Annual Institutional Profile Report 2016

September 2016
Preface

I am pleased to submit the 2016 Annual Institutional Profile (AIP) for Bergen Community College.

Submission of the attached report fulfills the 1994 Higher Education Restructuring Act mandate to “prepare and make available to the public an annual report on the condition of the institution.” The form and content of the report is established by the Office of the Secretary of Higher Education, and the performance indicators and institutional information in the AIP have been compiled and arranged by the Center for Institutional Effectiveness at Bergen Community College. The Annual Institutional Profile provides a summary of the relevant institutional data, as well as the College’s accomplishments and contributions to our community.

College Overview

Bergen Community College was founded in 1965 to provide accessible, affordable, and comprehensive community education services for the Bergen County region. Construction of the permanent campus began in 1969 in Paramus. Over the past 45 years, the college has expanded its main campus to include an expansive library, theater, student center, and new buildings housing additional classroom space, and state-of-the-art technology, art, music, and communications facilities. In 1970, the Ciarco Learning Center in Hackensack, NJ was founded to provide non-credit education and counseling services including GED and adult ESL courses. Most recently, in an attempt to expand its offerings to the southern portion of Bergen County, a new satellite site, Bergen Community College at the Meadowlands, began offering courses at a newly-purchased facility in Lyndhurst, NJ. As of Fall 2015, Bergen Community College enrolled almost 15,000 students in degree programs, as well as nearly 7,000 more in continuing and adult education programs.

Vision

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

Mission

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

Values

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

- Learning
- Excellence
- Integrity
- Respect
- Creativity

These core values will guide our daily endeavors.

All information supplied in the following Institutional Profile, prepared by the Center for Institutional Effectiveness at Bergen Community College, is accurate and complete to the best of my knowledge.
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Section A. Accreditation Status

1. Institutional Accreditation

Bergen Community College is accredited by the Middle States Commission on Higher Education.

Accreditation was last reaffirmed by Middle States in June 2016.

2. Professional Accreditation

The following professional programs are individually accredited:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>Commission on Dental Accreditation</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Joint Review Commission in Diagnostic Medical Sonography</td>
</tr>
<tr>
<td>Legal Nurse Consulting</td>
<td>American Bar Association</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Medical Assisting Education Review Board</td>
</tr>
<tr>
<td>Nursing</td>
<td>New Jersey State Board of Nursing</td>
</tr>
<tr>
<td></td>
<td>National League for Nursing Accrediting Commission</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>American Bar Association</td>
</tr>
<tr>
<td>Paramedic Science</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Commission on Accreditation of Educational Programs for the Emergency Medical Services Professions</td>
</tr>
<tr>
<td>Radiation Therapy</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td></td>
<td>New Jersey Radiologic Technology Board of Examiners</td>
</tr>
<tr>
<td>Radiography</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td></td>
<td>New Jersey Radiologic Technology Board of Examiners</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>Commission on Accreditation for Respiratory Care</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td></td>
<td>Accreditation Review Council on Education in Surgical Technology and Surgical Assisting</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>American Veterinary Medical Association</td>
</tr>
</tbody>
</table>
Section B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status

*Enrolled Students (unduplicated) by Status, Fall 2015*

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>8,347</td>
<td>57.2%</td>
<td>6,238</td>
<td>42.8%</td>
</tr>
</tbody>
</table>

Total: 14,585

(Source: IPEDS Fall Enrollment Survey)

*Five-Year Unduplicated Enrollment Comparison, Fall 2011 - Fall 2015*

2. Number of Graduate Students by Attendance Status

Not applicable to community colleges.

3. Number of Non-Credit Students Served

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Registrations¹</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>16,610</td>
<td>6,958</td>
<td>515,084</td>
<td>1,145</td>
</tr>
<tr>
<td>Customized Training</td>
<td>1,144</td>
<td>–</td>
<td>17,814</td>
<td>40</td>
</tr>
</tbody>
</table>

¹Includes all registrations in any course that started on July 1, 2014 through June 30, 2015.

²FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

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

4. Unduplicated Number of Students for Entire Academic Year, FY 2015

<table>
<thead>
<tr>
<th></th>
<th>Total Headcount</th>
<th>Total Credit Hours</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21,135</td>
<td>329,578</td>
<td>10,986</td>
</tr>
</tbody>
</table>

(Source: IPEDS 12-Month Enrollment Survey)
Section C. Characteristics of Undergraduate Students

1. Mean Math, Reading, and Writing SAT Scores

Not applicable to community colleges.

2. Enrollment in Remediation Courses by Subject Area

Basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2015:
- All degree-seeking students and all non-degree-seeking students who reach their 11th attempted credit are required to take a basic skills assessment and placement test in reading, writing, computation, and algebra (Accuplacer).
- Tests are waived for students (a) scoring a 530 or higher on math or scoring a 540 or higher on critical reading on the new SAT, valid within the past 5 years, (b) scoring a 23 or higher on the math ACT, valid within the past 5 years, (c) possessing a US bachelor’s degree or higher, or (d) having completed a college-level mathematics class or college-level English composition class.

