent data breaches. The Information Security Officer regularly sends emails alerting the internal users of possible scams found on the College's e-mails. Each Bergen account, including student accounts, has a unique user ID and encrypted password that must be changed every three months.

Bergen's student information and report systems (i.e., Colleague, Colleague Reporting and Operating Analytics) are limited to on-campus access, reducing potential vulnerabilities. All scanned student records are stored in a state certified Document Management System: Application Xtender. Access is granted only by request from the functional owner (i.e., deans, managing directors) of the records. A secure offsite storage facility is used for storage of paper records.

In addition, the Documents and Records Management office is responsible for the preservation of information and records. Their established [records retention policy](#) is "to retain its records in

accordance with the retention schedule published by the New Jersey Division of Revenue and Enterprise Services, Records Management Services (RMS).”

### **Release of Student Information**

The implemented [FERPA](#) policy is articulated clearly on Bergen’s website, and a waiver form is available at the Office of Student Life and Judicial Affairs. It is also presented during New Student Orientation. The institutional policy requires all FERPA forms to be recorded on the college operating system (Colleague) within the student services module. Staff is mandated to ensure students’ rights to privacy and confidentiality by a confirming receipt of an authorization form. The FERPA form is in effect unless authorization is revoked in writing. Currently, the College is in the process of purchasing a web-based new student orientation program which will include an explanation of FERPA regulations and an electronic waiver.

### **Evidence-Based Continuous Improvement**

Improvements to various student support services documented throughout this self-study report were a direct result of internal assessment. For example, [The Graduate Follow-Up Survey 2008-2012](#) indicated that in 2012, 92% of Bergen graduates felt they achieved their educational objective at the College. However, the lowest-rated student services were transfer advisement, financial aid, career counseling and job placement assistance (page 6). On a scale of 1 (poor) to 5 (excellent), most ratings ranged from 3 (average) to 4 (good) with job placement assistance ranking lowest (2.52) of all services.

The Division of Student Affairs revamped how financial aid information is communicated and introduced to prospective students and their parents. Parent financial aid sessions are conducted and offered in both English and Spanish. The One-Stop Center was created to provide a centralized location for essential transactions such as registration and payment information. The Career Coach, an online job search and career tool, has been customized to link all of Bergen’s degree and certificate options, supplementing the limited number of career counselors to meet the demand. Also, a [transfer webpage](#) was created and links to the NJ Transfer site to showcases program articulations with four-year universities. Students can easily search transferability of courses and programs to New Jersey four-year institutions without waiting to see a counselor.

The CCSSE data along with other institutional research results such as the [Graduate Transfer Experience](#), the [Perception of Graduates Report](#), the [Stop Out Survey Report](#), the [EOF Annual Report](#), and the [CLAC Follow Up Report](#) are consistently utilized to make large scale changes necessary to provide value-added student support services. The [Student Affairs Annual Report](#), produced by the vice president of student affairs, highlights the most recent changes implemented to improve student services. Furthermore, students who are on probation, suspension or dismissal receive an online survey to track their past use and knowledge of

student support services. Counselors use this survey information to assist a student's transition back into the classroom.

The foundation upon which student services is built aligns well with Bergen's acceptance into Achieving the Dream, a reform network for community colleges. The College's maturation in its data capacity, analytics and utilization of data in making large scale changes will allow for continued improvement.

## **STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS**

### **Strengths**

Robust student support services that are staffed by qualified professionals to address various evolving student needs in support of individual success, clearly demonstrate that Bergen is in full compliance with this standard.

- The Cerullo Learning Center exemplifies the College's dedication to student success through its award winning service and in its implementation of assessment results.
- Increased focus on preventative help through the establishment of the Pipeline, Behavioral Intervention Team, and Health, Wellness and Personal Counseling.
- Critical improvements aimed at addressing academic needs ushered in by assessment data include cohort advising, a Success 101 course for remedial students and mandatory New Student Orientation.

### **Suggestions**

- Increase use of data to implement changes and improve job placement assistance and career counseling.
- Encourage data collection and sharing between student affairs and academic affairs in order to better assess the effectiveness of student support programs.

### **Recommendations**

- Develop a system to ensure that student support service information populated throughout Bergen's website is up-to-date and its effectiveness is periodically assessed.

## STANDARD 10

# Faculty

*The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals*

## INTRODUCTION

The Bergen faculty is dedicated to educating a diverse student population in a rigorous academic environment. The central role and major contribution of the faculty is to offer a comprehensive set of programs and related courses that fulfill the needs of the community. These responsibilities also include the development and practice of effective instruction, counseling, library services, advising and outcomes assessment. Beyond scholarship and various professional development activities, faculty members support student clubs and coordinate co-curricular activities with the Office of Student Life. The faculty continues to effectively support the shared goals of student success and excellence in teaching and learning.

## FINDINGS AND ANALYSIS

### Prepared and Qualified Faculty

The [Teaching Credentials Manual](#) (TCM) provides credentialing information for faculty selection and teaching assignments and is used by those responsible for hiring. Within the manual, qualifications required of all faculty members are listed by discipline. Potential applicants are directed to the TCM, which appears on the Bergen website. Hiring procedures set forth by Human Resources in its [Steps for the Accelerated Search Process](#) are strictly followed. A new job description for teaching faculty has been drafted that reflects Bergen's desire for "innovative faculty members who strive for excellence and have continuous dedication to student-centered learning and personal growth" (see Exhibit 47, Faculty Job Description). The job description also clarifies essential duties and responsibilities within three main areas: instruction, service and professional development. Similarly, job descriptions for faculty serving as department chairs and program coordinators/directors have been negotiated between the College and faculty union.

The College recognizes the pivotal role part-time faculty members play in delivering quality instruction. Adjunct faculty members attend a bi-annual conference and participate in professional development programming. An article of the collective bargaining agreement between Bergen and the adjunct faculty establishes a certification program whereby adjunct faculty members can receive compensation for completing professional development.

Adjunct faculty credentials are outlined in the TCM. [The Adjunct Handbook](#) provides a clear policy concerning annual evaluation of teaching effectiveness among adjuncts. Like full-time faculty, adjuncts are evaluated through yearly classroom observations by tenured colleagues, fostering collegiality among full-time and part-time instructors. In addition, each semester all courses taught by all faculty members are evaluated via the new online Student Evaluation of Teaching. Results are sent to the department chairs and may be used to determine future teaching assignments or address concerns about program effectiveness. It should be noted that during AY2011-2012, the adjunct faculty officially petitioned to the Public Employee Relations Commission (PERC) to unionize as an affiliate of the American Federation of Teachers (AFT). PERC granted their petition, and the College and adjunct faculty have recently finalized a collective bargaining agreement.

Continuing education instructors are hired according to criteria established by the Division of Continuing Education. Required credentials for potential applicants are readily available on [the division's webpage](#). The division currently offers over 500 courses and 30 programs, which are detailed for prospective students in its [annual catalog](#).

Faculty members are well-positioned to fulfill their role in supporting the College's vision and mission. Bergen employed 1,048 faculty members in 2014, investing considerable resources in maintaining a robust full-time faculty of experts and leaders in their respective disciplines. Among community colleges in New Jersey, Bergen has the highest percentage of full-time faculty by a [wide margin](#). In 2013-14, the College employed 372 full-time (35%) and 676 part-time (65%) faculty, compared to 23% full-time and 77% part-time across the state. In the face of dwindling county and state funding during this period, this ratio (1:1.85) has remained consistent since 2009. Of the full-time faculty, approximately 55% are tenured, 21% tenure track and 22% non-tenure track. These percentages have also remained consistent over the same period (see Exhibit 49, CIE Data Brief: Faculty Counts). However, improvements in faculty diversity are needed to better reflect its student body (see Figure 10.1).

**FIGURE 10.1: FACULTY AND STUDENT BY RACE (2014-15 BCC FACT BOOK)**

Race/Ethnicity	Fall 2014	
	Students	Full-Time Faculty
Am. Indian/Alaska Native	0.1%	0.3%
Asian or Hawaiian/Pacific Islander	7.4%	5.5%
Black/African American	6.1%	5.2%
Hispanic, all races	24.9%	2.9%
Two or more races	1.6%	0.0%
White	32.6%	86.1%



Non-Resident Alien*	6.5%	-
Unknown	20.7%	0.0%
Total Enrollment	100.0%	100.0%

## **Fair and Principled Reappointment, Promotion and Tenure Procedures**

The College has recently updated its reappointment, tenure and promotion criteria to align these processes with the current emphasis on student success and excellence in learning outlined in the 2013-18 Strategic Plan (see Exhibit 1, Strategic Plan, Theme 1).

All confidential college employees are required to sign Bergen’s newly established Code of Conduct (see Exhibit 49, Code of Conduct), and incident reports related to the Code of Conduct can be filed with the Department of Human Resources. Meanwhile, reappointment and tenure of faculty utilize a process which is currently being revised. The new Tenure Handbook reflects a collaborative effort among College constituents and celebrates diverse faculty interests while adhering to N.J.A.C.9A:7-3.4 (2014). In the new tenure process, four core competencies are established: effective teaching, assessment, professional commitment and service. Consistent with the College’s increased commitment to scholarship and academic excellence, an action research project focused on teaching requires tenure-track faculty members to execute their research plan under the guidance of their faculty mentor and their dean. Finally, the new process represents a more visible application of shared governance by enlisting faculty members to serve on tenure committees.

Likewise, faculty promotion has seen revision. The new process employs clear criteria and the use of a rubric, offering faculty greater transparency in how they are being evaluated (see Exhibit 42, New Tenure and Promotion Process). The review structure has also been modified from one large college-wide promotion committee to smaller division-based committees. Once tenured, faculty members submit a yearly record of activities and are evaluated by the dean, who writes an annual performance report. Tenure track faculty, lecturers and part-time faculty are evaluated through classroom observation by deans and members of the full-time faculty. A post-tenure review process requires observations of full-time teaching faculty once every five years by the academic dean. Because the College believes the standard of teaching effectiveness should remain the same for all faculty, the evaluation tool used for tenure track faculty is also used for adjunct faculty (see Exhibit 50, Adjunct Faculty Observation Form).

Although the grievance process and non-reappointment process are articulated in the faculty contract and utilized when necessary, policies relating to tenured faculty dismissal are not widely disseminated (see Exhibit 41, Faculty Contract).

## Academic Freedom and Clearly Defined Faculty Roles

The [Constitution of the General Faculty](#) states that the [Faculty Senate](#) “formulates resolutions and recommendations, advises the President of the College, and participates in decision-making on all academic and student affairs matters related to the operation of the College” (page 2). As noted in the BCCFA contract, “All members of the faculty, whether tenured or not, are entitled to academic freedom, as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure formulated by the American Association of University Professors” (see Exhibit 41, Faculty Contract, page 36).

As listed in the Constitution of the General Faculty, there are a number of permanent, standing committees in the Faculty Senate: Executive, Nominations and Elections, Academic Standing, Admissions, Curriculum, Library, Good and Welfare, and Learning Assessment. The function, responsibilities and membership of each committee are clearly defined in the Constitution. Indicative of Bergen’s commitment to shared governance, the vice president of student affairs and the vice president of academic affairs serve as chairs on the Academic Standing Committee and the Curriculum Committee, respectively. The two vice presidents are also voting members of the Faculty Senate. While the General Education Committee (GEC) is not a standing committee of the faculty senate, the GEC chair delivers a monthly report at each Senate meeting. During AY2015-16, the Faculty Senate will modify its constitution to establish the GEC as a permanent standing committee of the Senate in order to facilitate deeper and broader engagement of faculty in the general education program.

