

Bergen Community College

Off-Campus Sites

Program Review



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Submitted to: Dr. William Mullaney, Vice President of Academic Affairs

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I. Executive Summary

This marks the inaugural program review for Off-Campus Sites of Bergen Community College. In July 2017 the Ciarco Learning Center in Hackensack and BCC at the Meadowlands in Lyndhurst were placed under the leadership of one dean after having individual leadership at each location since inception. Historically, the academic units within the college have performed the program review process. Recently the administrative units were added to the process. As seen in the organizational chart the full time staff is minimal so two part time staff members were asked to serve on the team. The uniqueness of the locations and the multiple responsibilities of operational and educational tasks created a challenge of determining the focus areas for review.

Highlighted accomplishments from the past five years include:

- Successful completion at Ciarco of the New Jersey Council for the Humanities Main Ingredients Grant and the Bergen County History and Culture Special Project Grants. These two grants focused on the cultural diversity in the Hackensack regional creating educational programs for the students and community in the history of foods and musical history.
- Reinstating high school equivalency testing in the inmate education program
- The establishment of the Early College program – enabling high school students to attain a college degree simultaneously while completing a high school diploma.
- Planning for the building project and relocation of the Hotel Restaurant Management program from Paramus to Hackensack
- Successful accreditation of the AAS in Paramedic Science program

Major recommendations for next five years include:

- Determine separate leadership workflows that delineate building operations and academic program management responsibilities.
- Develop a cross training plan to synergize administrative capabilities.
- Implement technology enhancements to align with main campus and unify all locations.
- Support Division of Academic Affairs by collaborating with the Early College Program.

II. Description of the Unit

Off-Campus Sites brings many of the College's important academic services and career skill building opportunities for students closer to their place of employment and/or their home.

The mission of the Off-Campus Sites is to collaborate with Main Campus departments and personnel to extend the following:

- Provide high quality academic programs and student support services
- Extend academic and counseling support to students transitioning from individual credit or non-credit courses into BCC degree or certificate programs
- Act as an extension of The College offering credit and non-credit courses that are affordable, accessible and convenient options to BCC students
- Be an integral and responsive member of the College community, the business communities of Hackensack, and Lyndhurst, and the County of Bergen

Ciarco Center History

The Philip Ciarco, Jr. Learning Center, located in Hackensack, was founded by Bergen Community College to provide basic educational and support services for adult students. Since 1970, Bergen Community College's presence in Hackensack has served the community by offering a unique mix of educational programs ranging from ABE including literacy skills training to career preparation courses and programs. Today, in addition to high school equivalency education (HSE) and ESL, the Ciarco Center offers college credit courses, non-degree credit courses, flexible start accelerated credit courses, employment preparation and job training, and a wide variety of other general education, certificate and degree classes. There are three state of the art computer labs, numerous Smart classrooms, a Resource Center and a Tutoring and Language Center. The Ciarco Learning Center provides a weekly on-site academic counselor and a part time advisor in order to aid students in their future goals of transition from non-credit programs to degree programs or to reach their employment and career goals. A major advantage of the Ciarco Center is still its ease of accessibility by public transportation or car and its ample free parking.

Programs at Ciarco include:

- **English as a Second Language.** Up until June of 2018 ESL classes were available under 3 different programs: Ciarco tuition classes, day and evening, NJ Dept. of LWD ABE Grant program, and the Hispanic Institute for Research and Development of Bergen County, Inc. (HIRD) In September of 2018, HIRD ended their 34 year program.
- **Adult Basic Education and High School Equivalency.** On site instruction is available in 4 different programs: Ciarco tuition based classes, day and evening, Bergen County Jail Inmate Education Services, NJ Dept. of LWD ABE Grant, and the Workforce Learning Link grant.
- **Continuing Education.** The College's Division of Continuing Education and Workforce Development offers a variety of classes on site in areas from healthcare, technology, real estate, construction and other topics as necessary.
- **Academic Affairs.** BCC credit classes are offered in the Fall, Spring and Summer sessions as needed.
- **Third Party Programs.** Ciarco is also home to other organizations that use the facilities on a regular basis for their programming. Parisian Academy, Bergen County Technical School (BCTS) HSE Testing Center, BCTS Youth Link, Friendship House, The Bergen County Historical Library and Project Literacy all have space in the building.
- **Additional Building Utilization.** Throughout the year internal divisions along with local public and private organizations use our community room, conference room or classrooms to have meetings, classes and/or events.

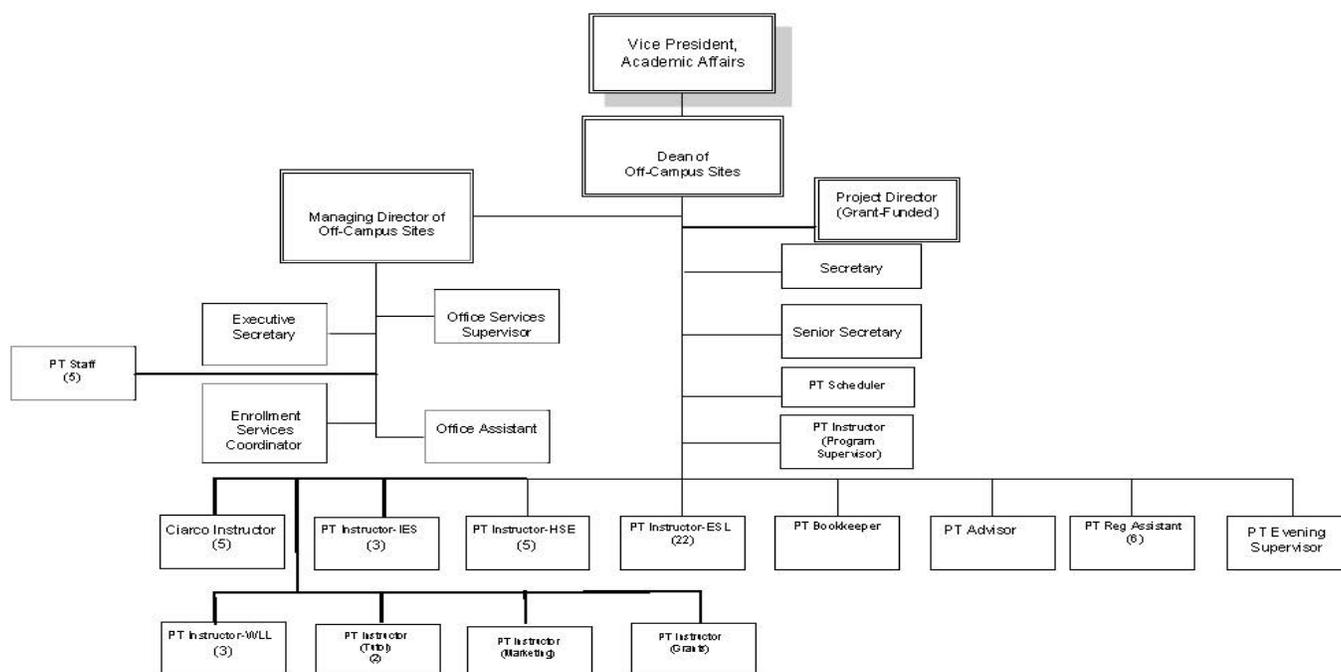
Bergen Community College at the Meadowlands History

Bergen Community College at the Meadowlands, located in Lyndhurst, was founded by Bergen Community College to better serve the residents of southern Bergen County. Bergen Community College at the Meadowlands began as an interim facility at its current location in Lyndhurst in July of 2008 to provide higher education, workforce training and economic initiatives. The initial plans were to use the site temporarily until the college built a permanent facility near the East Rutherford sports complex. Due to economic changes in the region, in 2010 the college changed its plans and bought the current building. Credit classes were offered along with professional development and career training opportunities. Numerous renovation projects took place to transform the once office building into the educational hub of BCC in the southern area of the county. Students can enroll in the degree programs offered, including the signature AAS in Paramedic Science, take Continuing Education courses, ESL courses, be a part of FUSE (an incubation program for entrepreneurs), to highlight a few of the many offerings available. The state of the art building houses a library, computer labs, science labs, a tutoring and testing center, a bookstore, cafeteria, student lounges, a Conference Center overlooking the Manhattan skyline as well as staff/faculty offices to assist students and community members. Ample parking is available.

Under Middle States Accreditation Ciarco is a site of the college and BCC at the Meadowlands is a location. The Dean of Off-Campus Sites is responsible for both physical locations. Programs at the Meadowlands include:

- **English as a Second Language.** NJ Dept. of LWD ABE Grant program offers evening classes
- **Continuing Education.** The College's Division of Continuing Education and Workforce Development offers a variety of classes on site in areas from healthcare, technology, real estate, construction and other topics as necessary.
- **Academic Affairs.** BCC credit classes are offered in the Fall, Spring and Summer sessions. Students are able to complete various degree/certificate programs on site including the signature Paramedic Science Program. In the fall of 2017 North Arlington High School became the first school to enroll their students in the Early College Program (EC) which allows high school junior and senior students to complete a Bergen Associates degree while they are completing their high school program. In 2016 a Weekend College model was piloted offering the opportunity for students to complete a degree program in 2 years by attending on weekends and online.
- **Support for Local Business Development.** Meadowlands is home to the College's business accelerator – FUSE, an incubation program for entrepreneurs. The Statewide Hispanic Chamber of Commerce of NJ has its offices on the 3rd floor and works closely with FUSE in the development and training of people and businesses.
- **Partners.** In 2018 Bergen entered into an agreement with St. Peter's University (SPU). SPU is currently leasing space on the second floor for their adult baccalaureate and master's degree programs.
- **Additional Building Utilization.** Throughout the year internal divisions along with local public and private organizations use our conference rooms, lounges or classrooms to have meetings, classes and/or events. The 5th floor Conference Center is a state of the art training, meeting and event space.

BERGEN COMMUNITY COLLEGE OFF-CAMPUS SITES



Revised: 9/7/18

Dean of Off-Campus Sites, Linda Emr (Ciarco and Meadowlands)

- Supervises and manages facilities, employees and daily operations at all off-campus locations
- Partners with faculty and all levels of management to develop and expand instructional programs and course offerings
- Leverages the effective use of all College resources to ensure the full array of educational opportunities and student support is available across BCC sites
- Cultivates and maintains relationships with the community and actively markets BCC

Managing Director of Off-Campus Sites, Magali Muniz (Meadowlands)

- Oversees facilities, employees and daily operations at off-campus locations
- Plans and executes the successful implementation of key projects, initiatives and processes, including enrollment, registration, financial aid, advisement/counseling and ADA accommodations
- Oversees the implementation and processing of the Early College and Weekend College Program
- Supports all aspects of program development, course review, course support and related process improvements; oversees course and instructor scheduling, class cancellations, and enrollment and registration activities
- Educates students on their rights and responsibilities. Acts as liaison between students and faculty/staff and serves as the College's Title IX administrator for training and reporting of students, faculty and staff

Office Services Supervisor, Kim Meekins (Meadowlands)

- Provides general administrative support including purchasing, A/R, A/P, budget, transfers, etc. for the location as well as assisting faculty and administration with general needs.
- Serves as a liaison for visitors and guests requesting use of the conference center, scheduling, set-ups and events' needs as well as the credit and non- credit scheduling.
- Supervises the coordination of activities related to safety, work orders, and needs of all the departments throughout the College.
- Supervises the welcome desk staff to create procedures, assign tasks and resolve student and faculty issues.