Total Number of Undergraduate Students Enrolled in Remediation in Fall 2015:

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>Remedial Enrollment*</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14,585</td>
<td>3,327</td>
<td>22.8%</td>
</tr>
</tbody>
</table>

*Number of Students Enrolled in One or More Remedial Courses
Source: SURE Fall Enrollment file

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2015:

<table>
<thead>
<tr>
<th>All FTFT Students</th>
<th>Enrolled in One or More Remedial Courses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,515</td>
<td>1,519</td>
<td>60.4%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2015 by Subject Area:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of FTFT Enrolled</th>
<th>Percent of all FTFT Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>931</td>
<td>37.0%</td>
</tr>
<tr>
<td>Algebra</td>
<td>177</td>
<td>7.0%</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>English</td>
<td>1243</td>
<td>49.4%</td>
</tr>
</tbody>
</table>

Source: SURE Fall Enrollment file
Section C. Characteristics of Undergraduate Students (Continued)

3. Race/Ethnicity, Sex, and Age

**Undergraduate Enrollment by Race/Ethnicity**, Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Full-time</td>
<td>2,512</td>
<td>30.1%</td>
<td>509</td>
<td>6.1%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,154</td>
<td>34.5%</td>
<td>371</td>
<td>5.9%</td>
</tr>
<tr>
<td>Total</td>
<td>4,666</td>
<td>32.0%</td>
<td>880</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

*Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
Source: IPEDS Fall Enrollment Survey

**Undergraduate Enrollment by Sex**, Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Full-Time</td>
<td>4,402</td>
<td>52.7%</td>
<td>3,945</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2,938</td>
<td>47.1%</td>
<td>3,300</td>
</tr>
<tr>
<td>Total</td>
<td>7,340</td>
<td>50.3%</td>
<td>7,245</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

**Undergraduate Enrollment by Age**, Fall 2015

<table>
<thead>
<tr>
<th></th>
<th>&lt;18</th>
<th>18-19</th>
<th>20-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-64</th>
<th>65+</th>
<th>Unk.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>53</td>
<td>3,284</td>
<td>2,611</td>
<td>1,146</td>
<td>682</td>
<td>244</td>
<td>121</td>
<td>157</td>
<td>44</td>
<td>5</td>
<td>8,347</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.6%</td>
<td>39.3%</td>
<td>31.3%</td>
<td>13.7%</td>
<td>8.2%</td>
<td>2.9%</td>
<td>1.4%</td>
<td>1.9%</td>
<td>0.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Part-time</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>57</td>
<td>637</td>
<td>1,401</td>
<td>1,465</td>
<td>1,147</td>
<td>534</td>
<td>329</td>
<td>394</td>
<td>218</td>
<td>54</td>
<td>6,238</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.9%</td>
<td>10.2%</td>
<td>22.5%</td>
<td>23.5%</td>
<td>18.4%</td>
<td>8.6%</td>
<td>5.3%</td>
<td>6.3%</td>
<td>3.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>110</td>
<td>3,921</td>
<td>4,012</td>
<td>2,611</td>
<td>1,829</td>
<td>778</td>
<td>450</td>
<td>551</td>
<td>262</td>
<td>59</td>
<td>14,585</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.8%</td>
<td>26.9%</td>
<td>27.5%</td>
<td>17.9%</td>
<td>12.5%</td>
<td>5.3%</td>
<td>3.1%</td>
<td>3.8%</td>
<td>1.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey
Section C. Characteristics of Undergraduate Students (Continued)


**Financial Aid from Federal-Funded Programs, AY 2014-15**

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>6,171</td>
<td>22,979,565</td>
<td>3,723.80</td>
</tr>
<tr>
<td>College Work Study</td>
<td>150</td>
<td>329,518</td>
<td>2,196.79</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>SEOG</td>
<td>1,840</td>
<td>275,425</td>
<td>149.69</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>50</td>
<td>313,069</td>
<td>6,261.38</td>
</tr>
<tr>
<td>Stafford Loans - Subsidized</td>
<td>2,376</td>
<td>7,747,220</td>
<td>3,260.61</td>
</tr>
<tr>
<td>Stafford Loans - Unsubsidized</td>
<td>2,320</td>
<td>8,489,313</td>
<td>3,659.19</td>
</tr>
<tr>
<td>SMART &amp; ACG or other</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

**Financial Aid from State-Funded Programs, AY 2014-15**

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>2,668</td>
<td>5,153,625</td>
<td>1,931.64</td>
</tr>
<tr>
<td>Educational Opportunity Fund</td>
<td>374</td>
<td>322,897</td>
<td>863.36</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP) or other</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>NJSTARS</td>
<td>141</td>
<td>433,244</td>
<td>3,072.65</td>
</tr>
<tr>
<td>NJCLASS</td>
<td>12</td>
<td>71,483</td>
<td>5,956.92</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report

**Financial Aid from Institutional-Funded Programs, AY 2014-15**

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants &amp; Scholarships</td>
<td>305</td>
<td>423,457</td>
<td>1,388.38</td>
</tr>
<tr>
<td>Institutional Loans</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report
Section C. Characteristics of Undergraduate Students (Continued)

5. Percentage of Students who are New Jersey Residents

*Fall 2015 First-Time, Full-Time (FTFT) Undergraduate Enrollment by State Residence*

<table>
<thead>
<tr>
<th></th>
<th>NJ Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,850</td>
<td>137</td>
<td>2,987</td>
<td></td>
<td>95.4%</td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey*

**Total Enrollments by State Residence**

<table>
<thead>
<tr>
<th></th>
<th>NJ Residents*</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>14,511</td>
<td>74</td>
<td>14,585</td>
<td></td>
<td>99.5%</td>
</tr>
</tbody>
</table>