The College maintains a Faculty Development Committee made up primarily of tenured and tenure track faculty members elected by their academic division, including faculty members from the Library and Student Services. This group forms sub-committees that plan workshops of pedagogical and personal interest and assist the vice president of academic affairs in planning faculty development activities, including faculty mentoring and the new faculty orientation program. The Committee is also responsible for maintaining a website and publishing a newsletter entitled [Faculty Focus](#).

Recognizing the shared responsibility of student support, full-time tenured and tenure track faculty are required by contract to serve a minimum of 14 hours per semester advising students. Recently, the College piloted major-based advising by faculty for athletic teams, ESL, STEM, legal studies, education and performing arts. Faculty members are also required to participate in assessment of student learning. The Center for Institutional Effectiveness (CIE) in conjunction with the Faculty Senate Learning Assessment Committee oversees the implementation of Bergen’s assessment activities as described in the College’s Assessment Framework. Four faculty members functioning as CIE assessment fellows and 34 assessment liaisons facilitate assessment efforts of the departmental faculty (more details are in Standard 14: Assessment of Student Learning).

## Dedicated Curriculum Development Process

Faculty members propose new courses and programs based on student need. The College has in place a [detailed process](#) for course proposal and modifications that involve faculty, deans, the Curriculum Committee, Faculty Senate, the President and the Board (see Exhibit 10, Curriculum Handbook). While recent curricular work has revolved primarily around adding or modifying courses, new degree programs in aviation, paramedic science and fashion design have been approved and are currently being offered. In order to ensure the success of these programs, full-time faculty members with expertise in those areas are being sought or already have been hired.

Bergen's commitment to meaningful curriculum development was recently demonstrated by modifications to Developmental Math and English Basic Skills (EBS). After careful review of student learning assessment data, these two departments completely redesigned their course sequences and remediation requirements. After program redesigns, the AY2013-2014 yielded the highest pass rate in five years for both Developmental Math and EBS with a 66.0% Developmental Math Pass Rate and 72.9% English Basic Skills Pass Rate. Their work was showcased at the 2015 annual conference of the National Association of Developmental Education (NADE).

In 2014, the College created a new Office of Curriculum led by an associate dean. The associate dean works closely with faculty and oversees all aspects of the curriculum development process, including state approval. A Viability Task Force comprised of representatives from Academic Affairs, Student Affairs and Institutional Effectiveness regularly examines internal data (captured in [Program Dashboards](#)) to identify programs that may need to be deleted or reconfigured due to low enrollments or low graduation rates.

In 2013, Bergen began a new [program review process](#) of its academic programs. Through this process, the College ensures quality of degree and certificate programs through peer review, self-evaluation, and student learning assessments. A [five-year cycle](#) is used for the program review, and completed program reviews are posted on the Bergen website to promote sharing and communication among the College community.

## Support of Faculty Scholarship

Bergen Community College provides appropriate support for advancement and development of faculty including teaching, research, scholarship, and service. In AY2013-14, the College reimbursed 17 faculty members enrolled in doctoral programs, spending a total of \$237,365.06 on tuition reimbursement. An additional \$273,875.26 was spent on faculty travel to conferences in FY2014 ([Analysis of Professional Development Expenses](#)).

Appropriate linkages among scholarship, teaching, student learning, research, and service are evident from the amount of support Bergen provides, particularly in the areas of scholarship

and research.

- The College provides the opportunity for faculty and staff to enroll in a doctoral program in Community College Leadership Program offered on campus through the Roueche Graduate Center at National American University (NAU). Twenty-six employees from the college, including 12 full-time faculty members and three adjunct faculty members, are members of the first cohort, which began in April 2015.
- Bergen also instituted its own competitive Faculty Research and Scholarship Release Time Program in 2013, funding up to seven faculty members each semester to pursue research in their field of study.
- The Scholar's Dinner celebrates teachers who engage in scholarly work, acknowledging its importance for informing pedagogy and inspiring students.
- In spring 2015, Bergen announced the formation of a Scholarship of Teaching and Learning group to provide support for faculty efforts in research, development and teaching, underscoring the importance of teaching and learning for student success.

The success of the Judith K. Winn (JKW) School of Honors and the Phi Theta Kappa (PTK) Honor Society underscores a connection between scholarship, service and teaching at the College. The directorship of the JKW School of Honors has been the domain of faculty since the inception of the honors program in 1975. Each semester, approximately thirty faculty members are invited to teach honors courses. Each year, the JKW School of Honors hosts its Honors Conference, providing students with the opportunity to present papers in an academic conference setting. To better support the College's growing and nationally-ranked Phi Theta Kappa chapter, the College hired an administrative advisor in 2014 to work closely with the faculty advisor to serve the needs of the students.

### **Faculty Development Efforts**

The [Center for Innovation in Teaching and Learning](#) (CITL) supports faculty and students in distance learning as well as face-to face courses. Each semester, CITL conducts numerous workshops, providing training and instructional design support for faculty and staff. Since 2014, CITL has sponsored an annual Summer Institute in Teaching and Learning. This two-day program has focused on learning communities, experiential learning, student motivation as well as technology-enabled active learning and student accommodations. The expansion of the mission of the CITL beyond its initial focus on instructional technology to a more broad-based approach to teaching and learning highlights a key shift in the College's more comprehensive approach to student-centered instruction.

In addition to the Faculty Development Committee and CITL, the college funds numerous independent faculty initiatives such as the Suburban Studies Program, Center for Peace, Justice and Reconciliation and the Literary Arts Series. Faculty members take opportunities to share research interests and to involve the community in their co-curricular activities. The Suburban

Studies Program, a previous nominee for the Bellwether Award from the Community College Futures Assembly, was invited to join the Cultures of the Suburbs International Research Network in 2015, the first community college in the country to receive such an honor.

Beginning in 2013, the College established a [Day of Professional Development](#) each semester for faculty, staff and students. The agendas for these days are created collaboratively between faculty, staff and administration with special attention to the College's mission and [Strategic Plan: 2013-2018](#).

## STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS

### Strengths

Bergen makes every effort to employ appropriately prepared and qualified faculty sufficient in number to meet its mission of educating a diverse student population in a rigorous learning environment.

- The size of the full-time tenured faculty plus yearly increase of new tenure track lines shows the College's commitment to consistency and quality of leadership by full-time professors in the academic areas.
- Bergen clearly meets the standard for supporting advancement and professional development and recognizing linkages among scholarship, teaching, student learning, research and service.
- The College has five internal annual grants and recognition awards for scholarship and teaching, funding for travel and graduate studies, an Ed.D in Community College Leadership program, professional development workshops and faculty technology training and instructional design support both for online and on campus teaching.
- There are well-established programs and study centers: Suburban Studies, Literary Arts Series, the Science Infusion Program, and the Center for Peace, Justice and Reconciliation.

### Suggestions

- Complete the revision of the curriculum handbook to standardize all processes and provide clear and definitive guidelines.
- Complete the revision of reappointment, tenure and promotion processes with more detailed criteria being introduced, as well as new structures for guiding and evaluating candidates.
- Address fragmentation in professional development activities by providing leadership, a central place and support staff, an upgraded website and a common calendar.
- Develop more systematic planning, scheduling and assessment of faculty development activities.

## **Recommendations**

- Enhance the role of CITL in ensuring professional development in teaching and assessment of student learning.
- Implement procedures that will support the recruitment of minority faculty and staff to better reflect the College's student body.

## STANDARD 11

# Educational Offerings

*The institution's offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills for its educational offerings.*

## INTRODUCTION

Bergen is a comprehensive community college preparing students to transfer to four-year colleges or to enter the workforce directly upon completing a program of study. Students can choose from 142 programs leading to AA, AS, AAS, AFA degrees and certificates. The faculty is involved in every step of program development, identification of program learning outcomes, assessment of student learning and periodic program review. The faculty and the administration work together on the Curriculum Committee, Learning Assessment Committee and General Education Committee to provide the necessary oversight that ensures Bergen's academic programs demonstrate academic rigor and depth. Also, faculty responds to shifting needs of current and prospective students by creating new programs. The recently-launched Paramedic Science, Aviation and Fashion Design programs are just a few examples. In addition, student learning is supported by faculty advising and various student support services, such as the [Sidney Silverman Library](#) and [Cerullo Learning Assistance Center](#), winner of the 2014 Frank L. Christ Outstanding Learning Center Award, which is awarded by the National College Learning Center Association.

## FINDINGS AND ANALYSIS

### Educational Offerings

Congruent with the College's mission, Bergen offers 142 affordable and accessible credit degree and certificate programs, as well as a full range of non-credit programs (i.e., open enrollment of customized training) offered through the Division of Continuing Education, the Ciarco Learning Center and the Institute for Learning in Retirement. In fall 2014, a total of 167,024 credits were produced, and in fall 2013, students were enrolled in 504,052 non-credit contact hours.

Course descriptions are listed in the [academic catalog](#), and many courses are offered in traditional, online and hybrid forms, making them accessible to the diverse student population that the College serves. Alternative term start dates (i.e., three starting dates in each term), as well as evening and Saturday classes, support adult and non-traditional learners. Bergen recently developed nine stackable programs, eight in the Health Professions and one in Advanced

Manufacturing and is working towards developing fully accelerated degree programs.

Bergen's student enrollment peaked in 2011. Since then, the College has been experiencing a steady enrollment decline. Coupling this with the fact that about 45% of students are consistently enrolled in 5 majors, it might be prudent to critically examine the viability of each degree and certificate program in meeting both student's needs and the mission of the College.

The College's Curriculum Committee examines all [course syllabi](#) to assure academic rigor and depth, requiring that course content and student learning outcomes are clearly articulated. The College recently assessed 150 syllabi in 25 departments. Of this representative sample, 88% scored a five (Excellent) or four (Good). A comprehensive General Education program offers students courses in a variety of disciplines in order to provide them with a well-rounded education. The General Education program follows the [guidelines](#) of the New Jersey Council of Community Colleges. Reflective of Bergen's mission, students pursuing AA degrees are mandated to complete a three-credit diversity requirement.

Likewise, the [program review process](#) ensures quality of degree and certificate offerings. Through this practice, academic units examine their effectiveness by self-evaluation, student learning assessments and peer review. Bergen conducts program review on a [five-year cycle](#) and results are easily accessible on the web (more details can be found in Standard 14: Assessment of Student Learning).

Since January 2014, Bergen has been participating in Gateways to Completion (G2C), a three-year gateway course improvement process that was developed at the John N. Gardner Institute for Excellence in Undergraduate Education. The G2C process is designed to specifically help colleges create a plan for enhancing student success in high-risk gateway courses. As a part of the College's [student success initiatives](#), four gateway courses were selected to be the focus of Bergen's G2C efforts: WRT101, MAT140, BUS101 and PSY101. Faculty-led teams in those areas are engaged in course redesign work based on information derived from the G2C platform.

A comprehensive review of program learning outcomes was recently completed. All programs have learning goals appropriately stated in terms of student learning outcomes and are readily [accessible on the web](#). Also, corresponding curriculum maps clearly show how required courses are linked to accomplish program-level learning outcomes.

### **Co-Curricular and Extra-Curricular Activities**

The College provides numerous curricular, co-curricular and extra-curricular experiences that improve student learning and empower students to fulfill their unique educational goals. [The Bergen Community College Speech Competition](#) allows students to participate in a formal speech contest. The competition is used to assess oral and written communication, which are general education learning outcomes. Data from the 2014 Speech Competition Post-Report



indicate an increase from the previous year in student participation by 13%, a total of 73 students. 77% of the students who participated in the competition indicated they had more confidence in their ability to communicate.

The [Intercultural Conversation Partner \(ICP\)](#) allows English language learners to meet with native English-speaking students to engage in meaningful cross-cultural exchanges. Since its inception in 2011, the ICP program has grown from 25 individual students to over 90 students. Meanwhile, [Service Learning](#) at Bergen combines active learning and service to the community with educational and leadership opportunities for over 300 students each semester. With 634 students completing 35,000 hours of community service last year, Bergen Community College has made the President's Higher Education Community Service Honor Roll for the seventh consecutive time. The list recognizes institutions that have incorporated service learning into their curricula and campus environment. Bergen represents one of only three New Jersey community colleges on the 2014 list.