Enrollment Services Coordinator, Greg Reilly (Meadowlands)

- Provides a one-stop help to students with college policies for admissions, registration, advising and financial aid.
- Registers and assists new and returning students.
- Assists in admissions' functions of college fairs, on site visits, and programs at local schools.
- Maintains the Early College students' paperwork and records.
- Assists with processing of Dual Enrollment registration/record creation.

Executive Secretary, Janet Pagan (Meadowlands)

- Assists the Managing Director with phone calls and appointments.
- Serves as time keeper of staff and student workers, maintaining the appropriate paperwork.
- Handles phone call inquiries from prospective and current students.
- Maintains the one stop area with supplies and public relations materials.
- Assists with Registration functions.

Office Assistant, Margaret McCarthy (Meadowlands)

- Assist students, faculty and staff with basic questions regarding campus policies and procedures
- Answers the main phone for the center handling all inquiries or directing the calls to the appropriate office
- Assists in the scheduling of classes, meetings, events and following up on the details.
- Provides front desk support including reception duties and other operational needs.

Project Director, Elizabeth Geiske-DeFeo (Grant-Funded, Ciarco)

- Actively participates in the Adult Basic Skills Grant Program and attends regularly scheduled meetings of the collaborative.
- Provides and oversees all grant instruction and personnel both on site and at off site locations.
- Oversees the recruitment, testing and screening of prospective students.
- Maintains all pertinent data and completes the required reports in a timely fashion.

Secretary, Susan Kendrick (Ciarco)

- Secretarial assistant to the Dean, helps with appointments and phone calls.
- Handles all A/P functions including processing requisitions and appropriate paperwork.
- Coordinates needs to various college departments, i.e. public relations, building and grounds, etc.
- Maintains and assists with the supplies and book inventory for the staff and faculty.

Senior Secretary, Sandra Jimenez (Ciarco)

- Performs customer service functions on the phone and face-to-face with students – general inquiries, registration and payments.
- Assists in the inventory, distribution of books and rosters for the instructors and their classes.
- Maintains and reconciles sessions of registration.
- Works on the procedures for the day to day operations of the registration area.

Ciarco Instructor, Marianne Patino (Ciarco)

- Serves as lead instructor in the Workforce Learning Link.
- Teaches students effectively in assigned ESL or HSE classes by utilizing varied instructional delivery modes.
- Aligns learning opportunities and assessments of course learning outcomes and program learning outcomes with the approved syllabus.
- Participates in the evaluation of the instructional process and uses innovative strategies to continually improve learning.

Ciarco Instructor, Richlene Joannides (Ciarco)

- Teaches students effectively in assigned ESL or HSE classes by utilizing varied instructional delivery modes.
- Aligns learning opportunities and assessments of course learning outcomes and program learning outcomes with the approved syllabus.
- Participates in the evaluation of the instructional process and uses innovative strategies to continually improve learning.

Ciarco Instructor, Beverly Rosch (Ciarco)

- Serves as lead instructor for the testing lab.
- Evaluates and advises students on placement into the ESL and HSE programs for the center.
- Aligns learning opportunities and assessments of course learning outcomes and program learning outcomes with the approved syllabus.
- Participates in the evaluation of the instructional process and uses innovative strategies to continually improve learning.

Ciarco Instructor, Lori Yoselow (Ciarco)

- Teaches students effectively in assigned ESL or HSE classes by utilizing varied instructional delivery modes.
- Aligns learning opportunities and assessments of course learning outcomes and program learning outcomes with the approved syllabus.
- Participates in the evaluation of the instructional process and uses innovative strategies to continually improve learning.

Ciarco Instructor, Katherine Renick (Ciarco)

- Supervises the day-to-day operation of the resource room.
- Plans, develops and delivers a variety of innovative and proactive reference resources promoting a student-centered approach.
- Collaborates with instructors to develop instructional strategies for subject area tutoring and incorporates various educational approaches.

Both locations have part time employees to support the day-to-day operations of the sites and others serve as instructors in the various educational programs.

The following departments are represented/located and serve integral roles:

- All Academic Divisions: Business, Arts and Social Sciences; Health Professions; Humanities; Mathematics, Science & Technology
- Adjunct Administration
- Library Services
- Public Safety
- IT Services including Media
- Building and Grounds
- Testing and Tutoring
- Public Relations
- Human Resources
- Division Student Affairs
- Division of Finance
- Call Center
- Continuing Education and Workforce Development

III. Alignment with Bergen’s Vision, Mission, Values, and National and Regional Standards

Bergen Community College’s Vision, Mission and Value statements

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

The College and the Off-Campus Sites share the same mission. The Dean of Off-Campus Sites is a member of the strategic planning committee. The plan encompasses the entire college and is an integral document in all planning and decision making. The Off-Campus Sites have stayed consistent and follow the initiatives of the college.

The following strengths of the unit and recent accomplishments tie directly into the 2018-2023 Strategic Plan:

- *Re-imagine Student Experiences*: Current efforts are underway to present all the English as a Second Language Programs in one promotional campaign. Whether it is the academic based program, the non-credit ESL for every day fluency, the customized programs for business or the grant funded programs, they all provide pathways for the student's educational/workforce goals
- *Re-imagine Student Experiences and Re-imagine Relationships and Partnerships*: The local High Schools have been involved in dual enrollment agreements with the college for many years. In 2017 The Early College Program was introduced. After the initial high school began, other local schools expressed an interest to participate and is currently undergoing expansion. Standard operating procedures are being created to establish the work flow and areas of responsibility for the various college departments that are involved to create a model program.
- *Re-imagine Financial Resources*: The Conference Center at the Meadowlands is an underused resource. Collaborating with the Division of Continuing Education and Workforce Development drafts of initial business plans are being discussed to increase the promotion, usage and leasing of the space while using it as an educational model for Bergen students.

(See ATTACHMENT 04 for an excerpt of the College's Strategic Plan, 2018-2023)

There was an exchange of leadership in January 2017 in order to facilitate the future plans of each location. As the college evolves and grows so will the Off-Campus Sites. College leadership is planning an expansion of programs and buildings in order to relocate the Hospitality and Retail Management program to Ciarco from Paramus. This will increase credit programming as well as exposure to the area of the non-credit and credit programs available. In addition, staff continues to apply for and administer grants that will increase community exposure to local culture, history, and the arts.

At the Meadowlands the Office of College/High School Partnerships has begun an Early College (EC) program for local high school students giving them the opportunity to earn a college degree while completing their high school program. EC began in 2017 with one local high school participating. The college continues to expand the program and plans to offer it at all locations of the college over the next 5 years.

In response to recent remarks by Dr. Redmond, President of BCC, whereas the college is increasing its focus on satisfying regional trends in high demand skills that lead to "industry valued credentials" sought by employers, staff will work with the Division of Continuing Education and Workforce Development on a feasibility study and business plan to increase the use of the 5th floor conference center. The plan will include components such as increasing the revenue stream from usage, offering identified regional training opportunities while marketing the college.

IV. Demand for the Program/Services

Overview of Off-Campus Sites Consumers

Both Sites serve a diverse student body, and a wide variety of community stakeholders.

Academic Usage:

- traditional credit seeking college students
- high school students through the Early College Program
- adult seeking credit and non-credit courses
- English Language Learners
- students seeking high school equivalency
- people seeking job training and/or retraining

Facility Usage for classrooms space, meetings, events and conferences:

- divisions of the college
- the community
- college partners
- educational institutions

Demand for Off-Campus Sites Programs

The demand for Off-Campus Sites programs and services are driven through collaboration with the divisions of the college, i.e. event planning, academic affairs, student affairs and continuing education.

College systems are in place to determine the utilization needs for classrooms and other spaces by monitoring enrollment and room usage.

Unofficial Meadowlands Enrollment Stats

Semester	Unique Students	Course Takers	Sections
Fall 2014	2100	4294	189
SP 2015	1974	3460	194
Total AY14/15	4074	7754	383
Fall 2015	1774	3895	195
SP 2016	1979	3805	193
Total AY15/16	3753	7700	388
Fall 2016	1831	4029	189
Spring 2017	1557	3025	170
Total AY16/17	3388	7054	359
Fall 2017	1620	3308	187
Spring 2018	1477	2931	155
Total All17/18	3097	6239	342
Fall 2018	1475	2956	147

NOTES:

- Unofficial tallies for the past five years indicate the decline in enrollment for the credit side. To offset the decline 2 goals were set by the college for the 2018-2019 year:
 1. Increase the high schools participating in the Early College Program by 50%
 2. Develop a plan on promoting the Conference Center to increase its usage by 20%
- Above unofficial #'s do not include winterim or summer session enrollments

The Off-Campus Sites are dependent on all departments/divisions of the college. Some examples follow:

- The Office of International Student Services: Provides information on obtaining/I-20 Visas, Change of Status, Transfer and Higher Degree packets as well as our own ALP Program classes
- The Athletic Department 's Intercollegiate sports and club sports provides students with on campus activities in which to participate on varying levels
- The Continuing Education Division works cooperatively with our ESL, HSE and DOL students to help transition them into short term certificate programs upon their completion of courses at Ciarco.
- Information about Open House Dates is disseminated for our student population to avail themselves of more detailed information about programs offered.
- Representatives from both The Sidney Silverman Library and Johnson Public Library visit the Ciarco Center each cycle helping students obtain library cards, citizenship information and BCCLS information
- Students are introduced to our online Bookstore.
- Ciarco and Meadowlands work closely with the Buildings and Grounds Department to handle the maintenance of the buildings. Meadowlands does have a building manager to handle the facilities but Ciarco is dependent on phone calls to the main campus.

V. Quality of the Programs and Services

Ciarco uses end of course evaluations for all ESL students. ESL Students complete a Course Evaluation at the end of each 7-week Cycle. Course evaluation data is reviewed to enhance the learning experience by responding to student feedback like, “including more time devoted to practicing spoken language during class sessions”, and regarding the learning environment, such as suggestions toward room amenities and comfort.

(See ATTACHMENT 02 for sample course evaluation data.)