*Includes state unknown

*Source: SURE Fall Enrollment Survey*
Section D. Student Outcomes

1. Graduation Rates

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

      Not applicable to community colleges.

   b. Two-Year Graduation Rate

      | Fall 2012 Cohort | N Graduates | Graduation Rate |
      |-----------------|-------------|-----------------|
      | 2,674           | 114         | 4.3%            |

      Source: IPEDS Graduation Rate Survey

   c. Three-Year Graduation and Transfer Rate by Race/Ethnicity

      |           | White |      | Black |      | Hispanic |      |
      | Fall 2012 Cohort | N | %   | N | %   | N | %   |
      | Graduated in 3 years | 203 | 26.4% | 17 | 10.8% | 126 | 17.2% |
      | Transfers         | 134 | 17.4% | 38 | 24.1% | 132 | 18.0% |

      Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention Rates

   By Attendance Status

      | First-Time, Fall 2014 | Retained Fall 2015 | Retention Rate |
      |-----------------------|--------------------|----------------|
      | Full-Time             | 2,713              | 1,709          | 63.0%         |
      | Part-Time             | 673                | 334            | 49.6%         |

      Source: IPEDS Fall Enrollment Survey, Part E

3. Degrees Awarded

      | Degree Type         | 2012 | 2013 | 2014 | 2015 | 2016 |
      |---------------------|------|------|------|------|------|
      | A.A. Degrees        | 442  | 329  | 392  | 356  | 289  |
      | A.F.A. Degrees      | 0    | 1    | 6    | 4    | 8    |
      | A.S. Degrees        | 1,069| 1,461| 1,658| 1,656| 1,655|
      | A.A.S. Degrees      | 442  | 431  | 463  | 422  | 380  |
      | Certificates         | 74   | 63   | 91   | 76   | 78   |
      | TOTAL               | 2,027| 2,285| 2,610| 2,514| 2,410|

      Source: SURE Graduation File
Section E. Faculty Characteristics

1. **Full-Time Faculty by Race/Ethnicity, Sex, Academic Rank, and Tenure Status, Fall 2015**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
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<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>43</td>
<td>31</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>38</td>
<td>47</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>13</td>
<td>30</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian*</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Ind.</td>
<td>14</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alien</td>
<td>17</td>
<td>37</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>42</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>95</td>
<td>112</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>109</td>
<td>136</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
Source: IPEDS Human Resources Survey

2. **Percentage of Course Sections Taught by Full-Time Faculty, Fall 2015**

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>Taught by FT Faculty</th>
<th>Taught by PT Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Total</td>
<td>2404</td>
<td>53.0%</td>
</tr>
</tbody>
</table>

Note: Others includes Full-time Administrators and Teaching Assistants
Source: BCC Student Information System

3. **Ratio of Full- to Part-Time Faculty, Fall 2015**

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>310</td>
<td>29.4%</td>
<td>743</td>
<td>70.6%</td>
<td>1,053</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey
Section F. Characteristics of the Board of Trustees

1. Race/Ethnicity and Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Non-Res Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

2. List of Trustees with Titles/Affiliations

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Carter Corriston, Chairman</td>
<td>Attorney</td>
</tr>
<tr>
<td>Philip J. Ciarco III, Vice Chairman</td>
<td>Retired, Business Management</td>
</tr>
<tr>
<td>Germaine Ortiz, Secretary</td>
<td>Financial Consultant</td>
</tr>
<tr>
<td>Dorothy L. Blakeslee, Treasurer</td>
<td>Chief Operating Officer, Browncoats Consulting, Inc.</td>
</tr>
<tr>
<td>James D. Demetrakis, Trustee</td>
<td>Attorney</td>
</tr>
<tr>
<td>Dr. Jo-Anne Mecca, Trustee</td>
<td>Director, Center for Teacher Preparation and Partnerships</td>
</tr>
<tr>
<td>Anthony Miller, Trustee</td>
<td>Retired</td>
</tr>
<tr>
<td>Michael J. Neglia, Trustee</td>
<td>President, Neglia Engineering</td>
</tr>
<tr>
<td>Irene Oujo, Trustee</td>
<td>Assistant Director, Fairleigh Dickinson University</td>
</tr>
<tr>
<td>Gerard L. Carroll</td>
<td>Bergen County Technical Schools</td>
</tr>
<tr>
<td>Norah Peck, Trustee</td>
<td>Interim Superintendent of Schools, Bergen County</td>
</tr>
<tr>
<td>Isaac Alejo-Reyes</td>
<td>Student, Alumni Trustee</td>
</tr>
</tbody>
</table>

3. Additional Information about Trustees

Additional information about the BCC Board of Trustees will be available at the Board’s page on the Bergen website: http://bergen.edu/about-us/board-of-trustees/
### Section G. Profile of the Institution


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

**LIBERAL ARTS**
- General Curriculum
- Cinema Studies
- Communication
- Economics
- Global Studies
- History
- Latin American Studies
- Literature
- Philosophy
- Political Science
- Psychology
- Religion
- Sociology
- Women’s Studies
- World Languages and Cultures

**FINE AND PERFORMING ARTS**
- General Curriculum
- Art
- Cinema Studies
- Music
- Theatre Arts: General, Acting, Dance, Technical Production