The College also recognizes the critical need to identify and facilitate student growth through various efforts:

- The [Office of Student Life](#) hosts an annual student weekend focusing on Leadership and Diversity.
- The [Judith K. Winn School of Honors](#) offers over 40 honors courses for the College's highest-achieving students. More than 300 students take honors courses every semester.
- In 2011, library faculty and members of the English department formed a committee to discuss information literacy and to develop a research model. A [research guide](#) was created to document the effort and to educate faculty about information literacy. Concurrently, an Information Literacy Knowledge Test was developed and administered to a select sample of WRT-101, WRT- 201, and EBS classes.
- Most recently, the [Second Annual STEM Research Summit](#) brought together faculty, students and staff for a day-long conference dedicated to STEM related research and special projects.
- Learning Communities (LC), a high-impact practice, help developmental and ESL students accelerate into college-level courses.

## **Library Resources**

The [Sidney Silverman Library](#) is committed to providing accessible and multilayered support to the institution's educational programs. The library occupies 56,000 square feet in the Pitkin Education Center. A second location at the Meadowlands campus occupies 6,500 square feet. The Collection Development Policy provides guidelines for the selection, acquisition and management of materials in various formats. Librarians who serve as liaisons to academic departments are responsible for collection development in their subject area. A review of library collections shows an increase of materials from 123,499 in 2011 to 144,649 as of June 2014. While staff size remained consistent, the [Graduate Follow-Up Survey](#) results show the library among

the highest rated student support services.

To better enable student and faculty use, the library provides remote access to electronic resources via authentication through the integrated library system and offers intercampus delivery to the Meadowlands. In addition, recognizing the challenges faced by a diverse population of learners, the library provides a textbook collection on reserve and collaborates with the bookstore to ensure textbooks are available in a timely manner. The library develops these initiatives through Perkins Grant funding and uses locally developed assessment tools to identify student needs.

Recognizing the College's mission to provide "life-long learning opportunities for all members of the community," the library continues to participate in high-impact outreach projects. Between February and May 2015, the Library partnered with the Society of African Missions (SMA) African Art Museum in Tenafly, NJ, to host an exhibit entitled "[Encoded Messages: Reading African Art.](#)" The exhibit drew visitors from the community and sparked student interest. In summer 2014, the library took part in the Teaneck High School Program supporting information literacy efforts by acquainting students with various aspects of the library. In April 2015, two library employees won the New Jersey Library Association College University Section/ACRL-NJ Technology Innovation Award for developing the "BCC Library App," available on Android and Apple platforms. Nominees for this award come from college and university libraries around the state. The app permits library users to store their student ID, check library accounts, search the library catalog and databases and reserve study rooms.

### **Information Literacy and Technological Skills**

The library staff, teaching faculty and administrators work in unison to foster information literacy and technological literacy skills across the curriculum. A robust instructional program at both College locations supports the information literacy needs of all learners. In spring 2011, the library began offering information literacy instruction remotely via Adobe Connect. In an effort to reach students more directly, the library continues to host workshops with the Honors Program focused on the use of tablets, e-readers and other mobile technologies. The Library also maintains a collection of web-based research guides to support assignments and to provide information about library programs and services. Guides specific to particular assignments or disciplines are developed in partnership with teaching faculty and made available on the library website.

### **Learning Resources**

The [Cerullo Learning Assistance Center](#) (CLAC) provides free tutoring, one-on-one assistance, drop-in appointments, supplemental instruction study groups, in-class/in-lab tutoring and online tutoring for subjects taught. The CLAC currently hosts more than 40,000 subject-specific and individualized tutoring visits in over 300 courses. Approximately 7,000 individual students rely on a team of 150 professional and peer tutors employed by the CLAC.

In 2014 the National College Learning Center Association named the CLAC the best two-year school tutoring resource in the nation. Bergen is the first New Jersey school, four or two-year, to earn the [Frank L. Christ Outstanding Learning Center Award](#). Building on its evidence-based practices that helped it win this award, the CLAC volunteered to pilot the program review process for academic support areas at the College. The successful completion of the pilot has led to the implementation of program review for all academic support areas.

## **Transfer of Credits**

The College ensures that students can meet their individual educational goals by earning credits and degrees that successfully transfer. New Jersey has a statewide agreement regarding transfer between community colleges and four-year public colleges and universities. It provides that graduates of transfer programs (AA and AS) be granted full credit for their completed coursework. The College also maintains [articulation agreements](#) with over 35 colleges and universities, and provides updated information by college and by major program on the website. The [Center for Student Success](#) website provides clear guidelines and is used regularly by students and counselors.

According to the [Graduate Transfer Experience Report](#), 49.8% of students had 61-70 credits accepted at their transfer institution and 82.1% had between 50 and 70 credits accepted. In-state colleges accepted 61 credits and above at a higher rate (61%) than out of state (46.4%) colleges. A majority of the respondents from Ramapo College, Rutgers University and William Paterson University successfully transferred 61 to 70 credits. In contrast, 87.5% of respondents who transferred to Montclair had 50 to 60 credits accepted. In addition, 31% of students had one or more classes rejected, primarily in science or mathematics. The possibility that some courses may lack equivalency and necessitate repetition at the transferred institution is cause for major concern. As individual cases are reported, the vice president of academic affairs works with transfer counselors to identify and address systemic causes. Further exploration of which courses do not regularly transfer to four-year universities in conjunction with course adjustments will increase credit transferability. Still, the [Graduate Follow-up Survey](#) indicates that between 62% and 69% of Bergen graduates successfully transfer to baccalaureate institutions. When asked how well their courses prepared them, most responded between “average” and “good.”

Students can transfer to Bergen with a maximum of 45 credits towards an associate degree program, or 18 credits into a certificate program. However, several programs (i.e., Health Professions and Criminal Justice) have different requirements. The Center for Student Success have extensive information on how to [transfer in credits](#) from other regionally accredited colleges and universities on its website and in the academic catalog.

## **Provisions for Adult Learners**

In fall 2014, over 40% of all students enrolled in credit programs were over the age of 22 and part-

time enrollment continues to increase as a percentage of total students. Since 2014 the College has implemented a wider array of start dates and completion dates for courses throughout the academic year so that students may better accommodate personal needs, family obligations and employment commitments. The nine stackable programs are designed to assist the needs of adult learners as well. The College is currently preparing to implement recently approved prior learning assessment policy and procedures to further aid returning adult learners.

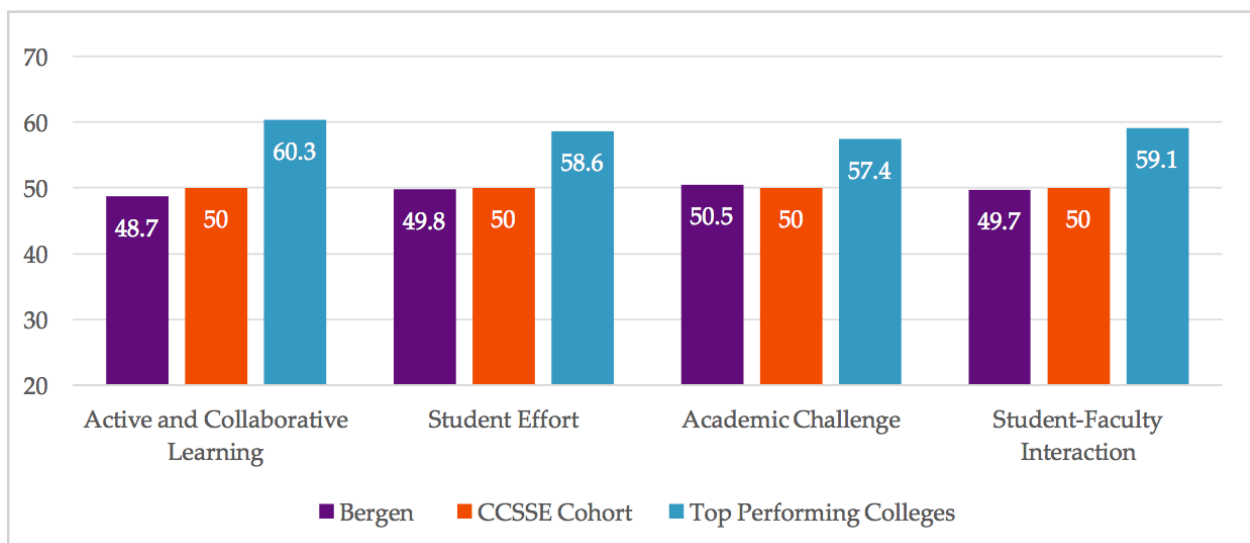
The [Division of Continuing Education, Corporate and Public Sector Training](#) also offers programming for workforce development, skill enhancement and vocational goals. Like their credit counterparts, these programs are scheduled at various times during the week and weekend to accommodate job responsibilities and personal obligations. For students with childcare needs, the [Child Development Center](#) is located on campus and available at reduced rates.

### Assessment of Student Learning Experience and Program Outcomes

Bergen’s comprehensive academic programs, coupled with co-curricular and extra-curricular programs foster student engagement and promote synthesis of their learning. [Program Reviews](#), the [Strategic Plan: 2013-2018](#), [CCSSE findings](#) and participation in the Achieving the Dream Network indicate the College’s prioritization of student success and its commitment to continued evaluation and assessment. At the same time, [Syllabi Central](#) is located on the website, and provides easy access for current and prospective students, promoting informed decision-making.

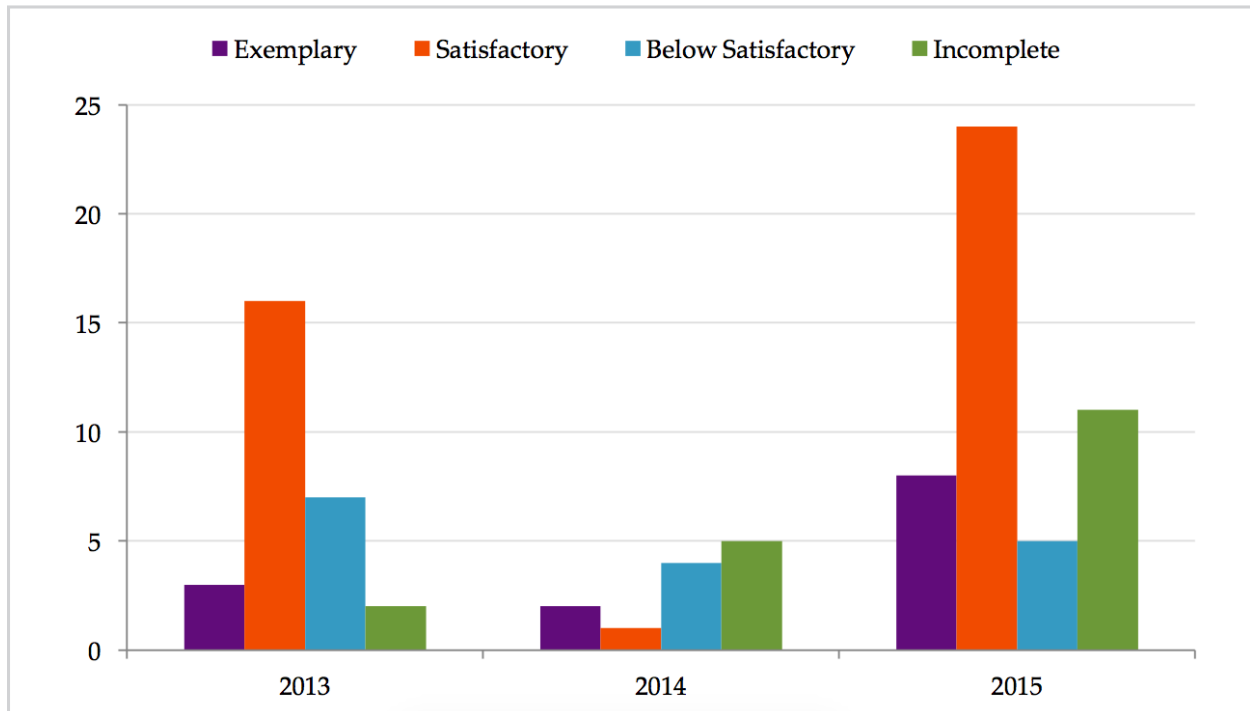
The coherence of Bergen’s educational offerings is reflected in the rigor and challenge provided to students. The CCSSE data supports that our students are academically challenged by faculty and they have frequent interactions with faculty.