Over the 2016-2018 AES assessment period there was a focus on advisement/placement of ESL students. Application of outcomes assessment activities include the use of these Results:

- A deliberate advisement protocol has been established to engage students at each proficiency level. ‘Advisement Weeks’ have been added to the academic calendar to ensure completion.
- A plenary-type culminating activity has been put in place to allow students to network with peers and other Core and Elective course instructors at the end of each Cycle.
- End of Cycle grading reporting shows greater standardization across courses and has clarified document keeping expectations for instructors and administrative staff.

Students can transition from CLC’s course end dates to other BCC academic start dates and pursue the credit and non-credit programs that best suit their learning goals.

(See ATTACHMENT 01 for the AES report for this program review period).

In early 2018 HSE testing was re-started through coordination efforts by Ciarco program management. For the first time since AY2014, students in the Inmate Education Services program have the capability to complete their preparation and earn their high school equivalency diplomas. See results from 1/1/2018 – 1/31/19 below:

HSE Diplomas Earned JANUARY 1, 2018 - JANUARY 31, 2019					
Standard Students			Incarcerated Students		
Attempted	# Passed	%age Pass Rate	Attempted	# Passed	%age Pass Rate
31	15	48%	32	16	50%
Program Average Pass Rate			National Average Pass Rate		
49%			53%		

The Meadowlands unit is not primarily responsible for program outcomes. That task falls under other units. The 2016-2018 Assessment report did review the Weekend College program, which established the students in attendance were overall, pleased although no student has yet to complete a degree in this program. Further evaluation to this program is being addressed due to administration changes and a different vision.

(See ATTACHMENT 03 for a copy of the AES Report for the Meadowlands)

Students who attend classes at the Meadowlands receive Student Affairs support within Academic Counseling/Advising, Bursar, Financial Aid, and Registration. See below for activity from AY '14 – Fall 2018:

Meadowlands Student Affairs Service Classification

(SOURCE: Qnomy Stats)	Counseling/Advising	Bursar	Financial Aid	Registration
Fall 2014	889	4	478	491
SP 2015	561	6	558	269
Total AY14/15	1450	10	1036	760
Fall 2015	930	0	1093	453
SP 2016	519	0	585	259
Total AY15/16	1449	0	1678	712
Fall 2016	562	0	960	525
Spring 2017	298	0	435	266
Total AY16/17	860	0	1395	791
Fall 2017	327	0	486	220
Spring 2018	186	0	33	114
Total AY17/18	513	0	519	334
Fall 2018	299	0	204	427

NOTES:

- AY08- AY2015 Meadowlands was the only site offering 12 week credit courses (at the time known as Fall 2/Spring 2 semesters). In AY 2015 these 12 week options were offered at all locations.
- Fall 2014-Academic Counseling/advising stats were done manually through 5/8/2016. Qnomy implemented September 2016.
- AY 14/15 Bursar provided support with 1 staff/1 day per week until all in-person services ceased permanently.
- AY 14/15 Student Affairs had a Part-Time Counselor on site 5 days/week.
- AY 15/16 -Academic Counseling/Advising rotation schedule began and varied each semester. Example, Counselors not replaced when out sick, etc.; Rotation schedule varied weekly with 2/3/5 day coverage at times.
- Fall 2017-Financial Aid staffing decreased from 3 to 1 staff members – Hours of operations decreased and students were service by part-time employee (15 hours weekly)

VI. Cost Effectiveness and Innovation

At The Ciarco Site

Established a partnership with the Johnson Public Library in Hackensack, the BCC Sidney Silverman Library and Ciarco to hold “Library Awareness Days” during each cycle to showcase free Community and educational resources available to all students.

Transportation/Information Center

Established a transportation table on the main floor of the Ciarco center which provides prospective and returning students with timely information on public transportation, both rail and bus, available within walking distance to the Center.

- A large map of the Bergen County Transit System is displayed and reproduced for students.
- Bus schedules for Bergen and surrounding Counties displayed.
- An information pamphlet was created giving an overview of how to use the NJ Transit Bus System to get to both BCC in Paramus and Ciarco in Hackensack. (Included is information on specific routes which travel to the Paramus campus and Hackensack campus, how to obtain discounts for students with disabilities and senior citizens, the NJ transit Website and the Mobile App.)
- The Rider Guide for Bus Customers published by NJ Transit is available
- Staff in the Resource Center provides lessons in how to read a bus schedule, flag down the correct bus, calculate fares and obtain transfer tickets.

At The Meadowlands Site

- Merging of Meadowlands staff (Academic & Student Affairs) to better service students.
- Cross-train staff on Welcome Desk, Qnomy (queuing system) and Telephones.
- With the loss of our full-time evening weekend administrators, we downsized and partially compensated with part-time evening staff to assist with Welcome Desk responsibilities, telephones, operational support.
- Creation of Meadowlands Semester Class list, room utilization grids, and special events listings.
- Publish campus directory in elevators.
- Faculty Welcome packets sent via email to all new/continuing adjuncts.
- Established a student worker position to staff the Meadowland Fitness center.

VII. Opportunity Analysis

Current Provision of Student Services

The capacity for the Off-Campus Sites to provide student services are dependent upon the resources allocated by College Departments and Divisions including administration support through personnel, finances and strategic and consistent planning.

See highlighted student services below:

At The Ciarco Site

- **Academic Advising/Counseling, Personal Counseling**
 - a. Provided by an FTE counselor who travels from the main campus once per week (Monday-Friday) for 6 hours.
 - b. Appointments for students by the Office of Specialized Services are provided as needed.
- **Financial Aid and the Bursar**
 - a. Students are referred to the main campus offices for information sessions and individual needs.
- **Admissions and Registration for College Credit Programs**
 - a. A part-time employee supervised by Off-Campus Sites provides support to students looking to transition to credit courses and degree seeking programs from our ESL and HSE programs using inter-office/department communications.
- **Student Life**
 - a. Events to promote college-experience participation are held at Off-Campus Site locations mimicking some of those presented on the main campus

Recent Impacts to Student Services at the Ciarco Site

At Ciarco – In 2018 two FTEs managed by Student Affairs were eliminated. Services were reduced in the extra programs planned and implemented. Day to day operations continue but students are referred to the main campus for detailed help in areas that used to be handled by the Dean of Student Affairs and her staff member.

At The Meadowlands Site

- **Academic Advising/Counseling, Personal Counseling**
 - a. 1 full time counselor from the main campus is available on a rotating basis 4 out of 5 days (Monday-Friday).
 - b. OSS appointments are provided for our students as needed.
- **Financial Aid and the Bursar** no longer have an onsite staff member assigned. General information is provided or students are sent to Paramus for face to face detailed assistance.
- **Admissions and Registration for College Credit Programs** is handled on site.
- **Student Life**
 - a. Events to promote college-experience participation are held at Off-Campus Site locations mimicking some of those presented on the main campus
- **The Center for Student Success**
 - a. The Center is utilized when needed to help a student navigate the process of gaining employment and/or transferring to another program
- **BCC Call Center**
 - a. The Call Center for the College is located on site and staffed by part time employees.

Recent Impacts to Student Services at the Meadowlands Site

At the Meadowlands – In 2018 with the restructuring of the Off-Campus Sites, the Student Affairs division and staff merged with the Meadowlands staff. Over the past 5 years student services' staff was reduced in the Bursar, Financial Aid and Advising/Counseling areas. Students' dissatisfaction with services has been a challenge. The hours for the following areas have decreased which has turned away students needing assistance. As the Early College Program has begun and grows, the need for an advisor to work with these students is more apparent.

VIII. Operational Planning

The Dean and the Managing Director are evaluating daily processes of this new combined unit. Currently, daily oversight and academic program management of both Off-Campus Sites is provided by the Dean position. During this transition phase, some realignments of staff and work assignments are being discussed and implemented to support the daily operations of both locations.

Off-Campus Sites receives direction and approval as necessary from the Vice President of Academic Affairs. Other areas of the college are also being consulted as those areas are affected.

Major recommendations for next five years include:

- Determine separate leadership workflows that delineate building operations and academic program management responsibilities.
- Develop a cross training plan to synergize administrative capabilities.
- Implement technology enhancements to align with main campus and unify all locations.
- Support Division of Academic Affairs by collaborating with the Early College Program.

See action plan below:

Off-Campus Sites Action Plan

Unit's Name: Off-Campus Sites

Submitted By: Linda Emr

Submitted To: Dr. William Mullaney

Period Covered by Action Plan: 2018-2020

Goal	Timeframe	Responsible Party(ies)	New Resources Needed	Status Update
Continue to support Academic Affairs' goal of expanding the Early College programs educational offerings to additional school districts.	Fall 2019 – Spring 2020	<ul style="list-style-type: none"> • Academic Affairs • Student Affairs • Finance 	<ul style="list-style-type: none"> • Early College Manager 	In-Work: Review of MOA requirements for new partnerships
Further develop with Continuing Education the use of Ellucian Elevate for the non-credit programs at Ciarco	Spring 2019 – Winter 2020	<ul style="list-style-type: none"> • CE Staff • Ciarco Staff 		In-Work: Training has begun in April
Clarify the pathway for all English as a Second Language Programs (Academic ESL/ALP, Continuing Education and Ciarco) into a uniform collaborative message through new, shared, printed and electronic materials.	Fall 2019 – Spring 2020	<ul style="list-style-type: none"> • ALP • CE • Ciarco • Public Relations 		In Work: Draft of brochure ready for ESL/ALP to review and comment

Please list Success Indicator (s):

External Reviewer Report: Bergen Community College, Off-Campus Sites

Reviewed by: Allison Fitzpatrick, Interim Dean of Regional Locations, Brookdale Community College

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Summary

On March 18, I visited Bergen Community College's two Off-Campus Sites, Bergen at the Meadowlands (Lyndhurst) and Philip Ciarco Jr. Learning Center (Hackensack). I was graciously hosted by the Program Review Team Members: Linda Emr, Magali Muniz, Scott Cohen, and Fran Borg.

I began my visit to the Meadowlands site with a walking tour of the facility, seeing the Fuse Incubator, the science labs, event/conference space, the library, tutoring center, the Paramedics lab, and student affairs. Throughout the tour, the team members educated me about the site and answered various questions that I had about the operations. After the tour, I met with several Meadowlands faculty who provided feedback on the strengths and weaknesses of the facility. Afterward, I met with Student Affairs staff who did the same.

I spent the afternoon at the Ciarco Learning Center. The visit there began with a walking tour of the building, where I had the opportunity to observe an ESL course in session as well as student gathering spaces and the student services areas. After the tour, I met with several Ciarco instructors who were able to speak candidly about their experiences at the site.

The day ended with a meeting with Dr. William Mullaney, VP of Academic Affairs, to discuss priorities for the department. Afterward, there was a closing meeting with the Program Review Team, who answered some final questions about the unit.

Observations

Overall Unit

A recent restructuring of the Off-Campus Sites resulted in a merger with the Student Affairs division. In addition, administrative staff was realigned to have one dean and one director overseeing both the Ciarco and the Meadowlands locations. The department is currently in transition and has an opportunity to create a new identity for itself in the wake of these changes.