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

- Music Business
- Music Technology

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

**NATURAL SCIENCE AND MATHEMATICS**
- General Science
- Aviation Operations
- Biology
- Biotechnology
- Chemistry
- Computer Science
- Mathematics
- Physics

**ENGINEERING SCIENCE**
- Engineering Science

**PROFESSIONAL STUDIES**
- General Curriculum
- Aviation Administration
- Broadcasting
- Business Administration-General
- Business Administration-Accounting
- Business Administration-Hospitality
- Business Administration-International Trade
- Business Administration-Management
- Business Administration-Marketing
- Business Administration-Nonprofit Mgmt.
- Criminal Justice
- Early Childhood Education
- Education
- Exercise Science
- Health Science
- Information Technology
- Journalism
- Social Work
- Sports Management
### CREDIT PROGRAMS: Career (A.A.S. and Cert./COA)

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

**ART**
- Computer Animation
- Graphic Design/Computer Graphics

**BUSINESS ADMINISTRATION**
- Accounting
- Banking and Finance
- E-Business Management
- Management Information Systems
- Publishing Operations & Management

**FASHION APPAREL DESIGN**
- Fashion Apparel Design

**HOTEL / RESTAURANT / HOSPITALITY**
- General Studies
- Catering & Banquet Management
- Culinary Entrepreneurship
- Event Planning & Management
- Hospitality Management

**HEALTH PROFESSIONS**
- Dental Hygiene
- Diagnostic Medical Sonography
- Health Science
- Medical Informatics
- Medical Office Assistant
- Paramedic Science
- Radiography
- Respiratory Therapy
- Veterinary Technology

**HUMAN SERVICES**
- Correctional Studies
- Law Enforcement Studies
- Legal Studies

**INDUSTRIAL AND DESIGN TECHNOLOGIES**
- Avionics
- Drafting and Design Technology
- Electronics Technology
- General Engineering Technology
- Manufacturing Technology
- Technical Studies

**INFORMATION TECHNOLOGY**
- Database Programming & Administration
- Information Technology
- Office Technology
- Networking Administration
- Web Development & Management

**MUSIC**
- Recording Technology
- Music Business

**NURSING**
- Day
- Evening
- Weekend
- LPN/AND Mobility Track Day
- LPN/AND Mobility Track Evening

**SCIENCE TECHNOLOGY**
- Horticulture
- Landscape/Design/Build

**SOFTWARE DEVELOPMENT**
- Game Programming
- Game Testing
Section G. Profile of the Institution (Continued)

One-Year Certificates
- Computer Aided Drafting (CAD)
- Computer Animation
- Computer Graphics
- Computer Science
- Computer Technical Support
- Culinary Arts/Science
- Database Programming & Administration
- E-Commerce: Business Emphasis
- Event Planning and Management
- Exercise Science
- Floral Design
- Grounds Management
- Hospitality Management
- Landscaping
- Legal Nurse Consulting
- Medical Office Administrative Assistant
- Office Technology
- Radiation Therapy Technology
- Surgical Technology Day
- Surgical Technology Evening
- Transfer Studies: Liberal Arts/Science, Technology & Professional Studies
- United States Studies

Certificates of Achievement
- Baking
- Biotechnology
- CNC Programming
- Fashion Design Fundamentals
- Fashion Product Development
- Finance
- Fire Science
- Forensic Science
- Homeland Security
- Machine Tooling
- Manufacturing Design using Pro/Engineer®
- Marketing Assistant
- Network Security
- Non-Profit Management
- Private Security
- Professional Cooking
- Real Estate
- Sports Management
- Sports Merchandising
- Welding Technology

NON-CREDIT PROGRAMS: Continuing Education

Continuing Education Offerings

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

- Advanced Manufacturing
- Autism
- Bergen Goes Green
- Business and Industry
- Computer Training
- Construction
- Culinary Arts
- Fashion Design
- Finance
- Green Pathways to Employment Program
- Health Professions
- Hospitality and Tourism
- Human Resource Professional Development Certificate Program
- Interior Design
- Kids and Teens Programs
- Languages
- Makerspace
- NJ Family Care Training
- Nonprofit Leadership Institute
- Online Courses
- Personal Development
- Pest Control
- Property & Facility Management Education
- Quality Assurance Certificate Program
- Real Estate
- Teacher Education
- Wedding/Event Planning
- Welding
Section H. Major Research and Public Service Activities

1. Selected Faculty Scholarship

Not only was Mi Ahn certified as an instructor for the Mental Health First Aid, a national program, but she was a presenter at CITL Summer Institute Conference and was accepted to the Annual National Learning Communities Conference.

Jacqueline Behn attended the National Association for Social Workers Annual conference.

Sidney Birnback received a Federal Fish and Wildlife permit for specimen and scientific study. He also received the State of New Jersey Environmental Protection Agency Salvage and Migrating permit for scientific study. He is a licensed clinical psychologist, a lifetime member of the American Psychological Association and a member of the Ornithological Society of America and Palisade Nature Association.

Suzaan Boettger published articles in journals such as Brooklyn Rails, Handbook of Ecocriticism and Cultural Ecology, and Depth of Field. Additionally, she conducted research for a book and participated in national and international conferences.

Denise Budd currently has two publications under review for publication by Brill Publishers and the University Press of Florida. In addition to workshops hosted by the Center for Institutional Effectiveness, she attended lectures at the Decorative and Fine Arts Society, the Renaissance Society of America and the Center for History of Collecting at the Frick Collection.