**FIGURE 11.1: 2014 CCSSE BENCHMARK COMPARISONS**



Since summer 2013, an annual [Meta-Analysis](#) evaluates the quality of each submitted assessment report and is shared widely with faculty, staff and the Board of Trustees. A summative rating rubric guides the process (more details are found in Standard 14: Assessment of Student Learning). The chart below shows the meta-analyses results from the last three years. A significant increase in the number of exemplary and satisfactory reports is encouraging and demonstrates that the faculty and staff are working to assure consistency in the quality of assessment activities and reports.

**FIGURE 11.2: META-ANALYSIS RESULTS**



## STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS

### Strengths

Educational offerings at Bergen are congruent with its mission and strategic goals. A strong mix of curricular, co-curricular and extra-curricular programs fosters a diverse student body to flourish.

- A comprehensive set of credit and non-credit courses, as well as degree and non-degree programs, support the College's mission of open access to an affordable and high-quality college education.
- The nationally recognized Cerullo Learning Assistance Center assures student success through various academic tutoring services at no cost to students.

- The Library continues to support the College's mission by offering appropriate services and materials, and by developing key partnerships on campus and in the community.

### **Suggestions**

- While 142 degree and certificate programs exist, most students are concentrated in a very few programs. The College should critically analyze the viability of programs and move toward more directed academic pathways.

### **Recommendations**

- Explore further which courses do not regularly transfer to four-year universities and make necessary adjustments to increase transferability.

## STANDARD 12

# General Education

*The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

## INTRODUCTION

As an institution of access with a diverse student body interested in transferring to four-year colleges and universities, Bergen's comprehensive general education program remains vital to student success. Committed to rigor and inclusiveness, the program prepares students for courses in their concentration and requires that general education skills and abilities are implicitly reinforced in those courses. General education at Bergen, comprised of over 150 credit courses, is delivered face-to-face, online and partially online. Students are provided ample opportunity to choose from a broad range of electives. In addition, the College's adoption of the Liberal Education and America's Promise (LEAP) learning outcomes in spring 2013 ensures that its vision of engaged citizenry and mission of civility and respect are fulfilled. Since that time, the College has utilized LEAP Outcomes to assess the effectiveness of its general education program.

## FINDINGS AND ANALYSIS

### Clearly Articulated General Education Requirements

The [general education program](#) follows the guidelines and guiding principles of the New Jersey Council of Community Colleges (NJCCC), which specifically identifies goals in oral and written communication, scientific reasoning and technological competency. General education courses and distribution requirements are found within the College's [academic catalog](#).

Issues pertaining to general education status are handled by the College's General Education Committee (GEC). The committee's 14 Characteristics of a General Education Course establishes clear criteria, while its Standards for General Education Courses guide the development of new offerings. In addition, a seven-step process for course approval is clearly outlined on the College website, which includes approval by the Curriculum Committee, Faculty Senate, College President and Board of Trustees (see Exhibit 51, General Education Course Approval Form). Courses must be accepted by the NJCCC and appear on its Unified Course List before receiving general education status at Bergen. A comprehensive list of general education offerings is easily accessible in the academic catalog and on the [College website](#).

## Scope and Size Appropriate to Degrees

The scope of Bergen’s general education program is broad and appropriate to the College’s comprehensive and varied degree offerings. Degree seeking students are required to earn between 21-47 credits in general education, depending on the program.

**TABLE 12.1: GENERAL EDUCATION REQUIREMENTS BY DEGREE PROGRAM**

### AA PROGRAMS

Area of Study	Credit Requirement
Communication	9
History	6
Humanities	9
Social Science	6
Mathematics, Natural Sciences, and Technology	12–14
Diversity Requirement	3
Total	45–47

### AFA PROGRAMS

Area of Study	Credit Requirement
Communication	6
Humanities	6
Social Science	3
Mathematics, Natural Sciences, and Technology	3–4
Unassigned GE	3
Total	21–22

### AS PROGRAMS

Area of Study	Credit Requirement
Communication	9
Humanities	6
Social Science	3
Mathematics, Natural Sciences, and Technology	12
Total	30



## AAS PROGRAMS

Area of Study	Credit Requirement
Communication	6
Humanities	6
Social Science	3
Mathematics, Natural Sciences, and Technology	3–4
Unassigned GE	3
Total	21–22

Consistent with general education requirements established by the NJCCC, one-year academic certificates require six credits of general education, while certificates of achievement do not require any general education courses. Students pursuing AA or AS degrees must earn credits in communication, humanities, social science, and either mathematics, science or technology courses. However, technological competency is not specifically mandated. Likewise, AAS and AFA programs do not mandate an oral communication course.

The College’s recent diversity requirement for AA degree students supports its mission to create an environment that “fosters civility and respect.” Courses that qualify for diversity status are clearly listed in the academic catalog (page 6) and on the General Education website. Through the self-study process, faculty and staff have discussed a similar diversity requirement for AS, AAS and AFA degree programs to better prepare our students for the global marketplace.

General education courses account for close to 70% of the course work in AA programs, approximately 45% of AS programs and 30% of AFA and AAS programs. Students take these courses throughout the duration of their studies, providing ample opportunity for a well-rounded education. CCSSE data and comments from advisors suggest that students are often confused about GE requirements and its connections to their majors. Improvements in advising are needed to continuously demonstrate to students the vital foundation GE requirements provide for discipline-specific courses.

### Skills and Abilities Applied to Area of Concentration

The knowledge, skills and foundational competencies developed in general education courses are integrated and reinforced by the students’ areas of concentration. Bergen’s [curriculum maps](#) demonstrate that general education goals are incorporated into program learning outcomes and are carried forward into students’ major programs or concentrations. This effort can be substantially enhanced by requiring all courses to also list GE outcomes they are designed to foster. The general education program is also defined by its content and rigor. The [Information Literacy Project](#) examined general education courses to make certain opportunities are provided

for students to demonstrate information literacy skills. GEC members also reviewed course syllabi to ensure that information literacy was addressed in student learning outcomes and met each standard required by the NJCCC. On the basis of GEC's recommendation, academic deans, department chairs and faculty were consulted on how to strengthen the connection between information literacy assignments and course-level learning outcomes.

### **Continuous Assessment of Student Learning Outcomes**

The general education program continuously assesses student learning outcomes, shares data and utilizes this data for program enhancements. The adoption of learning outcomes developed by Liberal Education and America's Promise (LEAP) in spring 2013 created an effective means to implement a college-wide, faculty-driven assessment process (see Appendix 6, LEAP's Essential Learning Outcomes). The 2014 General Education Assessment Report outlines Bergen's general education assessment plan and results from the first assessment cycle (see Exhibit 24, General Education Assessment Report). Using the LEAP outcomes and nationally normed VALUE rubrics to assess oral and written communication, and critical and creative thinking, students nearing completion of their degrees (those with a minimum of 45 credits) scored consistently in the "developing" to "competent" range of the VALUE rubrics (see Exhibit 23, VALUE Rubrics).

The results of this assessment led the GEC and faculty development committees to sponsor a fall 2014 workshop entitled "Constructing Writing Assignments to Elicit Analytical Thinking and Clear Writing." In addition, the general education committee reviewed course syllabi for critical thinking learning outcomes. Upon review, department chairs were reminded to update syllabi and provided with language faculty could use to strengthen critical thinking learning outcomes.

Using the same assessment process in its second iteration, in 2015, the General Education Assessment Committee evaluated quantitative literacy and problem solving skills. The results are outlined in the 2015 General Education Assessment Report. Students scored in the "milestones" range of the VALUE rubrics, and volunteer support continues to grow as this faculty-driven assessment becomes a consistent feature of the program.

## **STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS**

### **Strengths**

The General Education program strives to educate a diverse student population by offering a breadth of courses. The College continues to draw students into new areas of intellectual experience by expanding their cultural and global awareness, clearly meeting the expectations stated in its mission.

- The College’s general education program mirrors the distributive requirements of the NJCCC model and provides a foundation for courses in the concentration.
- The adoption of LEAP’s Essential Learning Outcomes provides a means for the College to integrate learning, and a conduit to assess the skills and competencies of students nearing graduation at the institutional-level.
- The 2013-2014 and 2014-2015 assessment projects demonstrate that assessment of general education outcomes is consistent and faculty-driven. In addition, these projects have increased awareness about general education assessment among faculty, fostering dialogue around improving instructional planning and design.

### **Suggestions**

- Enhance the advisement and online registration processes to ensure students can discern between elective courses, specialized courses, and general education courses needed for their degree programs.

### **Recommendations**

- Implement a diversity requirement for AS, AFA and AAS programs to foster cultural awareness and prepare students for the global marketplace.
- Mandate that all course syllabi state the general education goals they meet.

## STANDARD 13

# Related Educational Activities

*The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.*

## INTRODUCTION

The College has experienced an increase in the number of students who test into one or more developmental course sequences. Programs such as Success 101, the Academic Intervention and Monitoring System (AIMS), and the 1-2-3 Connect Program are established to help at-risk students succeed. Concurrently, developmental-level programs, such as developmental mathematics have undergone significant restructuring to better serve student success initiatives. Bergen Community College at the Meadowlands and the Ciarco Learning Center have increased the scope of educational offerings available to students while addressing issues of access and affordability in the south and central regions of Bergen County. These initiatives, along with growing non-credit offerings, experiential learning opportunities and a strong online program, demonstrate the College's solid commitment to its mission of access and diversity. The College strives to make itself student-ready.

## FINDINGS AND ANALYSIS

### Placement Testing and Basic Skills

Bergen uses the Accuplacer exam to assess the skills of all full and part-time students in a degree or certificate program before permitting registration for all courses in English and Mathematics. Bergen faculty members frequently collaborate with their community college peers from around the state to set cut-off scores on placement tests to determine specific course levels in English and mathematics. Students who are not seeking a degree or certificate but are registering for a Mathematics or English course or have attempted 11 credits must also take the Accuplacer Placement exam. Once placed into a developmental Mathematics or English course, students are allowed to "challenge" and retake the exam to ensure an appropriate remedial course assignment.

The American Language Program (ALP) offers four levels of academic study, each level consisting of 15 non-degree credits in English as a Second Language: Foundations, Beginner, Intermediate, and Advanced, with student placement determined by their Accuplacer score. Intermediate and advanced courses are also offered online or via hybrid. Certain ALP offerings are paired with a college-level content course, affording language learners synthesized opportunities for coordinated and collaborative learning.

The English Basic Skills (EBS) program offers two levels of courses, with an additional accelerated option of Directed Studies in Writing, which can be taken in conjunction with Writing 101, a college-level course. Students who placed in Developmental Skills I and II are required to enroll in the skills course determined by testing during their first semester at the college and continue their designated sequence continuously until completion.