Challenges

- Over the past five years, there has been a decline in services for students at both locations. This has resulted in sporadic services hours, not meeting the needs of all students, notably evening students. There is very limited access to financial aid and bursar services, resulting in some students to be referred to the Paramus Campus for help. This is a barrier for all students, especially those at the Meadowlands site, which is the furthest in distance and has limited transportation access. Referring students to Paramus could result in loss of enrollment, declining retention, and a strain on students who already have limited resources.

Meadowlands Site- Lyndhurst

With approximately 2000 credit students on site, Meadowlands provides a full array of student support services and 15 full Associate degree programs, with Paramedics as the signature program. ESL, Continuing Education, Early College high school programs, the Fuse Incubator, and St. Peters University are also on site.

Strengths

- The Event and Conference Center on site holds about 300 events a year, but most of them are in-kind events held by the county. This is space that could be leveraged for increased revenue generation with the appropriate support in place.
- Access- The Meadowlands site is convenient to where students live. They can utilize services without the extended wait times they may experience in Paramus. If they need access to the Main Campus, they can utilize shuttle service provided by the college.
- Student Affairs appears to be a strong team that is supportive of student success. There are noted frustrations with the lack of a full range of services that is needed for students, most notably financial aid and bursar.

Challenges

- Declining enrollment across the sector is impacting credit course enrollments at the Meadowlands site. This has limited some of the upper level courses that have been able to run at this location.
- There is a lack of awareness both externally and internally about the location and the services and degrees that can be acquired.

Philip Ciarco Jr. Learning Center- Hackensack

The Ciarco center is well-integrated into the community of Hackensack, where there is significant local development. ESL, ABE/HSE, Continuing Education, Credit Courses, and hosting third-party organizations brings many students and community members into the Learning Center.

Strengths

- The relocation of the Hotel and Restaurant Management program from the Paramus Campus to Hackensack shows a commitment to meeting the needs of the local community. This program will provide a degree pathway for local students completing ESL and HSE programs on site.
- The central location in Hackensack is ideally positioned close to areas of growth in Bergen County. Students are able to access the center by public transportation, and when they are ready, can utilize public transit to get to the Paramus campus for credit degree completion.

Challenges

- There are limited student services available on-site, and advising is only available one day a week. Students are often referred to the main campus in Paramus for services. With an evolving program, additional services may be needed at the location.

Recommendations

Overall Unit

Maximize Human Resources

- When working in a multi-campus setting, it is understandably challenging to have the appropriate staff available at the exact location and time that a student needs them. The Off-Campus sites should consider a One-Stop model where all team members are trained in essential services: admissions, registration, technology trouble shooting, financial aid, and bursar activities. Higher-level functions, such as counseling and advising, should be available in person, but also have access for students via video-conferencing, should they need the service at a time when the representative is not available in person.
- As a way to better support all BCC students, the Off-Campus Sites can be leveraged as service locations for online students. This will improve utilization of services, and hopefully justify any additional services that may be brought to the sites.
- The current reporting structure, post-reorganization, appears to leave a gap in leadership. While the Dean and Director each oversee both locations, there is not a consistent leader solely assigned to each site. As full degree programs come to the Ciarco Center, it may be justifiable to add (or move) an administrator to that location to oversee operations full-time.

Early College High School Expansion

- With the traditional student enrollments declining, Early College has been identified as an area for growth at both Meadowlands and Ciarco. The Off-Campus unit should explore the best way to grow these programs in a strategic way while ensuring positive fiscal outcomes.

Meadowlands Site- Lyndhurst

Branch Campus Status

- The Meadowlands Site is currently classified as an Additional Location of Bergen Community College. However, the location appears to better fit the definition of a Branch Campus. As defined by Middle States Commission on Higher Education, “a branch campus is a domestic or international location of an institution that is geographically apart, independent of the primary/main campus. The branch campus is considered independent of the main campus if it is permanent in nature; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.”
- The college should investigate whether applying for a Substantive Change with MSCHE is worthwhile and aligns with the mission of the site. There are potential benefits to the changed classification, mainly the branding and marketing that the “campus” title would bring them.

Event and Conference Center

- The Event and Conference Center is well-positioned to generate revenue for the institution, which would help offset loss of revenue due to enrollment declines. Staff noted that it is challenging to fill the space with paid customers, since the marketing for the space occurs at the main campus. The Meadowlands site should explore whether increased marketing of the space could help generate additional revenue, and if so, dedicate a portion of funds to do outreach to local businesses to promote the location.

Leverage Partnerships

- With the St. Peters University presence on site, Meadowlands should explore ways for this partnership to be leveraged with students. There is an opportunity for the Associates to bachelor's pathway to attract local students and retain current students through degree completion. Other than the articulation agreement being listed on the Bergen CC website, I was not able to find any additional information about the benefits of the partnership. This pathway partnership could be better leveraged to promote student success.
- American Dream- With the opening of American Dream in the local area, there are multiple opportunities for partnership with Triple Five Worldwide. College leadership should determine the employer's needs and institute programming that can assist with filling vacant positions soon to come in the local community. Are there specific credit programs that can/should be brought to the site? Does American Dream have specific training needs that can be fulfilled by the Continuing Education area? As a major employer coming to the area, there seems to be a lot of potential for a mutually beneficial relationship between the two entities.

Philip Ciarco Jr. Learning Center- Hackensack

Evolution as a Community Center

- The current programming at the Ciarco Learning Center is well established and well-positioned within the Hackensack community. As the local community evolves, Bergen should continue to adjust their programming at the site to meet community needs. The addition of the Hotel and Restaurant Management program to the location will meet specific needs of the Hackensack area, and will allow students in the ESL and HSE programs to have a pathway to a degree program that has employment potential. The Ciarco Center should continue to maintain open lines of communication with city officials and local employers to determine additional programming that is viable and supports the evolution of the surrounding community.

Bergen Community College

ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

Assessment Period:	2016-2018
AES Department/Unit:	The Philip Ciarco, Jr. Learning Center
Department/Unit Head:	Linda Emr
Department/Unit Project Team:	Fran Borg, Scott Cohen
Department/Unit Assessment Liaison:	Dr. Amarjit Kaur
Date Submitted:	December 15, 2016 (revised March 12, 2018)

❖ **Mission/outcome statement or description of the Department:**

The Philip Ciarco, Jr. Learning Center was founded by Bergen Community College in 1970 with the primary mission of providing educational and support services for adults seeking high school equivalency education (HSE) or English as a Second Language (ESL).

The Philip Ciarco, Jr. Learning Center strives to:

- Provide high quality programs and services to those seeking a high school equivalency (HSE) or those seeking to learn English as a Second Language (ESL)
- Offer academic and counseling support to students transitioning from HSE or ESL programs into BCC degree or certificate programs
- Act as an extension of The College by offering credit courses that are affordable, accessible and convenient options to BCC students
- Be an integral and responsive member of the College community, the City of Hackensack, and the County of Bergen

❖ **Department's Core Outcomes:**

- Enhance advisement and placement processes for ESL students to successfully enroll into college credit or non-credit programs that fit their learning goals.
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SEMESTER 1 (Fall 2016): CREATING A PROGRAM/UNIT LEVEL ASSESSMENT PLAN

1. Department/Unit's Outcome(s) to be assessed (from the above section):

- A. Enhance advisement and placement processes for ESL students to successfully enroll into college credit or non-credit programs that fit their learning goals.

2. Means of Assessment:

- A. An Achievement Assessment was developed to see how students would perform when responding to a college-level English assessment. It was derived from the College Board Accuplacer ESL placement test and from the Pearson Future placement test. (Note: both instruments are currently in use by The College and are used to determine English language proficiency and to guide placement into courses of study.)

- a. See *Appendix 1a* and *Appendix 1b* for a sample Academic Achievement Assessment package.

▪ Feedback from Vice President:

ATTACHMENT 01

SEMESTER 2 (Spring 2017): DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

- A. Advanced II ESL instructors administered an Academic Achievement Assessment at the end of each class cycle for a complete academic year. See the data collection and analysis overview below:
 - a. Students were assessed in the following 5 areas: Speaking, Reading, Sentence Meaning, Language Use, and Writing.
 - b. Scores were determined using standard answer keys and rubrics. Scoring data was collected using a Microsoft Excel-based Grading Sheet.

- B. New advisement and referral processes were tested. See the data collection and analysis overview below:
 - a. Upon completion and scoring of the Academic Achievement Assessment, Advanced II ESL students met with an academic advisor to review their assessment results and to discuss the students' plans for continued study.
 - b. The academic advisor recorded the students' study ambitions onto an Advisement Chart.
 - i. See *Appendix 2* for sample Advisement Chart
 - c. If the student scored an Assessment Average of 80 or above and at least a 70 in all sections, then the academic advisor referred the student to Admissions or Continuing Education.
 - i. See *Appendix 3* for a sample ESL Advisement Referral Form.

3B. Desired results department and Vice President would like to see.

- **Feedback from CIE:**

ATTACHMENT 01

SEMESTER 3 (Fall 2017): COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

- 160 students were advised
- 81% (130) of students were recommended to continue at Ciarco for further studies
 - 21% (27) of these students (who were recommended to continue at Ciarco) were advised to remain for one additional Cycle because:
 - Their scores were just below the threshold for writing skills
 - The next academic (college credit) semester was not starting for several months, so students could take additional time to improve their writing skills.
- 19% (30) students were referred to Admissions or CE for further studies
- See Appendix 7 for a compilation of assessment data

5. Recommendations for Improvement:

- Add advisement support for those students who take other high-level courses (e.g. Conversation and Writing, American Pronunciation, etc.)
 - See Appendix 6 for a sample Advisement Pathways PowerPoint slide
 - Adjust student grading structure for all levels of Core courses to reduce subjectivity among graders and standardize assessment types across levels.
 - See Appendix 4 for an addendum to the ESL syllabi
 - Synchronize CLC course schedules with Main BCC Academic Calendar so students can apply for and pursue the credit and non-credit programs that best suit their learning goals.
 - See Appendix 5 for a sample ESL Academic Calendar
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- **Feedback from Vice President:**

ATTACHMENT 01

SEMESTER 4 (Spring 2018): CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

- A deliberate advisement protocol has been established to engage students at each proficiency level. 'Advisement Weeks' have been added to the academic calendar to ensure completion.
- A plenary-type culminating activity has been put in place to allow students to network with peers and other Core and Elective course instructors at the end of each Cycle.
- End of Cycle grading reporting shows greater standardization across courses and has clarified document keeping expectations for instructors and administrative staff.
- Students can transition from CLC's course end dates to other BCC academic start dates and pursue the credit and non-credit programs that best suit their learning goals.