James Bumgardner participated in the Broadway Teachers and Drama Educators Workshops, and his attendance at professional performances such as 'The King and I', 'King Charles III', 'Amazing Grace' and 'Smart People' to name a few. Additionally, Professor Bumgardner co-produced and/or taped several Bergenstages performances to include 'South Pacific', 'The Rivals’, Stew and Heidi’ and ‘The Clouds’ to mention a few.

Joanna Campbell, Gail Fernandez and Jill Rivera presented The Assessment Fellows of the Roundtable: Ambassadors of a High-Performance Culture at the American Association of Community Colleges Annual Convention in April 2016; the Assessment Fellows Program – An Inside-Out Approach at the Middle States Commission on Higher Education Annual Conference in December 2015; and the Assessment Fellows Program – An Inside-Out Approach at Drexel University Annual Conference on Teaching & Learning Assessment in September 2015.

Joanna Campbell, Gail Fernandez and Jill Rivera co-authored An Assessment Fellows Program Model, National Institute for Learning Assessment Outcomes (NILOA), February 2016.

Daniel Chadwick participated in various seminars in the Hotel/Restaurant Management field. These include 'Creating Signature Kitchen Design', 'Targeted Recruitment in the Hospitality and Food Service Industry', 'International Hotel-Motel-Restaurant Show', and 'Simple Systems to Control Your Food Cost' to name a few.

Louis Cirrilla participated in several workshops including 'Legal Ethics, No Laughing Matter', 'Nuts and Bolts of NJ Small Business', and Ethics for Transactional Attorneys’.

Mary Clifford attended the Broadway Teachers Workshop and the Chita Rivera Lecture, which were aimed at exploring innovative teaching techniques in the performing arts. Additionally, she studied water color and acrylic painting to aid in the hands-on approach she used in her Stage Makeup Class.

David Cohen attended the International Hotel-Restaurant and the International Restaurant Workshops.

Benicia. D'sa completed 5 graduate certificate courses in Teaching and Learning Technologies at William Paterson University. She also submitted two articles for publication in the BCC Journal of Scholarly Teaching. Additionally, Benicia attended the Beacon Conference, and was a participant in the Tri-State Best Practices and NJ Department of Education Pilot Program Conferences.
Section H. Major Research and Public Service Activities (Continued)

1. Selected Faculty Scholarship

Joan Dalrymple was the co-editor of the NJLA CUS/ACRL-NJ Chapter Newsletter, Fall 2011-Present. She served as member of NJLA CUS/ACRL-NJ Marketing and Communications Committee and ex-officio member of Executive Board. She presented a Scholarship Search 101 Workshop in partnership with the Foundation Office at Meadowlands (February 2016). She attended both NJLA and ALA conferences (May and June 2016, respectively).

Lucy Deane submitted an article, “Problem Solving for all Disciplines” to the 27th International Conference on College Teaching and Learning.

Kaye DeMetz attended at the Tri-State Conference where she presented “Teaching Critical Thinking Through Perceptions”. She also was a presenter at the Latino Heritage Month celebrations, and the Club Leadership Awards.

Maureen Ellis-Davis was a co-organizer for the Tri-States Best Practices Conference and a member of the REVEL/Pearson Publications focus group that was responsible for reviewing revisions to the Introduction to Sociology text. Additionally, she is an Associate Editor of the East Coast Colleges of Social Sciences Association Journal, Vice-Chair for the Board of Directors of ECCSSA, and presented at various conferences such as the NJ Council of County Colleges and the League for Innovation in the Community College.

Mecheline Farhart participated in the NJEA, Tri-State and the Academy of Criminal Justice Annual Conferences. Additionally, she participated in and testified at the US Senate Democratic Steering Committee and the NJ College Affordability Study Commission.

Shari Franschman, completed 64 credits towards her doctorate, attended the National Behavioral Intervention Team Association’s training and hosted the NJ Coalition Against Sexual Assault’s webinar, “Serving Campus Survivors”. In addition she developed a Title IX and Judicial Policy for Department of Education visiting institutions.

Princeton published Barry Freeman’s article on student course mode preferences. He also presented “Which Course Delivery Mode Do Most Students Currently Prefer: Face-to-Face, Pure Online or Hybrid?” at the NISOD conference. He also attended investment-related seminars offered by Fidelity Investments.

Kate Hossain attended the ACRL Information Literacy Conference (March 2016) and NJLA (May 2016).

Lawrence Joel holds certification as an Elder Law Attorney as recognized by the ABA-approved National Elder Law Foundation. Additionally, he participated in various conferences such as the ’73rd Semi-Annual Tax and Estate Planning Forum’, the ‘Elder and Disability Law Symposium’ and ‘2016 Probate Symposium’. Lawrence continues to hold membership in many organizations including the American Bar Association Advisory Committee, the American Association for Paralegal Educators, the National Academy of Elder Law Attorneys, and the New Jersey State, New York State, Bergen County and American Bar Associations.

Rachel Lerner Colucci served as a panelist leading a discussion following a screening of The Hunting Ground, in collaboration with healingSpace – The YWCA of Bergen County at the Kaplan JCC in the Palisades and also received a Student Success Innovation Grant from the New Jersey Council on Community Colleges to enhance Behavioral Intervention Team Training.

Joan Liu-Devizio attended MAIUG-The annual Mid-Atlantic Innovative Users Group (October 2015) and NJLA 2016 conference (May 2016).