Both EBS and ALP are clearly effective in preparing students for WRT-101. From 2009-14, a total of 26,979 individual students took WRT-101. Of these, 2,087 started in an ALP course. Students who have completed ALP courses since 2009 consistently perform better, demonstrating a 12% higher pass rate than their non-ALP peers ([ALP Program Review](#), page 12). Per the [CIE Five-Year Data Brief](#), students since 2010 who have taken EBS concurrently with WRT-101 demonstrate a higher pass rate (between 2-10% per semester) and GPA (between 0.05-0.32) than students who followed alternate developmental sequences.

Developmental Math (DMAT) courses must be taken by the sixteenth credit if a student places into a developmental math track. The program offers traditional courses as well as self-paced classes and online courses. Self-paced courses are available in the Math Hub and are supported by instructors, videos, interactive online activities and assistance in note taking. While performance gains were exhibited in certain courses, students enrolled in DMAT did not consistently demonstrate higher pass rates in college math (see CIE's [College Level Math Pass Rates](#), Page 1). As a result of this and other departmental assessments, the program underwent a significant restructuring to its offerings and sequencing. Starting in fall 2014, students who place into developmental Algebra now complete a one semester DMAT course relative to their area of study. For example, liberal arts students complete MAT 040 while those pursuing the sciences complete MAT 048, a prerequisite for calculus. The department is currently executing a second assessment project to evaluate the effectiveness of the new course sequence.

The [Academic Intervention and Monitoring System](#) (AIMS) program assists students who scored at the lowest level in English and math. These students are required to take 14 credit hours of skills courses in their first semester. This includes 12 non-degree credits such as developmental English, basic mathematics and Success 101. Counselors meet with class groups as well as individual students for academic, personal and career counseling. Students take required courses as a cohort with classes ranging from 15 to 18 students, providing maximum opportunity for individualized instruction. The effectiveness of the program is determined through student evaluations, passing rates, attrition rates, grade point averages, and credits attempted to credits earned ratios. Students who completed the AIMS program performed better than their peers in terms of GPA, and they showed a higher third semester retention rate (see Exhibit 52, AIMS Study, Oct 2014).

Students who place into DMAT and/or EBS courses can choose to participate in the 1-2-3 Connect Program, which offers peer mentoring to enhance student's first year experience. All basic skills students are offered tutoring support from the [Cerullo Learning Assistance Center](#)

(including the English Language Resource Center, Math Walk-In, Writing Center, and one-on-one tutoring appointments), Math Hub (computer lab for self-paced DMAT students) and online tutoring.

The Success 101 course was created for students whose deficiencies in reading, writing, and mathematical skills identify them as high-risk during their first year of college. In AY2012-13 the course was piloted among a group of incoming developmental-level students to measure its effectiveness. Results were overwhelmingly positive, as pass rates among DMAT and EBS students increased by 6.5% and 13.1% respectively (see Exhibit 53, IST Student Success Follow-Up Report, pages 6-7). The following year, all new students placed in developmental course were required to enroll in Success 101, which counted as a free elective in most degree programs.

### **Certificate and Certificate of Achievement Programs**

Bergen offers a full complement of certificate and certificate of achievement programs consistent with its institutional mission and goals. In cases where a parallel degree program exists, certificate programs apply toward this corresponding degree program, thereby providing a stackable pathway to a two-year degree. Certificate and degree-program students frequently attend the same classes and share the same course objectives, instructional materials, course technology, student support services, and learning outcomes.

### **Experiential Learning Opportunities**

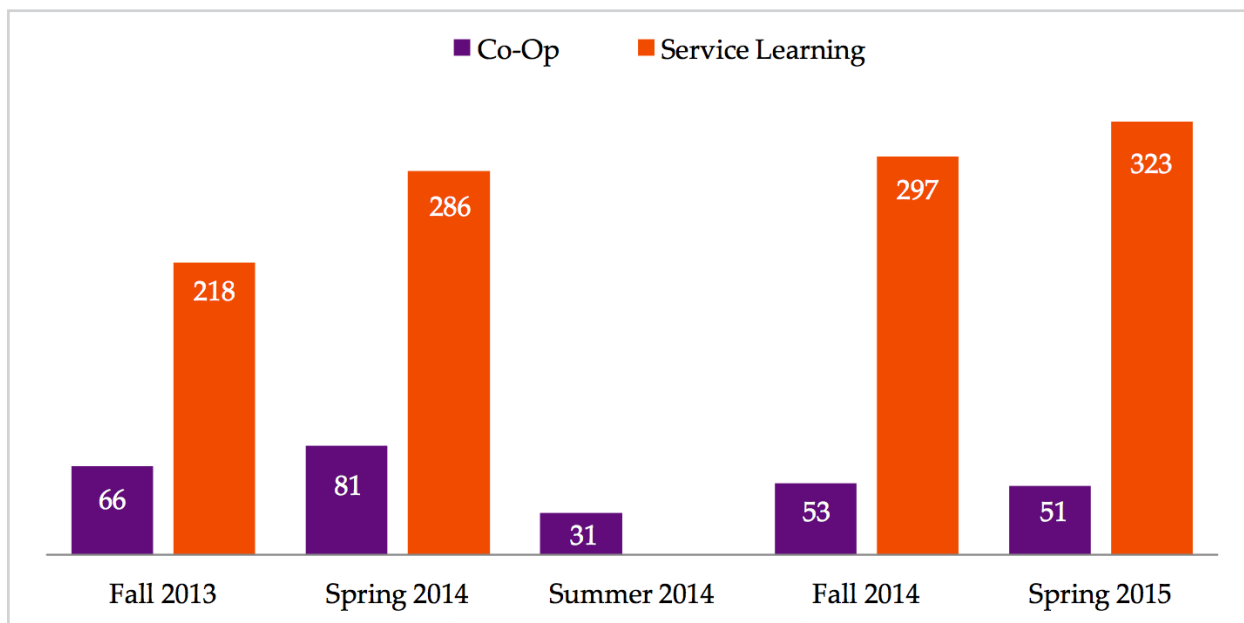
Cooperative education and service learning opportunities are available to interested students through the [Career & Workforce Development Center](#). Credits for prior learning are also evaluated by admissions counselors using guidance from independent accrediting bodies such as the American Council on Education, NJPLACE, and Thomas Edison State University. In addition, the College awards credit for training in certain county agencies (police, fire, medical) and the military (see Exhibit 54, Policies for Receiving Credit for Work Experience/Training).

[The Cooperative Education program](#) offers eligible students the opportunity to integrate classroom study with specific planned periods of supervised learning through productive employment experiences related to their academic major and/or career goals. By completing 180 hours of work per semester, a student can graduate with job experience in his or her chosen field.

[Service Learning at Bergen](#) provides students with an organized community service opportunity that addresses local needs, while developing academic skills, a sense of civic responsibility and commitment to the community. Students enroll in courses that provide the service learning option, perform community service as part of their coursework and receive service learning credit. Students reflect on their experiences through journals, essays, research papers, group discussions and in-class presentations. Service learning is an option in numerous disciplines across the curriculum. Faculty has initiated a co-curricular track through clubs, making service

learning opportunities easily accessible and available to students. The number of students in Co-op courses per semester has remained constant (approximately 50) while the number of formal participants in service learning has grown from 200 to more than 300 (see Figure 13.1).

**FIGURE 13.1: STUDENTS ENROLLED IN THE CO-OP AND SERVICE LEARNING PROGRAMS**



### Non-Credit Offerings

The [Division of Continuing Education, Corporate and Public Sector Training](#) remains a viable component of the College’s mission, providing industry credentials and non-credit vocational training, along with a variety of education opportunities to the community-at-large. Clearly articulated program goals, objectives, and expectations of student learning are designed, approved, administered, and evaluated under established institutional procedures in this division and made available in course syllabi. Courses and programs offered yield industry or nationally recognized credentials and are subject to periodic review by various accrediting bodies.

In addition, the division operates the [Small Business Development Center](#) (SBDC), headquartered at the Ciarco Learning Center located in Hackensack and the [Business Accelerator](#) at the Meadowlands. Providing comprehensive support and guidance to small business owners, entrepreneurs and newly-established businesses, the SBDC and the Accelerator offer a variety of workshops and courses to address relevant needs of small business owners and their employees. The College also offers non-credit course work that may transfer to a degree program within the College. For instance, the Child Development Associate (CDA) non-credit program articulates into the Early Childhood Education program, equaling nine credits, for successful completers who wish to pursue an AS degree in Early Childhood Education.

The division's non-credit Healthcare Professions Programs are presently being evaluated for articulation to credit degrees and certificates within the College. Currently, the Patient Care Technician (PCT), the Certified Nursing Assistant (CNA) and the Central Sterile Supply Technician programs are the main areas of focus. With resources available through the new [TAACCCT](#) grant, the division is also pursuing articulation with Thomas Edison State College. In addition, the division's dean and managing director are working directly with hospitality and culinary arts programs to identify areas for articulation from non-credit to credit programs. However, vigorous conversations must take place among credit and non-credit faculty and staff to examine the internal and external landscapes and to develop plans that would enhance pathways for non-traditional college students.

While non-credit offerings from the Division of Continuing Education, Corporate and Public Sector Training are currently evaluated by students at the conclusion of each course, these offerings are now incorporated into the academic program review cycle. Additional program review for non-credit programs is under evaluation, specifically non-credit offerings in Health Professions and Information Technology.

### **Offerings at Additional Instructional Locations**

The [Philip J. Ciarco Jr. Learning Center](#) in Hackensack opened in 1970 and continues its primary mission of providing educational and support services for adults seeking English as a Second Language, Adult Basic Education and High School Equivalency exam preparation. The Ciarco Learning Center has expanded and now offers credit courses, employment preparation and job training. Student services personnel and workforce counselors are available to help students reach their academic, employment and career goals. In 2015, the Ciarco Learning Center partnered with the Bergen County Historical Society and became the home for the Society's extensive archive, which provides rich historical data for use by students and the community.

[Bergen Community College at the Meadowlands](#) opened in 2008 to expand the College's educational resources to the southern part of Bergen County and to support state and local economic development initiatives. The College completed its renovation of the building in 2014, adding a conference center, science labs, a library, a cafeteria and other instructional resources. Course offerings at the Meadowlands are steadily growing. Currently 16 AA/AS/AAS programs can be completed at the Meadowlands location.

The College offers dual enrollment at several high schools in Bergen County, and between 2010-13 enrolled 2,490 students. Course offerings at these schools include both transfer and career/technical courses. In 2015, a new location was added at Dwight Morrow High School in Englewood, offering credit and non-credit courses in a region of the county not easily connected to the College by public transportation. As a member of the National Concurrent Enrollment Partnerships (NACEP), Bergen uses their [policy guidelines](#) to inform its own dual enrollment procedures. The consistency of courses offered via contractual arrangement is maintained by strict



equivalency to the Bergen course syllabi. Instructors must obtain the same academic credentials as faculty assigned to teach on campus (see Exhibit 55, Dual Enrollment Policy Manual).

## **Resources for Distance Learning**

Distance learning is steadily and consistently growing at the College. Online and hybrid courses use the same core syllabi as face-to-face courses. In addition to online tutoring and advising, students now are enrolled exclusively in online courses have full access to the support service available to their on-campus peers.

[The Online Professor Program](#) (TOPP) is a basic training course required of faculty seeking to teach online or hybrid courses at the College. Designated faculty lead several levels of training year round with support from [the Center for Innovation in Teaching and Learning](#) (CITL). Online and hybrid courses use the same core syllabi as face-to-face courses. To support TOPP, CITL offers a variety of relevant online and face-to-face workshops applicable to distance learning for faculty who wish to strengthen pedagogically. Upon completion of TOPP training, faculty members are compensated. CITL support for TOPP includes a full-time director, web developer, office manager and technical assistant. CITL also offers a variety of relevant online and face-to-face workshops applicable to distance learning for faculty who wish to strengthen pedagogically. CITL maintains the Teaching and Learning Exchange, a library of instructional ideas and resources available to all faculty members who participate in TOPP.