▪ Feedback from CIE:



Instructor Guide For:
Advanced II ESL
Achievement Assessment



ATTACHMENT 01

Summary of Assessment Categories

Students will be assessed in the following 5 areas: Speaking, Reading, Sentence Meaning, Language Use, and Writing.

Speaking Skills

The Speaking Skills test is a one-on-one interview. The interview consists of three questions. The test provides you with a sample of a student's speaking proficiency level. This portion will take approximately 5 minutes.

Reading Skills

The Reading Skills test measures the student's ability to read English. Specifically, it assesses the student's comprehension of short passages. This test contains straightforward comprehension items (paraphrase, locating information, vocabulary on a phrase level, and pronoun reference), and inference skills (main idea, fact versus opinion, cause/effect logic, identifying irrelevant information, author's point of view and applying the author's logic to another situation). This portion will take approximately 20 minutes.

Sentence Meaning

The Sentence Meaning test measures how well students understand the meaning of sentences in English. It assesses the understanding of word meanings in one- or two-sentence contexts. There are four content areas measured: (a) Particle, Phrasal Verbs, Prepositions of Direction; (b) Adverbs, Adjectives, Connectives Sequence; (c) Basic Nouns and Verbs; and (d) Basic and Important Idioms. This portion will take approximately 20 minutes.

Language Use

The Language Use test measures the student's proficiency in using correct grammar in English sentences. There are five content areas measured on this test: (a) Nouns, Pronouns, Pronoun Case Structure; (b) Subject-Verb Agreement; (c) Comparatives, Adverbs, Adjectives; Verbs; and (e) Subordination/Coordination. This portion will take approximately 20 minutes.

Writing Response

Students should respond to the assignment by writing an essay in which they develop a point of view. Students should support their position with appropriate reasoning and examples. The following four characteristics of writing will be considered.

- **Word Use** – The extent to which the student is able to use a wide range of words and phrases accurately.
- **Sentence Use** - The extent to which the student is able to use a variety of sentence patterns with both independent and dependent clauses.
- **Grammar** - The extent to which the student is able to express ideas using grammatically correct English.
- **Organization and Development** - The extent to which the student is able to focus on the assigned topic and to develop ideas clearly.

This portion will take approximately 25 minutes.

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Scoring Guidance: Reading, Sentence Meaning, Language Use

See the below weighting, answer keys, and rubrics.

ASSESSMENT CATEGORY	PERCENTAGE WEIGHT (%)
Speaking	15
Reading	20
Sentence Meaning	20
Language Use	20
Writing	25

Reading	
Ques #	Answer
1	F
2	C
3	Z
4	B
5	A
6	B
7	H
8	D
9	B
10	J
11	D
12	Q
13	C
14	A
15	A

Sentence Meaning	
Ques #	Answer
1	A
2	B
3	C
4	D
5	A
6	B
7	C
8	D
9	B
10	R
11	D
12	A
13	C
14	B
15	K

Language Use	
Ques #	Answer
1	D
2	Q
3	C
4	D
5	Y
6	C
7	T
8	T
9	A
10	D
11	B
12	B
13	G
14	D
15	Z

Scoring Guidance: Writing Response**SCORE of 1****Description of Score of 1**

A response in this category demonstrates little competency in the elements of on-demand essay writing in English.

- The writing sample exhibits a simplistic expression of ideas and little to no development or organization.
- The writing sample exhibits a very limited range and variety of simple words and word phrases. Frequent errors in word selection, word forms, and spelling obscure meaning.
- The writing sample is typically characterized by short, choppy, simple sentences.
- The writing sample exhibits little or no control of grammatical forms.
- Sentence punctuation is omitted or used incorrectly.

SCORE of 2**Description of Score of 2**

A response in this category demonstrates limited competency in the elements of on-demand essay writing in English.

- The writing sample exhibits rudimentary development of ideas with an inconsistent ability to express ideas clearly in an organized pattern or with sufficient supporting details.
- The writing sample exhibits inconsistent competency in word use containing commonly used words and word phrases. Frequent errors in word selection, word forms, and spelling often obscure meaning.
- The writing sample exhibits inconsistent control of sentence use with some evidence of control of simple sentences. Commas and periods may be used to mark sentence boundaries, although there are many errors. Minimal attempts to coordinate sentences and to use subordinate clauses may be evident. Errors in grammatical forms are numerous.

SCORE of 3**Description of Score of 3**

A response in this category demonstrates emerging competency in the elements of on-demand essay writing in English.

- The writing sample exhibits an emerging use of paragraphs and topic sentences while it may lack overall focus and development.
- The writing sample exhibits an emerging use of complex vocabulary. Errors in word selection, word forms, and spelling sometimes obscure meaning.
- The writing sample exhibits an emerging use of complex sentences but with distracting errors in word order and punctuation.
- The writing sample exhibits emerging control of grammatical forms, such as verb tense, with varied and numerous errors.

SCORE of 4**Description of Score of 4**

A response in this category demonstrates moderate control of the elements of on-demand essay writing in English.

- The writing sample exhibits moderate control of focus, organization, and supporting details, with a sense of audience awareness. The writing sample exhibits evidence of the use of a prewriting strategy.
- The writing sample exhibits moderate control of a wide and complex range of vocabulary but with some distracting errors in word selection, word forms, and spelling.
- The writing sample exhibits moderate control of complex and varied sentence structure.
- The writing sample exhibits moderate control of grammatical forms. Repetitive errors in word order, punctuation, and other aspects of grammar are distracting but may not interfere with comprehension.

ATTACHMENT 01

SCORE of 5

Description of Score of 5

A response in this category demonstrates consistent control of the elements of on-demand essay writing in English.

- The writing sample exhibits consistent control of focus, organization, and supporting details, with a sense of audience awareness. The writing sample exhibits the use of a prewriting strategy with some analytical development.
- The writing sample exhibits consistent control of a wide and complex range of vocabulary, but there may be a few distracting errors in word selection, word forms, and spelling.
- The writing sample generally exhibits consistent control of sophisticated and varied sentence structure.
- The writing sample exhibits consistent control of grammatical forms. Some errors in word order, punctuation, and other aspects of grammar may be distracting but do not interfere with comprehension.

SCORE of 6

Description of Score of 6

A response in this category demonstrates strong control of the elements of on-demand essay writing in English.

- The writing sample exhibits strong control of focus, organization, and supporting details, with a sense of audience awareness. The writing sample exhibits an insightful and engaging expression of ideas.
- The writing sample exhibits strong control of a wide and complex range of vocabulary, with infrequent errors in word selection, word forms, and spelling.
- The writing sample generally exhibits strong control of sophisticated and varied sentence structure, with few errors.
- The writing sample exhibits strong control of grammatical forms. Some errors in word order, punctuation, and other aspects of grammar do not interfere with comprehension.

Scoring Guidance: Speaking Skills Interview

Designate a comfortable location to chat with your student.

- Say: “We will be having a brief conversation. I’m going to ask you some questions about yourself. I will be taking notes during our conversation. Please answer as best you can.”
- Ask the questions 1-4 below.
- During the test, you can repeat each question one time. Do not rephrase any of the questions.

1. Tell me a little bit about your family. Can you describe them?
2. What do you usually do on the weekend?
3. What are you planning to do when you finish studying English?
4. If you could have any job in the world, what would you do?

Use the Speaking Skills Rubric below (the last page of this Guide) to record your students’ scores.

ATTACHMENT 01

Scoring Rubric: Speaking Skills Interview

STUDENT NAME:		DATE:		
Speaking Skills	4 Usually (76%-100%)	3 Frequently (51%-75%)	2 Sometimes (26%-50%)	1 Rarely (0%-25%)
<u>COMMUNICATION</u> <ul style="list-style-type: none"> Organizes clear messages Elaborates as needed Checks for understanding and adjust as necessary 				
<u>PRONUNCIATION/FLUENCY</u> <ul style="list-style-type: none"> Stress and intonation support message Pace is appropriate Words are easily understood 				
<u>VOCABULARY</u> <ul style="list-style-type: none"> Level appropriate words/phrases are demonstrated 				
<u>GRAMMAR</u> <ul style="list-style-type: none"> Few grammatical errors Statements and questions demonstrate level appropriate understanding of Present, Past, and Future tenses 				
Subtotal Points:				
TOTAL POINTS:				



Student Test Booklet

Advanced II ESL Achievement Assessment

DIRECTIONS:

- Read the following questions carefully and choose the best answer.
- Write your answers on the Student Answer Sheet.
- You have 1 hour and 30 minutes to complete this exam.

Good luck and do your best!

ATTACHMENT 01

Reading Skills

Choose the best answer

1. Television has been introduced to almost every country in the world, reaching a large number of viewers on every continent. About 600 million people saw the first person walk on the moon, and a billion people watched the twentieth Olympic Games. Television has in many ways promoted understanding and cooperation among people. It does this by showing educational and cultural programs.

From this passage, a reader can conclude that the author believes that:

- A. television can unify people from around the world
 - B. people spend too much time watching television
 - C. not every country needs to have television
 - D. television is as important as schools
2. Janet's parents bought her a new sports car as a birthday present. It was blue. Janet sold her 7-year-old blue pickup truck to a high school student. The truck could not go very fast, but the student was happy with it.

From the passage, which of these statements can the reader assume?

- A. Janet prefers trucks to cars.
 - B. Janet owns more than one vehicle.
 - C. Janet likes the color blue.
 - D. Janet drives her car every day.
3. Some of Edward Weston's black-and-white photographs of American nature scenes are considered superb examples of visual art. Indeed, some of his photographs have commanded top prices at art galleries.

Which of the following best characterizes Weston's photographs?

- A. They belong to famous collectors.
 - B. They introduced many Americans to visual art.
 - C. They contrast American cities with natural settings.
 - D. They have been sold in art galleries for large sums of money.
4. Speaking to a group of people can be a frightening experience. Some speakers cope by looking above the heads of the audience. Others try to imagine that they are talking to a friend. A few try picturing the audience in some non-threatening way, such as in their pajamas.

The author of the passage assumes that speakers should:

- A. scare the audience.
- B. feel comfortable when addressing an audience.
- C. encourage people to talk during the speech.
- D. speak only to familiar people.

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14. Before giving first aid to an accident victim, you should obtain his or her consent. Asking for consent takes a simple question. Say to the victim, "I know first aid, and I can help until an ambulance arrives. Is that okay?"

According to the passage, it is wrong to:

- A. use first aid on an accident victim without medical training
 - B. help a victim before an ambulance arrives
 - C. call for an ambulance instead of helping the victim
 - D. attempt to help an accident victim without permission
15. Dr. Ellen Ochoa is an inventor and is also the first female Hispanic astronaut. Her inventions include technology to help robots to inspect equipment in space to maintain safety and quality control on spacecraft. Before retiring, she logged more than 1,000 hours in space across several space missions.