Michael DiBartolomeo, Dr. Naydeen Gonzalez, Denise Liguori and Jill Rivera presented on Project Graduation at the American Association of Community Colleges (AACC) Conference in Chicago, Ill. (April 2016)
Section H. Major Research and Public Service Activities (Continued)

1. Selected Faculty Scholarship

David Kramer studied police responses and actions to domestic violence calls, New Jersey’s use of body camera and microphones, and the deployment of tasers in New Jersey’s law enforcement agencies. David’s research findings were presented at various conferences and incorporated into the courses he taught.

Andrew Krikum’s production and arrangement of Daisy Anabelle’s ‘My Own Person’ was released by Fellaheen Records, he served on the editorial boards of the Journal of Popular Music Education and Intellect Journals, and he was a presenter at the Association for Popular Music Education Annual Conference.

Richard Kuiters held membership in several professional organizations including the Academy of Criminal Justice Science, the International Chief of Police, the New Jersey Criminal Justice Educators Association, the Bergen County Chief of Police and the FBI Newark Joint Terrorism Task Force Intelligence Sharing initiative to name a few. Additionally, he is a federal grant reviewer and an article reviewer for the US Community Policing Office. He was an attendee at the University of Texas, El Paso’s Conference on Weapons of Mass Destruction.

Anne Maganzini held membership in the American Psychological Association, the Association for Psychological Science and Sigma Xi, the Scientific Research Society. She participated in a United Nations briefing on Gender and Women’s right.

Linda Marcel collaborated on musical performances and participated in several workshops including the Foundation for Emerging Technologies and Arts’ Night of Electronic Music and Art, and Italy’s Montepulciano Music Conservatory Network.

Christopher Mayer holds membership in the American Institute of Certified Public Accountants and the New Jersey Society of Certified Public Accountants. He has taken courses in Microsoft Office and NJSCPA Issues Watch.

Claire McConaughy is a member of the College Art Association. Her published Pierogi Gallery interview demonstrated her contribution to scholarly work within the Visual Arts community. Additionally, her work was displayed in the Pierogi Gallery’s Flat Fire Program, Yashar Gallery and The Drawing Room to name a few.

Kate McGivern presented on Nov. 17, 2015 - Long Branch, NJ- New Jersey Association of School Librarians with Helen-Ann Brown Epsten on results of a survey of high school librarians. Presentation included discussion and small group break out session about the needs, frustrations, etc that high school librarians encounter.

Paul Mindell held membership in several organizations including the Rhode Island School of Design and the University of Michigan’s School of Art Alumni Associations and the Wilton Art Council. Not only is his work displayed in various competitions, the University of Michigan Art Show and the congressional office of Jim Himes, but he developed paulmindell.com and CleverWebbyKids.com websites.

Michael O’Donovan attended the NJ Office of Homeland Security and Preparedness Active Shooter Seminar, and participated in courses on Moodle and Respondus applications for online exams. Additionally, he gave a presentation on the “Consolidation of Municipal Government Services” at the College’s Suburban Studies Group, and is collaborating with St. John’s University’s Dr. Richard Stalter on the publication of a research paper.

L. Laura Ochoa attended the biennial conference of the Council on Undergraduate Research.


Annemarie Roscello presented at the AASL National Conference “Best of the Best Selection Committee: Using the university press books in your school library” (November 2015) and attended ALA and NJLA (January 2016).
Section H. Major Research and Public Service Activities (Continued)

1. **Selected Faculty Scholarship**

   - **Mary Ryan** participated in various seminars such as ‘Federal and State Tax Credits’, ‘Tax Resolutions: the Six Secrets’ and ‘Thrive as A CPA of the Future’ to name a few.

   - **Robert Saldarini** was a graduate faculty, undergraduate mentor and a Distance Education mentor for classes in managerial communications at Thomas Edison State College. He was a member of the college’s Undergraduate Academic Council and the Business School’s Curriculum and Graduate Admissions Committees. Additionally, he collaborated with the college in its creation of a BS in Professional Studies to facilitate students with AA degrees.

   - **Lynn Schott** attended NJLA (May 2016) and was the recipient of the President’s Award from the New Jersey Library Association. Lynn is also the Academic representative to the NJLA Executive Board, elected in May 2016 for a 3-year term starting July 2016.

   - **Daniel Sheehan** worked on the completion of Tales From Earth, Inc. concept album and attended the American Society of Composers, Authors & Publishers Expo, and the Association for Popular Music Education Conferences.

   - **Robert Wiater** was a member of several organizations such as NEA, NJEA and the American Psychological Association.

   - **Pierce Wilkinson** was a member of the American Political Science Association. He attended a seminar and a panel/lecture on the world-wide impact of Brexit on US foreign relations, Africa, Europe and Great Britain.

   - **Paula Williams** presented “Problem-Solving Across All Disciplines” at the 27th International Conference on Teaching & Learning (Jacksonville, FL, April 2016). She also completed her Doctoral Dissertation: Developing Student Competencies in Information Literacy Sessions through Web-Based Instruction for Distance Learners. Nova Southeastern University, 2015. Paula is also a Member of Editorial Board, NEA’s Thought & Action Journal.