Despite its growth, TOPP has not been formally evaluated for net costs and its specific impact on learning in online and hybrid courses. Furthermore, much of the professional development has been focused on teaching faculty. However, as deans and department chairs regularly evaluate online courses, professional development opportunities that focus on the unique instructional challenges of online and hybrid courses need to be created so that the observers are better informed.

CITL also maintains the Teaching and Learning Exchange, a library of instructional ideas and resources available to all faculty members who participate in TOPP. CITL support for TOPP includes a full-time director, web developer, office manager, and technical assistant.

In addition, faculty members are compensated after completing TOPP training. In addition to online tutoring and advising, students who are enrolled exclusively in online courses have full access to the support service available to their on-campus peers.

Despite its growth, TOPP has not been formally evaluated for net costs and its specific impact on learning in online and hybrid courses. Additionally, there is no dedicated training procedure for deans and academic department chairs to evaluate the unique nature of online instruction.

## Contractual Relationships with Affiliated Providers

Bergen has a host of contractual relationships with external vendors who provide services at the College. The majority of these contracts are for activities unrelated to instruction such as Gourmet Dining, Follett Book Store, Ellucian and Campus Works (for the College's information system). Bergen also maintains contractual agreements for certain non-credit offerings. For example, the Career Development Institute in the Division of Continuing Education provides an Animal Control Officer for Animal Cruelty Investigator training, while Black Rocket Productions train youth to create their own computer games and apps during Kids and Teens Summer Programs.

The College also maintains contracts with organizations for the purpose of conferring academic achievement and work credentials to students, such as [New Pathways to Teaching](#) (an alternate route program in collaboration with New Jersey City University) and its learning partnership with NJ Tractor Trailer to prepare candidates for high school equivalency diplomas and commercial drivers' license acquisition. These contracts require training to be conducted in a manner that is consistent with the institution's mission and goals. To ensure all agreements are properly negotiated, there is a multi-level review process (see Exhibit 35, Bergen Purchasing Guide). All contracts are stored electronically in the College's secure SharePoint domain.

## STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS

### Strengths

Bergen clearly meets this standard through systematic identification of remedial needs, a comprehensive set of academic supports for those in need, resource investment to serve students in the southern end of the county, numerous workforce trainings and alternative pathways to credit programs. A culture of assessment and evidence-based decision-making have led to significant implementations of purposeful changes.

- Revisions to developmental math's core set of courses are based on program review and assessment of student learning outcomes. These changes are designed to accelerate completion of developmental requirements and increase student success in college-level math.
- A robust and ongoing training program for faculty who teach hybrid or online courses. The CITL and TOPP programs are models of collaboration between faculty and administration at the College.

### Suggestions

- Establish more working groups to bring credit and non-credit faculty and staff together to examine the internal and external landscapes, and to develop plans that lead to better

career pathways.

### **Recommendations**

- Continue to collect data to determine if the new developmental math sequence improves student success in college-level math courses.
- Develop training for academic department chairs and deans that focuses on the unique instructional qualities of online and hybrid programs.

## STANDARD 14

# Assessment of Student Learning

*Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.*

## INTRODUCTION

Since the Periodic Review Report in 2011, when the College received “warning” status and a follow-up visit by the Commission’s representative in October 2012, Bergen has devoted substantial resources and institutional commitment towards facilitating cultural changes to ensure that systematic and meaningful outcomes assessment of student learning is continuously taking place. A clearly articulated and widely informed assessment framework and other documented evidence shows that Bergen is now on solid ground in sustaining a meaningful outcomes assessment program at all levels of the College.

## FINDINGS AND ANALYSIS

### Systemic Assessment of Student Learning

Sweeping reforms with respect to student learning outcomes originated following Middle States Commission on Higher Education’s decision to request a Monitoring Report in 2012. During this period, the quality of outcomes assessment varied widely as the majority of faculty was not involved with the assessment of program learning outcomes. The College has made progress in establishing a more organized, systematic and documented approach to the assessment of student learning. This process is clearly explained in the newly revised [Outcomes Assessment Handbook](#) (Exhibit 56, Outcomes Assessment Handbook) created and edited by assessment fellows. The handbook provides an overview of the key tenants of assessment, as well as tools to devise program learning outcomes and assessment plans.

In 2012, the College shifted its emphasis to program level assessment, resulting in a complete reappraisal of its curriculum. In 2014, the lead assessment fellow, who is a faculty member, met with every academic department chair and dean to review and revise program descriptions, [program learning outcomes](#), and curriculum maps. This information has been catalogued (see Exhibit 58, Program Learning Outcomes) along with assessment reports and made widely available on the Bergen website and TK-20 to assure transparency. By updating curriculum maps, the faculty has been able to assess course modifications, ensuring that learning objectives are properly sequenced throughout the degree program. For example, the Economics program

redesign includes requirements for 200-level courses to ensure depth of knowledge and transferability to four-year institutions. The Bergen faculty will continue to make progress in refining program learning outcomes and curriculum maps in order to demonstrate a tighter link between required courses, elective courses and program learning outcomes.

Reallocation of institutional resources has also strengthened the assessment process. Expanded institutional research demands led to the creation of a new vice president of institutional effectiveness position in fall 2012. Furthermore, the College increased the number of assessment fellows from four to seven: four faculty fellows working with academic programs and three administrative fellows working with Academic and Educational Service (AES) units. In addition to assessment fellows, each academic department has an assessment liaison who coordinates his/her department's assessment projects and prepares assessment reports. The fellows' [job description](#) was also updated with higher standards of responsibilities to reflect the emerging culture of assessment at the College. Now, each fellow is responsible for meeting with his/her assigned department assessment liaison at least three times per semester, and preparing internal and external presentations. Both fellows and academic department liaisons are supported with release time or a stipend. Individuals who lead assessment efforts in AES units do not receive special compensation for their role. During the self-study process, many of these individuals encouraged the College to appoint compensated assessment liaisons in AES units, mirroring the model used for academic units.

The Faculty Senate established the Learning Assessment Committee (LAC) in 2011 to foster faculty participation and inform assessment efforts (see Exhibit 58, LAC Mission and Statement on Assessment). The LAC meets once a month to discuss ongoing assessment related matters at the College, share discipline specific practices in respective departments, and report back to colleagues on current assessment activities. Members also receive funding to attend assessment workshops and share their experiences. In 2013, TK-20 was reintroduced as a planning and assessment tool, permitting those with a Bergen user ID and password read-level access to the College's assessment and planning database.

In an effort to shift the internal culture, a three-pronged approach was developed by the College and has been consistently implemented since spring 2013:

### **1. Investing in people**

Assessment fellows and the vice president of institutional effectiveness develop and deliver [workshops](#) on outcomes assessment throughout the year that are aimed towards knowledge development of faculty and staff. At the beginning of each academic year, an outcomes assessment refresher workshop is offered to refocus after the summer break. Deans, department heads and assessment liaisons also attend a yearly orientation to address their roles in the outcomes assessment process. By request, special workshops are crafted for department assessment liaisons on how to navigate through the two-year assessment cycle. Additional faculty-run workshops on developing assignments designed to promote

integrated learning skills and constructing writing assignments to elicit analytical thinking have also been presented – a direct result of general education assessment efforts. The College also realizes its role in stimulating campus-wide dialogue about assessment. National assessment experts such as Trudy Banta, Byron and Kay McClenney, and Linda Suskie, have been invited to work directly with faculty and staff. During Bergen’s biannual Day of Professional Development, assessment-themed sessions are developed, presented and attended by faculty and staff. Moreover, department assessment liaisons, assessment fellows, and Learning Assessment Committee (LAC) members are sponsored to attend and present at regional and national assessment-oriented conferences and workshops (such as Drexel University’s Conference on Assessment and Learning, AAC & U General Education Conference and assessment workshops sponsored by Middle States).

## **2. Developing an internal accountability step**

The College has implemented sustainable accountability steps that serve as a motivating factor rather than a punitive tool. Based on feedback from the assessment fellows and assessment liaisons, assessment report forms were amended to more clearly communicate the College’s expectations and refined to focus on program-level assessments (see Exhibit 59, Assessment Report Form). As a companion to the report form, a formative assessment rubric was revised and re-introduced to guide academic departments through the process (see Exhibit 60, Formative Assessment Rubric). Concurrently, a newly developed summative assessment rubric guides the final evaluation of submitted outcomes assessment reports at the end of each assessment cycle (see Exhibit 20 Summative Assessment Rubric). Assessment fellows are currently discussing the merits of developing and utilizing a more complex summative rubric for the meta-analysis to effectively reflect the observed maturation.

Meta-analysis of assessment reports was first introduced during summer 2013 to further reinforce expectations. Since then, assessment fellows and the vice president of institutional effectiveness conduct an annual, holistic assessment of recently completed outcomes assessment reports. Each assessment report is reviewed using the summative rating rubric, and constructive feedback is recorded. Assessment fellows informally communicate with their departments about the results of the meta-analysis soon after the session, while a formal report is prepared by the Center for Institutional Effectiveness (CIE) and published for Bergen faculty, staff and the Board of Trustees. This two-step process insures immediacy and transparency before the formal report becomes public. Reports that merit an “exemplary” rating are widely and publicly celebrated, appearing on Bergen’s website as a model for future work. The faculty and staff who conduct these assessments are invited to share their work during CIE assessment workshops and LAC meetings. The Board of Trustees has also demonstrated its commitment to support meaningful outcomes assessment. Since May 2015, monthly board meetings begin with a presentation of an outcomes assessment activity by invited faculty and staff.

The meta-analysis allows assessment fellows to work closely with assessment liaisons,

divisional deans and vice presidents, providing support and individualized assistance. This level of personal attention has led to more uniform levels of quality and effort invested in outcomes assessment, exhibited by gains made between the 2014 and 2015 Meta-Analysis (see Exhibit 21, 2015 Meta-Analysis Report). Additionally, assessment projects led several departments (e.g., English as a Second Language, Communications, Economics and Early Childhood Education) to completely revise their program learning outcomes and curriculum. The large scale changes in Developmental Math and English Basic Skills as a result of student learning outcomes assessment are detailed in Standard 9: Student Support Services.

### **3. Eliminating confusion and clearly conveying expectations**

Bergen has a two-year assessment cycle (four semesters). Academic and AES units are divided into odd and even year assessment groups (see Exhibit 61, Assessment Cycle Tables). Each semester, the assessment cycle tables are shared with the departments by CIE and the assessment fellows, eliminating any misunderstanding over the expected timeline. In the first semester, department faculty discusses and agrees upon which program learning outcomes to assess. A department assessment liaison leads colleagues in the development of an assessment plan centered on measuring student learning outcomes. The assessment report is divided into four sections, representing each semester's work. Throughout the cycle, assessment fellows meet with their assigned units to provide guidance and communicate the College's expectations in regard to the quality and depth of the report.

In addition, the Academic Program Review (see Exhibit 8, program review manual and template) was completely retooled and reintroduced in the 2013-14 academic year. The new process centers around demonstrated evidence of student learning and input from students on their learning experience. The template given to all program review teams requires them to provide evidence in five areas: students, faculty/staff, curriculum, support and community. Another new feature is a required evaluation of the program curriculum and on-campus site visit by an external disciplinary reviewer. Recommendations from external reviewers have led to curricular revisions in the Psychology, Criminal Justice and American Language Programs. More details on Program Review are in Standard 7: Institutional Assessment.