Dr. Ochoa is:

- A. the first Hispanic woman to travel into space
- B. the first Hispanic person to travel into space
- C. the first inventor to travel into space
- D. the first woman to travel into space

Sentence Meaning

The sentences below have a blank space. Choose the word or phrase that makes the sentence meaningful and correct.

1. Shikibu Murasaki, who wrote almost a thousand years ago, was one of the world's _____ novelists.
- A. earliest
 - B. most early
 - C. too early
 - D. more early
2. The Chang children _____ their parents by making sandwiches for the whole family.
- A. helped with
 - B. helped out
 - C. helps for
 - D. helps to
3. As demonstrated by his last album, which was released after his death, Ibrahim Ferrer _____ one of the most beautiful voices in Latin music.
- A. have
 - B. have had
 - C. had
 - D. having
4. After we saw the play, we had different opinions _____ Jane's performance.
- A. at
 - B. for
 - C. towards
 - D. about

ATTACHMENT 01

12. Bram Stoker is best known for his classic horror novel Dracula, which was published in 1897.
What did Bram Stoker do?
- He was a writer.
 - He was a doctor.
 - He was a merchant.
 - He was an engineer.
13. Exhausted from her transatlantic flight, Judy could not stay up past 9 p.m.
What did Judy do at 9 p.m.?
- Leave work
 - Go to bed
 - Come home from the airport
 - Lose her enthusiasm
14. This semester many students are enrolled in a new course, African Dance, which is being taught by a first-time instructor, Sheila Duncan.
How long has the university offered the African dance class?
- For many years
 - For an entire school year
 - For a short time
 - On and off for a while
15. Samantha sleeps late whenever she can, leaves work early, and never does anything unless she absolutely has to.
Which best describes Samantha?
- boring
 - selfish
 - tired
 - lazy

Language Use

The sentence below has a blank space. Choose the word or phrase that makes a grammatically correct sentence.

- _____ washing her sweater, Mary hung it up to dry.
 - Before
 - By
 - Until
 - After
- Water _____ at a temperature of zero degrees Celsius.
 - freezes
 - freezing
 - having frozen
 - freeze
- _____ get a new haircut?
 - Does you
 - Are you
 - Did you
 - Have you

ATTACHMENT 01

4. Jacques Cousteau will be remembered for his inventions and for _____ to marine science.
- dedication
 - being dedicated
 - his being dedicated
 - his dedication
5. When _____ get to the hotel?
- have we
 - did we
 - will we
 - are we
6. Galileo is most famous _____ that the Earth revolves around the sun, rather than the other way around.
- for discovery
 - his discovery
 - for having discovered
 - in discovering
7. Men and women sometimes have difficulty understanding each other because _____ differently.
- they communicated
 - they have communicated
 - they communicates
 - they communicate
8. Because she had practiced so hard for the gymnastics competition, Stacey was _____ when she achieved a nearly perfect score.
- disappointed
 - tired
 - victorious
 - thrilled
9. _____ can speak more than one language, you have the opportunity to make more new friends.
- Though you
 - So you
 - As you
 - When you

Read the two sentences below and choose the best way of combining them.

10. Her puppy ran out into the street chasing a cat. The owner quickly went to retrieve it.
- The owner quickly went to retrieve it after a cat was chased into the street by her puppy.
 - The owner quickly retrieved it after her puppy chased a cat into the street.
 - Quickly retrieving it, the owner went quickly after her puppy that ran out into the street after a cat.
 - When her puppy ran into the street after a cat, the owner quickly went to retrieve the puppy.
11. Lisa plays the piano. Her sister Kelly plays the piano, too.
- Lisa and her sister Kelly plays the piano.
 - Lisa plays the piano and Kelly plays the piano.
 - Both Lisa and her sister Kelly play the piano.
 - Lisa and Kelly too play the piano.

Writing Response Assignment

Directions:

1. Read the Passage below.
2. Read the Assignment Question.
3. Write your response to the Assignment on the back of your Answer Sheet.

Passage

The Internet has changed the way we see the world around us. Some people say that they can't imagine life without access to the internet.

Assignment Question

Think about how you use the Internet. How does this technology affect your life, and the lives of the people that you know?

SAMPLE

ESL Advanced II Advisement Chart

Cycle Dates:

Hackensack Campus	# of Students	# Tested	# Interviewed	# Absent for Test	# Not Interviewed
ESL Advanced II					
Passed*					
Failed					
Sub Scores	Speaking	Reading	Sentence Meaning	Language Use ***	Writing***
Passed					
Failed					
70 or Above					
Future Educational Plans	Returning to Ciarco in February	Returning to Ciarco in May	Undecided	No Response	
Future ALP Program Enrollment	No. of Students	Undecided			
Fall Semester					

(Please print your information below)

Today's Date _____ Student ID# _____

Name _____
 (First Name) (Last Name) (MI)

Street Address _____ City _____ State _____ ZIP _____

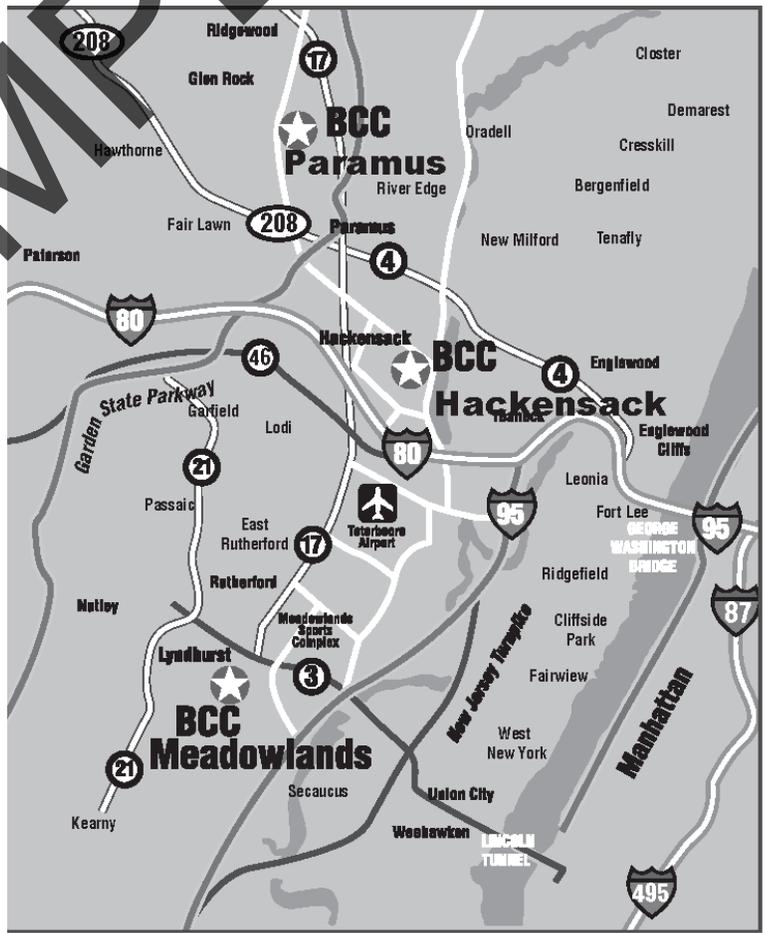
Phone _____ e-Mail Address _____

(Contact a Bergen Community College representative below)

BCC Hackensack
 Philip Ciarco Jr. Learning Center
 355 Main Street
 Hackensack, NJ 07601
 201-489-1551
 bcchackensack@bergen.edu

BCC Paramus
 Admissions
 Pitkin Education Building, Room A-115
 400 Paramus Road
 Paramus, NJ 07652
 201-447-7200

BCC Paramus
 Continuing Education
 Technology Education Center, TEC-115
 400 Paramus Road
 Paramus, NJ 07652
 201-447-7488



ATTACHMENT 01
ESL SYLLABUS ADDENDUM
11-7-17

Means of Assessment

- Students will produce written responses to individual and peer-group exercises
- Students will participate in speaking simulation activities such as role-plays, and presentations
- Written and spoken responses will be assessed using Speaking and Writing Rubrics

Special Features of the Course

- Regular opportunities to experience and practice authentic language

Assessment and Grading Policy

A student's final grade for the course is based on his/her performance when completing required coursework, and demonstrating an overall level of achievement in meeting the course's Learning Goals. Grades will be calculated as follows:

- Preparation and Participation 20%
- Writing Assessments 20%
- Speaking Assessments 20%
- Quizzes/Tests/Final Exam or Project 40%

Grade Breakdown

93-100	Dean's List / Pass
70-92	Pass
69-below	Fail

Attendance Policy

All students are expected to attend every scheduled meeting of their course. Three (3) absences are allowed without penalty. Absence and lateness sanctions are to be determined by the instructor, including whether or not to advance to the next level of study. Attendance records will be kept for administrative and advisement purposes.

DRAFT 2018 - BCC Hackensack – ESL - Academic Calendar DRAFT

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1/16-3/5	Cycle #4 2018 L3
3/12-4/30	Cycle #5 2018 L3
5/7-6/25	Cycle #6 2018 L4
7/9-8/23	Cycle #1 2018 L1
9/4-10/22	Cycle #2 2018 L1
10/29-12/19	Cycle #3 2018 L2

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Library Dates	English Express
1/24	2/12-3/1
3/21	4/9-4/26
5/16	6/4-6/21
7/18	8/6-8/23
9/12	10/1-10/18
11/7	11/26-12/13

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27		29
30						

Coming Soon

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

BCC Semester "1" Start/End Dates

School closing for inclement weather or other emergencies beyond the plan outlined may require the extension of attendance days.

BCC Closures	May 28	Memorial Day	Oct 30	Day of Development**	Advisement Weeks	Staff Meetings
Jan 01	New Year's Day	Jul 04	Independence Day	Nov 21-24	Thanksgiving	Advanced – week 2
Jan 15	Dr. M.L. King Day	Sep 03	Labor Day	Dec 22-1/1/19	Winter Break Closed	Intermediate – week 3
Apr 17	Day of Development	Nov 21-24	Thanksgiving	**To Be Confirmed		Beginner - week 6
						End of Cycle Celebrations
						Last Day of Class: 10:30am / 7:30pm

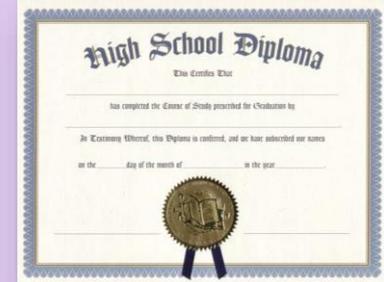
Your Pathways to Success!