   - **Anthony Yankowski** attended and participated in several conferences, he is a member of the NJ Higher Education Committee and clinical psychologist who served as a digital faculty consultant to McGraw Hill, and mentor at Thomas Edison State University.
Section H. Major Research and Public Service Activities (Continued)

2. Selected Service Learning/Community Outreach

Mi Ahn was actively involved with the Korean Parents Association of Ridgewood, NJ and Family Touch in Ridgewood, NJ and Bowery Women's Service in Harlem, NY.

Jacqueline Behn served as Clinical Consultant to Bergen County's Center for Hope and Safety.

Denise Budd developed and taught courses for the Institute for Learning in Retirement.

James Bumgardner hosted the Passaic County Technical Institute at the Bergen Community College, and the NJ Theatre Alliance Stage Festival in Ender Hall Lab Theatre. He actively engaged the community in the various dramatic productions that he was associated with.

Louis Cirrilla offered pro-bono legal service to the minority community in Paterson, NJ.

Richard Comerford served as a consultant for NJEA and presented on 'Arbitration Preparation and Presentation' at the 2016 NJEA Higher Education Conference.

Lucy Deane participated in a charity yard sale to benefit Habitat for Humanity, PAWS and over 21 group homes.

Kaye DeMetz was also actively involved with the Boys Scouts of America Merit Badge Rally.

Maureen Ellis-Davis volunteered with the Boy Scout Troop, the Astor Little League and Aquabilities.

In addition to making donations to organizations such as American Red Cross, St. Jude’s Children Research Hospital and American Foundation for Suicide Prevention, Mecheline Farhat presented at North Plainfield Middle School and North Plainfield Alternative High School.

Barry Freeman participated in Northern Highlands Regional High School's Career Day event.

Gail Fernandez serves as the secretary for the Suffern High School Marching Band parent group, the Half-Timers. She is also a member of the Ramapo Central School District Professional Development Committee.

William Huisking was on the Board of the "Walk to End Alzheimer's".

Richlene Joannides, CLC faculty, has been appointed to the Bergen County Youth Services Commission due to her long-time academic experience and familiarity with the various populations consisting of high school dropouts, county jail inmates, welfare recipients, and county homeless residents.

Lawrence Joel was a practicing attorney who is active in the community. The many organizations that he volunteers with includes fundraising and outing coordinator for the Oradell Lions Club, memory walk sponsor for the Alzheimer’s Association of New Jersey, member of the general counsel for the Maroon and White Music Boosters, usher at the Notre Dame of Mt. Carmel Church, and fashion show vendor solicitor for the Morristown High School Home and School Association.

Mark Kassop volunteered with organizations such as World Hunger, the New York/New Jersey Trail Conference, Sterling Forest State Park and White River Partnership, an environmental group. Additionally, Professor Kassop served on numerous committees at Thomas Edison State University where he is a faculty mentor.

David Kramer collaborated with Shari Franschman and the Riverdale Police Department to recruit students for the police department's junior police academy.

Andrew Krikum served on the executive board of the Association for Popular Music Education, and collaborated with BergenPAC to create internship and volunteer opportunities for students.
Section H. Major Research and Public Service Activities (Continued)

2. Selected Service Learning/Community Outreach

Camelia-Manuela Lataianu collaborated with specialists from Bergen County Department of Human Services’ Alternatives to Domestic Violence Program to host the College’s ‘Youth and Intimate Violence’.

Anne Maganzini raised money for the Leukemia and Lymphoma Society through her affiliation with the Team in Training of New Jersey.

Linda Marcel was a deputy with the Bergen County Mounted Patrol Sheriff’s Office.

Christopher Mayer organized the annual Waldwick High School Booster Club Alumni soccer game, which supports the Michael Robert Mayer Scholarship.

Claire McConaughy donated paintings to The Painting Center’s annual benefit, Art in the Box’s annual benefit and the College’s female veteran annual scholarship fund.

Florence McGovern volunteered with the Center for Hope and Safety and was a regular blood donor.

Michael O’Donovan was a US Department of Homeland Security TSA Air Marshall Service Armed Security Officer and a member of the Bergen County, NJ Citizen’s Emergency Response Team.

L. Laura Ochoa collaborated with community-based groups to work with children with special needs.

Mary Ryan performed consulting services for K. Leeds, and volunteered with Monmouth County Park and Papomora Beach Cleanup.

Robert Saldarini was an active life member of the Deborah Hospital Foundation, Brownsville.

Theo Solomon lectured on film at the Teaneck and Hackensack libraries.

Arthur Tolve supported several organizations including BCC Foundation’s ‘Loaves and Fishes’, ‘Service Learning’, and ‘Arthur and Cecilia Tolve Hospitality and Culinary Arts Scholarship’ funds, the Valley Hospital Linwook Circle and the Fair Lawn Volunteer Fire, Ambulance and Rescue Squad.

Robert Wiater, an honorary committee member of the Polish People Home/Polish American Culture Center, was active in the New Jersey, New York Polish and Connecticut communities. He attended Polish festival that highlighted Polish heritage and culture in the tri-state area.

Pierce Wilkinson was active at the community-level through his continued activity in the local parishes of the New York archdiocese.