### **Assessment of Core Learning Outcomes**

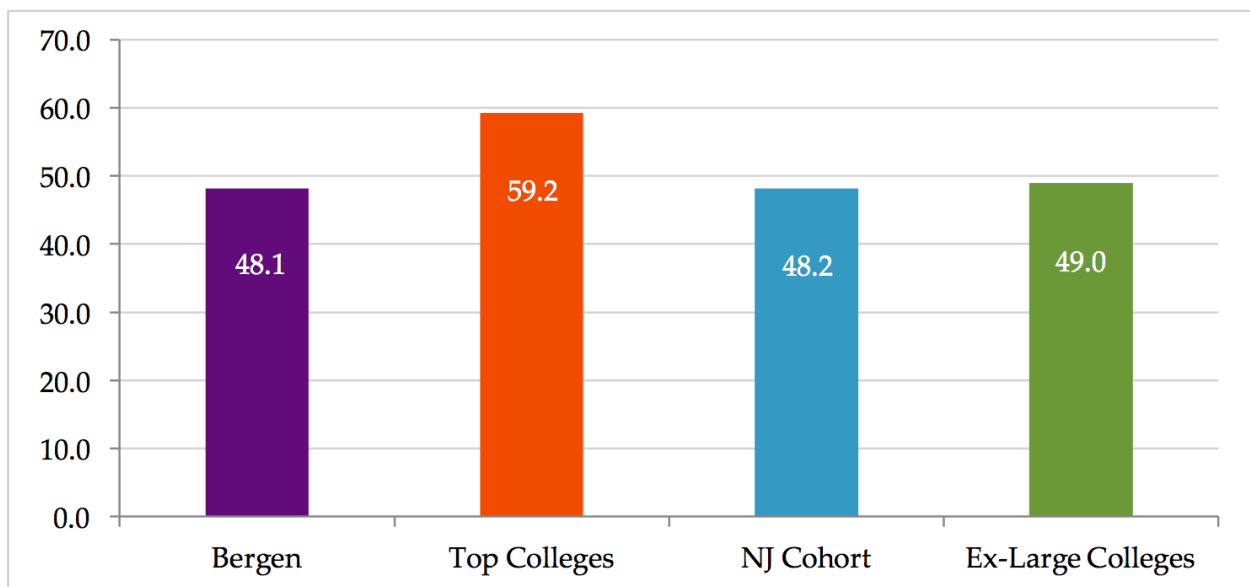
Assessment of Bergen's core student learning outcomes (frequently referred to as general education competencies) is conducted by the [General Education Committee](#) (GEC). The Faculty Senate adopted LEAP's Essential Learning Outcomes as the College's core student learning outcomes in 2013. Since then, the GEC uses VALUE rubrics (see Exhibit 23, VALUE Rubrics) to assess students' integrated learning across their coursework. Each year, the GEC cycles through Essential Learning Outcomes to assess. Multiple announcements are sent for faculty to voluntarily submit appropriate student work. A group of paid faculty readers apply the VALUE rubrics to these artifacts of student work. While the project is labor-intensive and still conducted on a small scale, it remains the most authentic assessment of student learning by our faculty.

Bergen’s assessment of general education competencies has been presented at regional and national conferences by faculty members who have been receiving inquiries from other colleges about their work. Standard 12: General Education describes the College’s increased focus on general education outcomes assessment in greater detail.

### Other Assessment Tools

Bergen regularly participates in the CCSSE survey, and the survey results are widely shared. As part of facilitating a culture of evidence-based assessment and improvement, the afternoon session of the spring 2014’s Day of Professional Development focused entirely on exploring the College’s CCSSE data results. Deans led divisional discussions on the College’s performance against benchmarks in Academic and Collaborative Learning and Academic Challenge, while Student Affairs units explored causes behind the data results on Support for Learners benchmark (see Chart 14.1). CCSSE data is closely tracked to aid internal decision-making.

**CHART 14.1: SUPPORT FOR LEARNERS (2012 CCSSE DATA)**



Bergen places a strong emphasis on documenting students’ perspective of their learning experience and uses these results to inform improvements in educational effectiveness. The College regularly collects experiential data from students through the Stop-Out Student Survey, Graduate Follow-up Survey and the recently added Transfer Student Survey (visit CIE’s website for these [surveys](#)). In 2015, a Self-Study Student Working Group presented survey data and shared personal experiences to an audience of faculty, staff, administrators and Board members (see Exhibit 62, Student Working Group Presentation).

Data from these assessment tools inform the direction of the College, including the development



of the 2013-18 Strategic Plan, the launching of the One-Stop Center, [Project Graduation](#), [Gateway to Completion](#) initiatives and creation of [Syllabi Central](#). Syllabi Central is an easily accessible repository of all course syllabi that provides prospective students with an idea about course learning outcomes and requirements and current students with the detailed information they need to make smart choices when constructing their course schedules. Assessment of student learning along with internal student performance data became integral in the founding of Bergen's Summer Intensive Program for underserved incoming students, mainly from southern Bergen County. Finally, the College looks to build upon these sources of data through its recent selection into Achieving the Dream (ATD), a national reform network for community colleges in order to become more focused on success equity and excellence in student learning. As a sign of the changing culture at Bergen, employees from all units of the College attended an ATD forum in which the main focus was completion of the Readiness Assessment of the five principles of ATD's model for effective institutions. Through deep engagement with proven best practices, the College hopes to clearly demonstrate linkage between student learning and student success matrices such as retention, graduation and transfer rates and student satisfaction of their learning.

## STRENGTHS, SUGGESTIONS AND RECOMMENDATIONS

### Strengths

Since 2011, Bergen has strengthened and clarified its evaluative processes to deepen a culture of assessment and make evidence-based self-improvements. Through documented evidence, Bergen demonstrates full compliance with this standard.

- Systemic professional development opportunities such as local workshops, TK-20 training and full financial support to attend assessment conferences promote and sustain assessment in academic and AES units.
- A clearly articulated and consistent assessment framework is supported through the coordinated efforts of CIE, the assessment fellows and the Learning Assessment Committee.
- An annual meta-analysis of assessment reports informs areas of strength and weakness and allows the College to recognize exemplary assessment work.
- The College's expectations on outcomes assessment are consistently communicated.

### Suggestions

- Continue to make progress in refining program learning outcomes and curriculum maps in order to demonstrate a tighter link between required courses, elective courses and program learning outcomes.
- Revise the Summative Assessment Rubric to reflect maturation observed in recent outcomes assessment work.
- Continue to invest in people and the process by appointing assessment liaisons in AES units,

mirroring the model used for academic units.

### **Recommendations**

- Clearly demonstrate linkage between the assessment of student learning and student success matrices such as retention, graduation and transfer rates and student satisfaction of their learning.

# List of Appendices

- APPENDIX 1 Self-Study Steering Committee and Working Groups
- APPENDIX 2 Vision, Mission and Values
- APPENDIX 3 Unduplicated Enrollment by Race/Ethnicity
- APPENDIX 4 Announcement for Vision, Mission Revision – Bergen Daily
- APPENDIX 5 Strategic Plan Dashboard
- APPENDIX 6 LEAP Essential Learning Outcomes

# List of Exhibits

EXHIBIT 1	Strategic Plan 2013-2018
EXHIBIT 2	Tuition and Fee Increases – Ten Years
EXHIBIT 3	Annual Roll Out of Strategic Plan
EXHIBIT 4	Year One Strategic Plan Implementation Summary
EXHIBIT 5	Year Two Strategic Plan Implementation Summary
EXHIBIT 6	Strategic Enrollment Management Plan
EXHIBIT 7	Academic Program Review Manual
EXHIBIT 8	Academic Program Review Cycle
EXHIBIT 9	Teaching Credential Manual
EXHIBIT 10	Curriculum Handbook – Draft Copy
EXHIBIT 11	Facilities Master Plan
EXHIBIT 12	County Colleges Allocation, Spring 2013
EXHIBIT 13	Business Process Review Documents
EXHIBIT 14	Ten-Year Enrollment Trend
EXHIBIT 15	Budget Aid, Rates and Credits
EXHIBIT 16	Budget Principles, Budget Process and Budget Templates
EXHIBIT 17	Budget Process Check List
EXHIBIT 18	Grants-at-a-Glance
EXHIBIT 19	BCC Foundation Audit Reports
EXHIBIT 20	Summative Rating Rubric
EXHIBIT 21	Meta-Analysis Reports
EXHIBIT 22	Crosswalk of Essential Learning Outcomes and BCC GE Goals
EXHIBIT 23	VALUE Rubrics
EXHIBIT 24	General Education Outcomes Assessment Reports
EXHIBIT 25	Curriculum Map Template
EXHIBIT 26	Community College Survey of Student Engagement Reports
EXHIBIT 27	Transfer Student Survey
EXHIBIT 28	Graduate Student Survey
EXHIBIT 29	Student Affairs Annual Report
EXHIBIT 30	Annual Audit Report, 2011

- EXHIBIT 31 Annual Audit Report, 2012
- EXHIBIT 32 Annual Audit Report, 2013
- EXHIBIT 33 Annual Audit Report, 2014
- EXHIBIT 34 IPEDS Finance Reports – Three Years
- EXHIBIT 35 Purchasing Guide
- EXHIBIT 36 Professional Development Expenses
- EXHIBIT 37 BCC Organizational Chart
- EXHIBIT 38 Performance Evaluation Forms
- EXHIBIT 39 Department Chair’s Job Description & Evaluation Form
- EXHIBIT 40 Fact Book
- EXHIBIT 41 Faculty Contract
- EXHIBIT 42 New Tenure and Promotion Guideline
- EXHIBIT 43 Assessment Fellow Job Description
- EXHIBIT 44 The Meadowlands Staff’s Concern
- EXHIBIT 45 Student Handbook
- EXHIBIT 46 Tutoring Center Follow-Up Report, October 2014
- EXHIBIT 47 Faculty Job Description
- EXHIBIT 48 CIE Data Brief: Faculty Counts
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- EXHIBIT 51 General Education Course Approval Form
- EXHIBIT 52 AIMS Study, October 2014
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- EXHIBIT 58 LAC Mission and Statement on Assessment
- EXHIBIT 59 Assessment Report Form
- EXHIBIT 60 Formative Assessment Rubric
- EXHIBIT 61 Assessment Cycle Tables
- EXHIBIT 62 Student Working Group Presentation

## Accreditation Self-Study

### Steering Committee Members and Other Assignments

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Co-Chair of Steering Committee - Yun K. Kim, Vice President of Institutional Effectiveness		
Co-Chair of Steering Committee - Shyamal Tiwari, Music Faculty & Assessment Fellow		
<b>Faculty &amp; Staff</b>	<b>Affiliation</b>	<b>Working Group Assignment</b>
Michael Redmond	PHI	WKG #7 / Standard 12 & 13
Linda Emr	Dean - Meadowlands	WKG #8 / Standard 7 & 14
Keith Chu	HIS	WKG #1 / Standard 1 & 6
Sharyne Miller	IT	WKG #8 / Standard 7 & 14
Sandra Sroka	Ciarco	WKG #2 / Standard 2 & 3
Gail Fernandez	ALP & Fellow	Back up for Yun/Communication Team
Tracy Miceli	Event Planning	WKG # 3 / Standard 4 & 5
Andrew Tomko	Professor of English	WKG #6 / Standard 11
Jennifer Migliorino-Reyes	Student Affairs	WKG # 4 / Standard 8 & 9
Annemarie Roscello	Academic Affairs	WKG #5 / Standard 10
Linda Hall	DHY	WKG #1 / Standard 1 & 6
William Mullaney	VP of Academic Affairs	WKG #5 / Standard 10
Phil Ciarco	Trustee	Steering Committee
Student Working Group		
Larry Hlavenka, Gail Fernandez & Sony Tiwari		Self-Study Communication Team
Tonia McKoy	Institutional Research	Data/Research Support
William Mullaney, Gail Fernandez & John Findura	Acad. Affairs	Final Editors
Ruth Ann Heck	CIE Adm. Assistant	Logistical Support