ESL

College Degree



High School Equivalency



Job-Ready Certificate Program



ATTACHMENT 01

YEAR - Fiscal Qtr	Course ID	Student Key	Assessment Average	Speaking	Reading	Sentence Meaning	Language Use	Writing	Advised to Continue at Ciarco	Referred to Admissions / CE
2016-L2	AL-495-003	1	100	100	100	100	100	100		x
2016-L2	AL-495-003	2	85	87	100	87	87	67	x	
2016-L2	AL-495-003	3	84	100	100	80	80	67	x	
2016-L2	AL-495-003	4	83	94	93	87	80	67	x	
2016-L2	AL-495-003	5	80	81	87	73	93	67	x	
2016-L2	AL-495-003	6	77	100	93	80	53	67	x	
2016-L2	AL-495-003	7	77	81	87	87	67	67	x	
2016-L2	AL-495-003	8	75	87	93	87	67	50	x	
2016-L2	AL-495-003	9	69	94	87	73	53	50	x	
2016-L2	AL-495-003	10	69	81	80	60	80	50	x	
2016-L2	AL-495-003	11	68	87	80	67	67	50	x	
2016-L2	AL-495-003	12	67	87	73	80	53	50	x	
2016-L2	AL-495-003	13	64	94	73	53	80	33	x	
2016-L2	AL-495-003	14	64	81	80	67	73	33	x	
2016-L2	AL-495-003	15	63	100	100	67	73	0	x	
2016-L2	AL-495-003	16	61	87	67	53	80	33	x	
2016-L2	AL-495-003	17	57	87	100	33	87	0	x	
2016-L2	AL-495-003	18	52	87	33	73	47	33	x	
2016-L2	AL-495-003	19	0	0	0	0	0	0		
2016-L2	AL-495-003	20	0	0	0	0	0	0		
2016-L2	AL-495-203	1	82	87	100	100	80	50	x	
2016-L2	AL-495-203	2	82	94	93	93	93	50	x	
2016-L2	AL-495-203	3	81	94	93	80	80	67	x	
2016-L2	AL-495-203	4	79	100	87	67	80	67	x	
2016-L2	AL-495-203	5	78	100	100	87	87	33	x	
2016-L2	AL-495-203	6	77	100	100	87	60	50	x	
2016-L2	AL-495-203	7	72	94	80	87	60	50	x	
2016-L2	AL-495-203	8	72	100	87	60	73	50	x	
2016-L2	AL-495-203	9	70	100	93	73	67	33	x	
2016-L2	AL-495-203	10	70	62	100	87	73	33	x	
2016-L2	AL-495-203	11	69	94	80	87	67	33	x	
2016-L2	AL-495-203	12	61	56	80	87	53	33	x	
2016-L2	AL-495-203	13	56	69	47	67	53	50	x	
2016-L1	AL-495-202	1	85	94	87	93	93	67	x	
2016-L1	AL-495-202	2	85	94	80	93	80	83		x
2016-L1	AL-495-202	3	83	94	100	80	80	67	x	
2016-L1	AL-495-202	4	82	100	80	100	73	67	x	
2016-L1	AL-495-202	5	78	100	87	73	53	83	x	
2016-L1	AL-495-202	6	76	100	80	87	53	67	x	
2016-L1	AL-495-202	7	68	67	93	67	67	50	x	
2016-L1	AL-495-202	8	67	81	60	73	80	50	x	
2016-L1	AL-495-202	9	58	67	80	47	73	33	x	
2016-L1	AL-495-202	10	56	75	73	73	80	0	x	
2016-L1	AL-495-202	11	45	50	73	47	47	17	x	
2016-L1	AL-495-002	1	95	100	100	87	87	100		x

ATTACHMENT 01

YEAR - Fiscal Qtr	Course ID	Student Key	Assessment Average	Speaking	Reading	Sentence Meaning	Language Use	Writing	Advised to Continue at Ciarco	Referred to Admissions / CE
2016-L1	AL-495-002	2	95	100	100	87	87	100		x
2016-L1	AL-495-002	3	90	100	100	93	80	83		x
2016-L1	AL-495-002	4	87	81	80	87	80	100		x
2016-L1	AL-495-002	5	85	94	93	87	73	83		x
2016-L1	AL-495-002	6	85	81	80	73	87	100		x
2016-L1	AL-495-002	7	84	100	80	87	73	83		x
2016-L1	AL-495-002	8	84	100	73	80	67	100	x	
2016-L1	AL-495-002	9	82	94	80	87	67	83	x	
2016-L1	AL-495-002	10	81	94	87	53	67	100	x	
2016-L1	AL-495-002	11	79	94	67	87	67	83	x	
2016-L1	AL-495-002	12	76	94	80	73	53	83	x	
2016-L1	AL-495-002	13	74	94	87	60	47	83	x	
2016-L1	AL-495-002	14	66	81	73	53	40	83	x	
2016-L1	AL-495-002	15	64	94	73	40	33	83	x	
2016-L1	AL-495-002	16	60	75	60	67	53	50	x	
2016-L1	AL-495-002	17	58	81	53	60	53	50	x	
2016-L1	AL-495-002	18	46	100	53	33	27	33	x	
2016-L1	AL-495-201	1	89	100	80	87	80	100		x
2016-L1	AL-495-201	2	89	100	80	73	93	100		x
2016-L1	AL-495-201	3	86	100	100	80	73	83		x
2016-L1	AL-495-201	4	86	69	87	87	80	100	x	
2016-L1	AL-495-201	5	86	69	100	94	80	83	x	
2016-L1	AL-495-201	6	83	87	100	87	80	67	x	
2016-L1	AL-495-201	7	81	94	93	73	63	83	x	
2016-L1	AL-495-201	8	80	69	93	93	80	67	x	
2016-L1	AL-495-201	9	80	75	100	93	67	67	x	
2016-L1	AL-495-201	10	76	81	93	67	73	67	x	
2016-L1	AL-495-201	11	75	69	80	80	80	67	x	
2016-L1	AL-495-201	12	75	69	100	80	60	67	x	
2016-L1	AL-495-201	13	74	75	73	100	80	50	x	
2016-L1	AL-495-201	14	52	44	80	67	40	33	x	
2016-L1	AL-495-201	15	43	44	73	40	47	17	x	
2016-L1	AL-495-001	1	84	75	93	87	80	83		x
2016-L1	AL-495-001	2	81	81	73	80	87	83		x
2016-L1	AL-495-001	3	78	69	100	67	87	67	x	
2016-L1	AL-495-001	4	78	69	87	87	80	67	x	
2016-L1	AL-495-001	5	72	69	73	60	80	75	x	
2016-L1	AL-495-001	6	71	69	80	80	53	72	x	
2016-L1	AL-495-001	7	63	69	73	60	47	67	x	
TOTAL ADVISED: 160									130	30

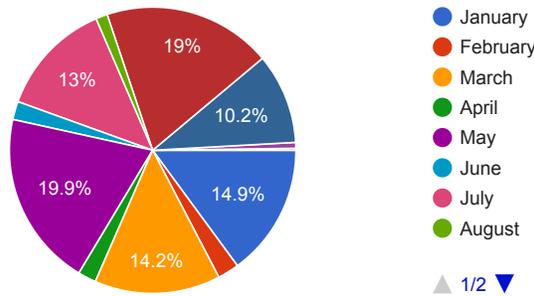


Thank you for being a Bergen Community College student! Please tell us about your learning experience.

3,035 responses

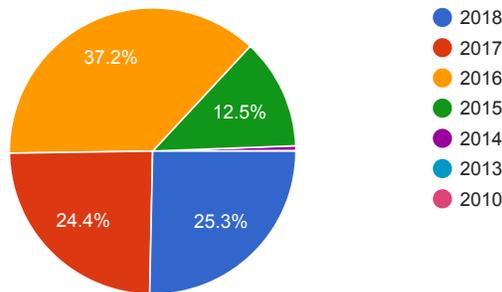
In what MONTH did you start your course(s) here?

1,360 responses



In what YEAR did you start your course(s) here?

3,020 responses

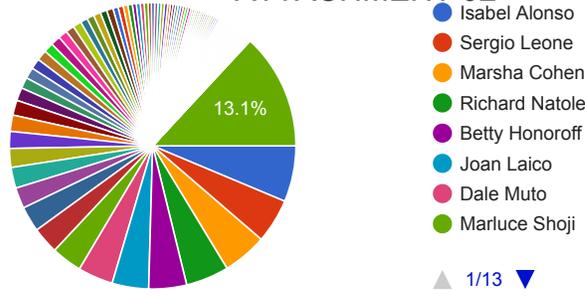


Please Answer the Following Question:

What is your Teacher's Name?

1,360 responses

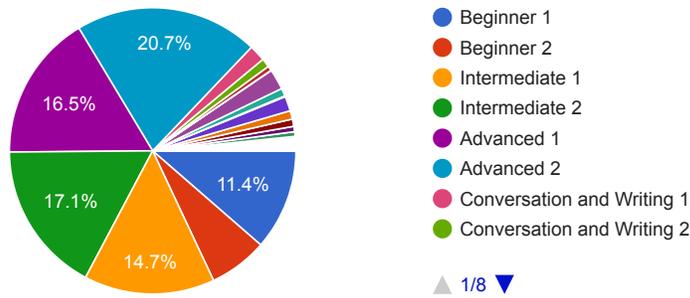
ATTACHMENT 02



Please Answer the Following Questions:

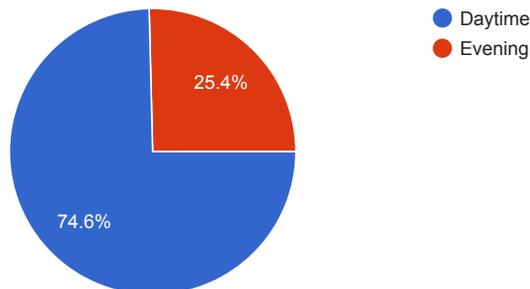
What course did you just complete? Please choose one below:

3,026 responses



When was your course offered? Please choose one below:

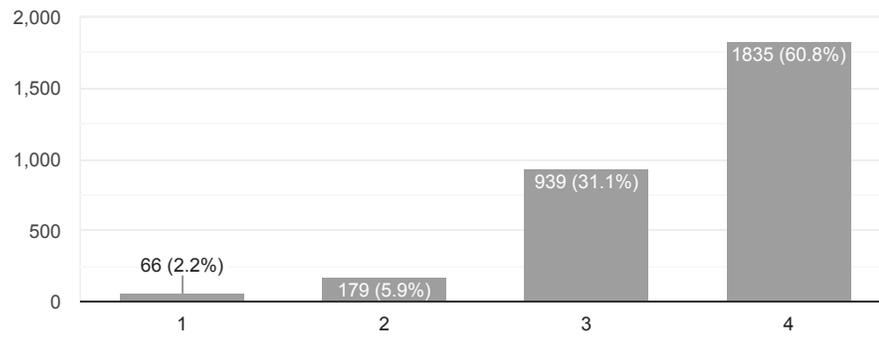
3,017 responses



Overall, I am very happy with this course.