Anthony Yankowski participated in the Spectrum for Living walkathon.
4. Grants Administration

The Office of Grants Administration facilitates the development, acquisition, and implementation of grant funded projects that further the goals, objectives, and strategic priorities of Bergen Community College. During FY16, the College was awarded 12 grants, totaling $6,290,719.00. The Office also managed/operated 27 projects, which were supported by more than $14,741,573.00 in funds, and submitted 24 new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY16 include:

- **The Science, Technology, Engineering, and Mathematics (STEM) Grant** is a five-year grant award designed to fulfill the urgent and growing need for STEM professionals in a competitive and global workforce. The project has three goals: (a) to increase the recruitment and persistence of STEM and STEM education students; (b) to improve the graduation and transfer rates for students enrolled in STEM and STEM education programs; and (c) to enhance data-based decision-making to inform and improve student outcomes, program development, and articulation.

- **The Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant** is a four-year $15 million award designed to fund the New Jersey Health Professions Pathways to Regional Excellence Project (NJ-PREP). NJ-PREP is a partnership that builds on the HPOG initiative noted above. It includes 12 community colleges, over 20 employers, and 11 county Workforce Investment Boards and One-Stop Career Centers. The college and its partners are working to build a state-wide healthcare career pathways system that coordinates and aligns strategic partnerships, resources, funding, policies, data, and accountability measures. The project will serve over 2,000 participants.

- **The Violence Intervention and Prevention (VIP) Grant** is a three-year grant award designed to develop the BCC Coordinated Community Response to violence prevention throughout the campus community. The initiative promotes continuous improvement and increased coordination of: (a) communication regarding sexual assault, domestic violence, dating violence and stalking issues; and (b) the sharing of crisis response tactics, community referrals, and resources with partners.

- **The Transition Program for Students with Intellectual Disabilities 2 (TPSID2) Grant** is a model comprehensive transition and postsecondary education program conducted in collaboration with The College of New Jersey. This Phase II program will attain four key goals: 1) provide students with ID a strong foundation of essential skills and competencies needed to secure and retain jobs; 2) assist ID students in earning meaningful credentials to help advancement along a career Pathway towards higher-skill, higher-wage opportunities; 3) engage employer partners, supportive services and families; and 4) develop a formal network of post-secondary programs within the region.

- **The First in the World (FITW) Grant** program is a randomized controlled trial that will target 8,400 first time, degree-seeking students placed into remedial math as per the Accuplacer exam. The goals of this program are to: 1) increase the 3-semester retention rates of first time students placing into remedial math, and 2) decrease time to completion of first time full time students placing into remedial math. The ultimate purpose of this study is to produce scalable innovative approaches that utilize low-cost, effective methods for math remediation.
Section I. Major Capital Projects Underway in Fiscal 2016

Under Construction:

- Ambulance Exterior Concrete Pad/Training Area
- New Health Professions Integrated Teaching Center – Dumpster Enclosure
- Pool Shower, Locker Room, and Training Room Renovations
- Modernization Elevators #7 and #8
- Replacement/Upgrade of Paramus Road Main Entrance Signage

Completed:

- New Health Professions Integrated Teaching Center
- New Health Professions Integrated Teaching Center – Dental Hygiene Equipment
- Parking Lot A/B/C Wireless Camera System Phase II
- B-Wing Roof Replacement
- Men and Women’s Restrooms S317 and S318 Renovation
- Overhaul of 500 ton Chiller
- International Student Center Chair Lift
- West Hall W-lot Fire Hydrant
- West Hall Clerestory Roof Repairs

Completed Health Professions Integrated Teaching Center
Section J. Strategic Planning Goals

Strategic Theme 1: Student Success and Excellence

Cultivating student success and assuring the quality of learning remain bedrocks of the College. Evidence-based decisions regarding achieving student success and providing superior learning opportunities will solidify these objectives as primary goals of the institution.

- Goal: Enhance and expand a college-wide culture dedicated to student success
- Goal: Increase course completion, retention, transfer and graduation rates
- Goal: Reduce the achievement gap between majority and under-represented minority populations

Strategic Theme 2: Faculty and Staff Success and Excellence

The College’s faculty and staff remain one of the school’s most valuable resources in achieving student success and institutional excellence. Bergen leaders will continuously invest in the professional development of both groups in order to expand the organizational knowledge base, secure future goals and accomplish the College’s vision and mission.

- Goal: Increase professional development opportunities; recognize and promote faculty and staff contributions
- Goal: Launch an orientation program for all positions and new hires
- Goal: Embrace the contributions of non-tenure track faculty

Strategic Theme 3: Commitment to Bergen County

The College serves Bergen County residents by providing access to quality post-secondary education, value-added workforce training, and cultural and artistic programming. Collectively, Bergen faculty, staff and administrators pledge to strengthen existing relationships with community stakeholders and partners while aggressively forging new relationships that support the College’s vision and mission.

- Goal: Develop, nurture and strengthen partnerships with the Bergen County community
- Goal: Strengthen awareness of the College’s commitment to excellence and public service
- Goal: Enhance and expand programs to better serve the educational and workforce development needs of Bergen County

Strategic Theme 4: Institution Building

The College will strive for excellence in internal operations and fully commit to the success of the institution through utilizing the intellect and dedication of faculty and staff. College leaders will strengthen budgetary and technological resources through improved stewardship. Effective communication and continued civility will drive transparent decision-making that will reflect the College’s vision and mission.

- Goal: Establish clear and transparent communication pathways
- Goal: Foster a culture of collaborative innovation
- Goal: Build inviting and functional facilities
- Goal: Ensure instructional and administrative technology systems remain cohesive, current and intelligent
- Goal: Obtain additional finding and strengthen human resources