*Last Update: Nov. 7, 2014*

**Self-Study Working Group Co-Chairs and Group Members**

*(As of Feb. 17, 2015)*

<b>WKG 1: Mission, Goals, and Integrity</b> <i>Standard 1 and Standard 6</i>		<b>WKG 2: Planning, Resources, and Institutional Renewal</b> <i>Standard 2 and Standard 3</i>	
<b>Co-Chairs:</b> Sarah Shurts, History, Meadowlands Lynda Box, Chemistry		<b>Co-Chairs:</b> Lisa Di Gaetano, Information Technology Susan Barnard, Dean, Health Professions	
<b>Steering Committee Liaisons:</b> Keith Chu and Linda Hall		<b>Steering Committee Liaison:</b> Sandra Sroka	
Peter Dlugos Win Win Kyi Takvor Mutafoğlu Samantha Ekizian Elizabeth Romano Carmen Martinez-Lopez Mark Wiener Christopher Talmo	Philosophy Counseling Economics, 3 <sup>rd</sup> Year Faculty Registration Radiography Dean, Business, Social Sciences and Public Service Mathematics Buildings & Grounds	Tomira Luchynski Gary Porter Joan Cohen Stephen Valkenburg Peter A. Helff Maria Kasparova	Dental Hygiene Chemistry Library Information Technology EBS, 3 <sup>rd</sup> Year Faculty ALP
<b>WKG 3: Leadership, Governance, and Administration</b> <i>Standard 4 and Standard 5</i>		<b>WKG 4: Student Admissions and Support Services</b> <i>Standard 8 and Standard 9</i>	
<b>Co-Chairs:</b> Ellen Feig, English Edward Zingg, Public Safety Anthony Miller, Trustee		<b>Co-Chairs:</b> Lou Ethel Roliston, English Amparo Coddling, Dean, Arts and Humanities Kate Plessing-Brunetto, Student Affairs	
<b>Steering Committee Liaison:</b> Tracy Miceli		<b>Steering Committee Liaison:</b> Jennifer Migliorino-Reyes	
Melissa Kreiger Denise Avrutik Joan Tscherne Amy Beth Dawn Kozlowski Luis Jimenez	Education, 1 <sup>st</sup> Year Faculty Dental Hygiene, 3 <sup>rd</sup> Year Faculty Chemistry Library Nursing Biology, 3 <sup>rd</sup> Year Faculty	Jill Rivera Juhi Bhatt Mecheline Farhat John Findura Magali Muniz	EOF & Assessment Fellow Student Services Criminal Justice Tutoring Student Affairs-Meadowlands





## Vision, Mission & Values Vision

### Vision

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engage citizens. A leading community college in the nation, the college creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the college as a reliable partner and principal provider of work force development. Bergen County residents of all ages and cultural backgrounds appreciate the college as the hub of their educational and cultural activities.

### Mission

Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The college offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides life-long learning opportunities for all members of the community. The college responds to community needs through work force training and continuing education, and by developing programs for employers.

### Values

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

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

These core values will guide our daily endeavors.

**Serving the community at these convenient locations:  
Paramus - Hackensack - Meadowlands**



## **VISION**

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

## **MISSION**

*To inspire our community to realize a better future.*

## **VALUES**

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

- Learning
- Excellence
- Integrity
- Respect
- Creativity

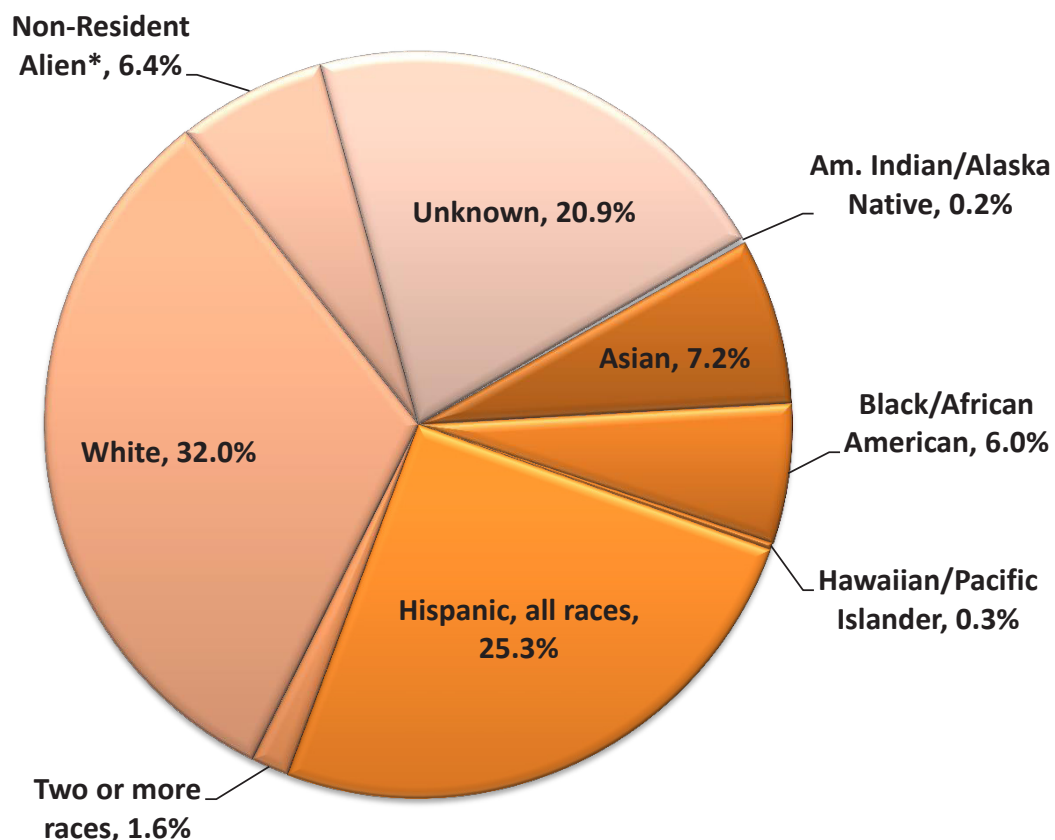


# Unduplicated Enrollment by Race/Ethnicity

Fall 2011 – Fall 2015

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%	#	%	#	%	#	%	#	%
Am. Indian/Alaska Native	30	0.2%	25	0.1%	16	0.1%	23	0.1%	35	0.2%
Asian	1,271	7.4%	1,184	7.0%	1,164	7.3%	1,099	7.0%	1,048	7.2%
Black/African American	1,001	5.8%	1,011	5.9%	894	5.6%	961	6.1%	880	6.0%
Hawaiian/Pacific Islander	32	0.2%	54	0.3%	47	0.3%	58	0.4%	46	0.3%
Hispanic, all races	4,453	25.8%	4,142	24.3%	3,807	24.0%	3,904	24.9%	3,683	25.3%
Two or more races	156	0.9%	187	1.1%	216	1.4%	254	1.6%	240	1.6%
White	6,335	36.7%	5,826	34.2%	5,240	33.0%	5,100	32.6%	4,666	32.0%
<b>Total Known Race</b>	<b>13,278</b>	<b>76.9%</b>	<b>12,429</b>	<b>73.0%</b>	<b>11,384</b>	<b>71.7%</b>	<b>11,399</b>	<b>72.8%</b>	<b>10,598</b>	<b>72.7%</b>
Non-Resident Alien*	1,292	7.5%	1,228	7.2%	1,146	7.2%	1,020	6.5%	939	6.4%
Unknown	2,701	15.6%	3,358	19.7%	3,352	21.1%	3,232	20.7%	3,048	20.9%
<b>Total Enrollment</b>	<b>17,271</b>	<b>100.0%</b>	<b>17,015</b>	<b>100.0%</b>	<b>15,882</b>	<b>100.0%</b>	<b>15,651</b>	<b>100.0%</b>	<b>14,585</b>	<b>100.0%</b>

## Enrollment by Race/Ethnicity, Fall 2015



\*Category includes individuals of diverse ethnic/racial backgrounds

Source: SURE Enrollment File

**From:** Bergen Daily  
**Sent:** Thursday, May 28, 2015 8:51 AM  
**To:** BCC  
**Subject:** Bergen Daily: May 28, 2015

BERGEN COMMUNITY COLLEGE

Bergen**Daily**

**Thursday, May 28, 2015**

### **Tutoring Available**

The Tutoring Center, Math & Science Walk-In, and the Writing Center are readily available to assist students enrolled during the summer sessions Monday through Thursday from 9 a.m. to 8 p.m. and Friday from 10 a.m. to 3 p.m. Students may make up to three appointments per week per subject as well as visit the centers on a walk-in basis.

Additionally, the Cerullo Learning Assistance Center will offer Moodle workshops from today to Monday, June 15, in L-107 (inside room L-125). For more information, please visit L-125 or call (201) 447-7489.

\*Monday: noon to 1 p.m.

\*Wednesday: 4 to 5 p.m.

\*Friday: noon to 1 p.m.

### **Elevator Maintenance**

Please note, the administration wing elevator will be undergoing maintenance for approximately one hour this morning.

### **Swim/Gym Hours**

Until July 2, free swim hours will take place Monday through Thursday from 1:30 to 2:30 p.m. Free swim will end July 2 and resume in September.

The fitness center (S-128) will have free hours Monday through Friday from 10 a.m. to 2 p.m. and 4 to 6 p.m. each day. Hours are subject to change without notice.

## Help Revise Vision/Mission Statements

Although the College's Vision and Mission Statements are scheduled to undergo a comprehensive review and revision during the fall of 2016, a significant need to accelerate the revision process was identified during the course of the College's self-study for the Middle States decennial accreditation. Yun Kim, vice president of institutional effectiveness, is charged with facilitating a comprehensive review and revision process this summer. If you are interested in participating in this process, please send an e-mail to [bergenmission@bergen.edu](mailto:bergenmission@bergen.edu) by Monday, June 8.

## Business Resources Open New Space

As part of a free kickoff celebration and open house, officials from FUSE – the former Bergen Community College Regional Accelerator at the Meadowlands – and New Jersey Small Business Development Center (SBDC) at Bergen Community College will take the wraps off a new shared facility providing centralized resources and support for the region's small businesses Wednesday, June 3 from 4 to 6 p.m. on the fifth floor of Bergen Community College at the Meadowlands. Register [here](#).

## Young Playwrights Return

The annual "Young Playwrights Festival" will return with six new one-act plays by local students Thursday, June 4 at 8 p.m. in the Anna Maria Ciccone Theatre. Admission is free.

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*Bergen Daily items can run for up to one week; submit them [here](#). Choose "Blast E-mails" under "Type," along with the date you'd like the notice to run, and we'll edit and drop in the content you provide (up to two paragraphs). Submit until 3:30 p.m. the day before publication. Content is chronological. In order to streamline content, two versions of the Daily go out each day: one to faculty/staff and one to students. Please note, content will differ based on version.*



H A C K E N S A C K | M E A D O W L A N D S | P A R A M U S

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## Strategic Plan Dashboard

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Theme	Measure	FY13 - Base	FY2014	FY2015
Student Success and Excellence	3-Year Completion & Transfer Rate	32%	33%	34%
Faculty and Staff Success and Excellence	\$ invested in Professional Development	\$1.5M	\$1.7M	1.8M*
Commitment to Bergen County	Stackable Credentials**	0	3	9
Institution Building	# of Grants Applied***	16	16	18

\*Unaudited figures, as of July 27, 2015

\*\*Currently, stackable credentials are mainly in the Health Professions and Advanced Manufacturing

\*\*\*These numbers do not include number of grants applied by the BCC Foundations

# The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

---

## ★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring

---

## ★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

---

## ★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges

---

## ★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

**Note:** This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see [www.aacu.org/leap](http://www.aacu.org/leap).

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