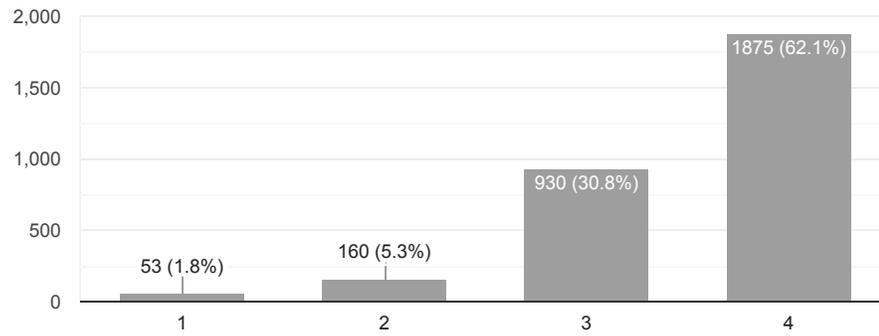
3,019 responses

ATTACHMENT 02



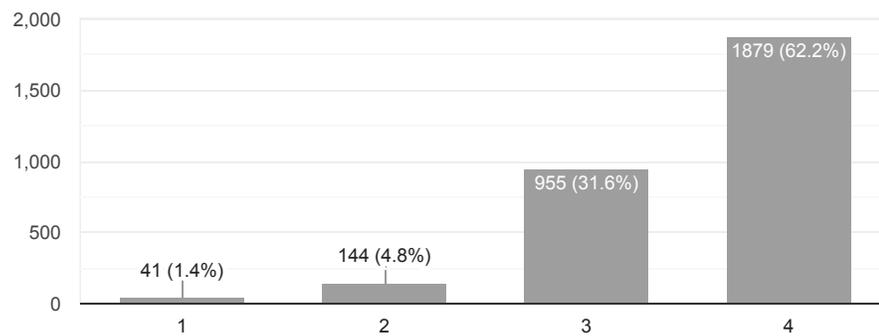
The classroom was comfortable, and convenient.

3,018 responses



The course materials helped me.

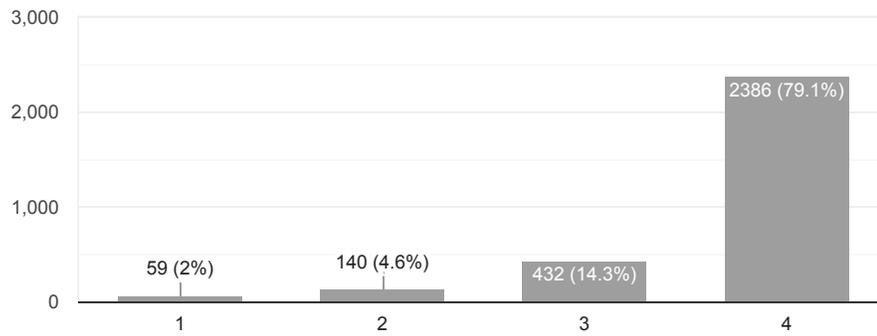
3,019 responses



The teacher appeared interested and enthusiastic about the subject.

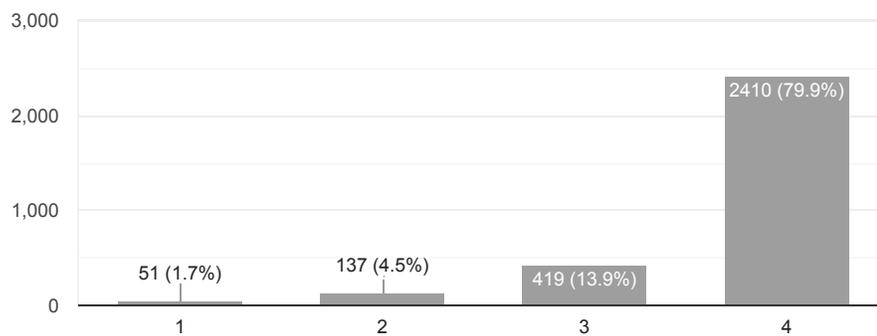
ATTACHMENT 02

3,017 responses



The teacher spoke clearly.

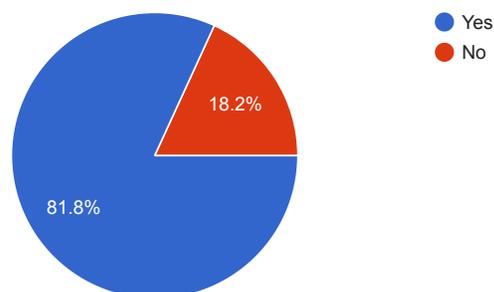
3,017 responses



Please Answer the Following Question:

Will you take another course next Cycle? Please choose one below:

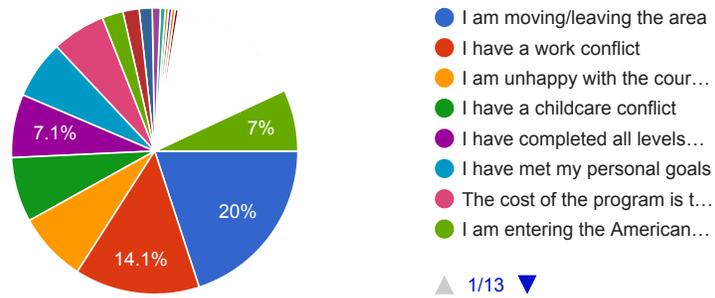
3,017 responses



ATTACHMENT 02

Please tell us why you are not returning. Choose all that apply below:

546 responses



Please Answer the Following Question:

How can we improve your learning experience at Bergen Community College?

2,941 responses

I want to participate in next class

.

good

very good

no

nothing

thank you

great!

everything is fine

my experience is good.

everything is ok

speaking

ATTACHMENT 02

more practice

improve conversation in class

.....

..

Thank you

I don't know.

write a little more and talk to be able to develop in a better future

Everything is excellent

The course should be longer. 7 weeks re not enough to cover all programm

The cycle is too short. i wish it's a little bit longer.

I need more class time.

I need more class time because 8 weeks are to short for me.

I think the duration of the cycle should be longer than it is. This will provide the students more time to understand the materials that covered in this course. Instead of going over them really quickly, students should have more time in order to gain deeper understanding of the materials.

More school time. 8 weeks are so short and lab time.

The cost of the program is too high

So Cold! The CD that came with the book, should be ALL the listen that hae in the teacher CD!

-language lab

Before, i don't like read a book. Now I love reading.

Maybe an online course for students who leave the USA or were only for a short stay here. I would like to continue a class from the BCC if there were a opportunity online like webinar or skype.

I think it could not be better! I'm so grateful of have taken this class!! Not just because of the excellent professor we had also it was a nice group to share the mornings learning english.

I was very happy with the courses and teachers. i really think that there are very good professors and this is a good school. i am glad to was been here. Thank!

I am really happy with this course. The teacher was amazing and helpful and the material (books) interesting. Thanks.

My experience was very interesting and I like it.

I love it the experience here

I think the program was good but the book is not good when they explain the grammar. I don't like this book.

I really like the college, in my own oppion the location is pretty good but the air conditioner is low in some areas. So it feels cold.

I am very happy with my class and my teachers. I'm learning and helped me a lot.

The classes is too cold. It is not comfortable for me. to enroll again. Some students in the class don't speak such as Advance I about pronunciation. You should prepare more careful class's profile. course time must be longer. seven weeks is not enough each course.

have library, cafe and longer time in each cource

More outside trips into the community so we can improve our language.

To try to integrate students each other

More hours in the classroom (speaking).

Bergen Community College

ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

Assessment Period: 2016-2018

AES Department: BCC at the Meadowlands

Department Head: Sandra Sroka

Department Assessment Liaison: Amarjit Kaur

Date Submitted: November 21, 2016

❖ **Mission/goal statement or description of the Department:** BCC at the Meadowlands is a location of the main campus and adheres to the mission of the College. In fall 2016 the college launched Weekend College at the Meadowlands giving students an opportunity to complete an associates program in two years by attending classes on Saturdays, Sundays and online.

❖ **Department's Core Objectives/Outcomes:**

To examine the effectiveness of the Weekend College at the Meadowlands' three week model which began in Fall 2016.

- Student Retention
- Student Completion
- Student Success

SEMESTER 1: CREATING A DEPARTMENT-LEVEL ASSESSMENT PLAN

1. Department's Goal(s) or Outcome(s) to be assessed (from the above section):

To examine the effectiveness of the Weekend College at the Meadowlands' three week model which began in Fall 2016.

- Student Retention
- Student Completion
- Student Success

2. Means of Assessment: Comparison to 12 or 15 week courses will be examined along with the enrollment reports, student evaluations, student outcomes and possible student surveys.

▪ **Feedback from Vice President:**

ATTACHMENT 03

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

Weekend College survey

Registration records

3B. Desired results department and Vice President would like to see.

- **Feedback from CIE:**

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

Utilizing the registration data 37 students attended Fall '16, Fall '17 76 students attended a 101% increase. This data shows the need for Weekend College and is supported by the attached survey.

A survey was given to all attending students – approximately 1/3 were returned.

Question 1 - 22 students are working toward a degree -- 2 taking courses for various reasons

Question 2 – 13 have spoken to a counselor - 11 have not met with a counselor

Question 3 – reasons for taking classes at weekend college

- To work toward a bachelor's degree
- Receive/complete an associates degree while working full time
- Graduate in two years
- Use the courses as a prerequisite for a nursing program

ATTACHMENT 03

- Transfer the credits to a 4 year institution

Question 4 - 11 students would like additional required classes specifically in Communication, Writing, Psychology, Math, Chemistry, Biology, and Anatomy

Question 5 – 100% of the students would recommend Weekend College to a friend.

5. Recommendations for Improvement:

Weekend College fell short of the initial goal of completing an Associates degree in two years. Two students have attended all three semesters but have not completed the required courses for graduation.

Lessons Learned

- Weekend College is a vital component to a college degree for students who work full time
- Weekend College is increasing enrollment each semester
- A counselor needs to be provided for the Weekend College student since they are not available on the Student Services Monday-Friday schedule
- Additional courses need to be included in the Weekend College schedule

▪ Feedback from Vice President:

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

Weekend College is a new program and experience shows that it takes 3 years for a program to develop and enrollment to increase. Judging from the submitted surveys it is well received and the student base is increasing each semester.

Suggestion: The building is open and staffed on Saturday and Sunday. The college needs to continue it's degree program while adding additional popular courses and therefore extend it's reach to students who work and cannot attend college Monday to Friday.

ATTACHMENT 03

- **Feedback from CIE:**

Last Updated: August 2013

STRATEGIC PLAN

2018 - 2023

Reimagine Bergen

EXECUTIVE REPORT





EX DRAFT

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

STRATEGIC THEMES 2018-2023

Reimagine Student Experiences

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

Reimagine Human Talent and Internal Culture

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

Reimagine Technology

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

Reimagine Financial Resources

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

Reimagine Relationships and Partnerships

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

